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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E1 - 0765 NORTHWEST CLASSEN HS - Focus 5

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

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Claudia Rivas

Constituent Group

School Leadership Council

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. (1033 of 2000 maximum characters used)

The staff at Northwest Classen HS believe that student achievement can be achieved through a positive school culture and the delivery of high-quality instruction. A PBIS/School Culture team has been formed - this team meets bi-weekly to develop and implement school-wide strategies to positively impact the school culture. School-wide PBIS strategies are being implemented which recognize and reward the many students who are working hard and meeting both behavior and academic expectations. Non-negotiable Instructional Expectations have been established and are referenced frequently. These strategies are 1) Posted learning objectives with performance scales 2) Active student engagement 3) Frequent checking for understanding 4) Rigor 5) Student data notebooks. Because the majority of the staff are not proficient in all of these areas, targeted professional development opportunities are scheduled routinely. NWC has also hired an Instructional Coach to work with teachers to meet school-wide expectations for instruction.

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. (889 of 2000 maximum characters used)

The District utilizes the Planning, Research, & Evaluation Department to compile a School Statistical Profile for each site in the District (<http://goo.gl/EovZqJ>). In addition, we conduct a yearly Needs Assessment (<https://goo.gl/86dvkr>) and utilize those discussions to formulate school goals/plans. Per OSDE, the focus areas at NWC are our ELL population and our graduation rate. These two areas are related. NWC is a OKCPS Newcomer Center; therefore, all immigrant students on the North side of the District attend NWC. The school's Leadership Team believes the best approach to successfully supporting the students in both of these focus areas is through high-quality instruction. Additionally, the Team believes that the overwhelming majority of the students at NWC are English Language Learners regardless of their native language. Vocabulary is a challenge for most students.

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. (521 of 2000 maximum characters used)

The available data include: -Test Reports from Measured Progress on End of Instruction (EOI) exams-Edusoft Benchmark Assessment(s)-WIDA Tests-Gates-MacGinitie Reading Test-Common Assessments developed by PLC's -Individual Teacher Unit Tests-Individual Teacher Formative Assessments-Surveys using GoogleForms-PRE Reports-PLC Meeting Notes & Agendas-SMARTWeb Grades/Reports-WAVE Reports (Dropout, etc.)-Truancy/Attendance Reports-ACT Scores-SAT Scores-PSAT Scores-NNAT2 Gifted Test Results

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. (1210 of 2000 maximum characters used)

The expectation for 2017-18 is that all core teachers will work to establish individual achievement goals for each student. Students are then expected to track their progress toward these goals. Additionally, each content area PLC has established a SMART goal for the year. Progress toward all goals are frequently measured through Common Formative Assessment (CFA) cycles. Once the learning objective is identified, teachers from common subjects collaborate to develop a rigorous formative assessment that will successfully determine whether or not a student has achieved mastery. After several days of instruction, each teacher administers this assessment. They then meet to analyze the data. Through this analysis, they should be able to determine which instructional strategies were the most effective. Additionally, they can determine their progress toward the PLC SMART goal and individual student progress. A crucial part of the CFA cycle is intervention/reteaching - teacher must provide support for all students who did not achieve mastery on the CFA. Naturally, NWC also analyzes data from State tests, ACT, SAT, AP, behavior to identify areas of strength and weakness within the school.

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.

(0 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 (3112 of 5000 maximum characters used)

Scientifically Based Research StrategiesThe following non-negotiable instructional expectations have been established at NWC 1) Posted learning objectives with performance scales 2) Active student engagement 3) Frequent checking for understanding 4) Rigor 5) Student data notebooks. An Instructional Coach has been employed to support teachers as they work to meet all five of these expectations. Additionally, frequent job-embedded professional development opportunities around these areas are available. All core teachers of common subjects (ex: Algebra I) are expected participate in Common Formative Assessment (CFA) cycles. Through the data analysis portion of these cycles, teachers have the opportunity improve their own instructional techniques and strategies by identifying positive/negative trends within the data. Curriculum AlignmentOKCPS has established their own academic standards which include all of the Oklahoma Academic Standards. All teachers at NWC have ready access to not only these standards, but District developed pacing guides, unit plans, assessments and a variety of other resources. Teachers are required to post and reference current learning objectives. They are also required to post performance scales so that students can monitor their progress toward achieving the goal. Teachers at NWC meet as departments, so discussions are around content.Extended Learning Time: NWC has implemented an Intervention Schedule one day per week for the past several years. This allows teachers to target and work with specific students who are struggling to show mastery of important concepts. The NWC Guiding Coalition will be conducting a staff survey regarding the effectiveness of the intervention model that has been used in the past. Some changes to this model are expected; however, there is understanding that there must be some sort of system for extended learning time in place. Teachers, Administrators, and Staff members will be paid a stipend for Saturday School.AssessmentThe available data include: -Test Reports from Measured Progress on End of Instruction (EOI) exams-WIDA Tests-Gates-MacGinitie Reading Test-Common Assessments developed by PLC's -Individual Teacher Unit Tests-Individual Teacher Formative Assessments-Surveys using Google Forms-PRE Reports-PLC Meeting Notes & Agendas-Infinite Campus Grades/Reports-WAVE Reports (Dropout, etc.)-Truancy/Attendance Reports-ACT Scores-SAT Scores-PSAT Scores-NNAT2 Gifted Test ResultsTechnologyTechnology is an area where NWC still has room to grow; however, the available technology (Chromebooks & Carts, Dell Printer, SMARTBoards, projectors, Document Cameras, Poster Printer, etc.) is increasing. It is also being utilized to engage students and improve instruction. School Improvement515 funds will be used to purchase a poster printer to allow data to be more easily analyzed and displayed. 515 funds will also be used to send 4 teachers to the AVID Fall Conference where they will receive professional development around effective instructional practices.

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. (999 of 5000 maximum characters used)

To effectively support and retain teachers who continually enhance their pedagogical skills through reflection and professional growth plans: In order to attract high quality job candidates, we begin with a thorough job description. This description is posted by the District use of SearchSOFT. SearchSoft Solutions provides the highest quality recruitment, selection, hiring, and retention software for the diverse community of school districts. Anchored by the market's best support team, SearchSoft is committed to delivering outstanding services to fulfill each client district's objective of hiring the highest quality candidates in the most efficient manner possible. Once the job is posted, the principal utilizes a very thorough interviewing process comprised of a series of questions and always involves the team members of the prospective new hire in the second interview. These tools/strategies/processes help us to retain those personnel who desire to continually improve their craft.

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. (2015 of 5000 maximum characters used)

To ensure that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals: the principal works closely with our Guiding Coalition to make data driven decisions. In addition to these efforts, the Administrative Team works to create a schedule of professional development to be incorporated into our staff meetings and designs the on-site PD day in the Spring. Once the detailed EOI reports are made

available, the principal disaggregates the data which we discuss in our Guiding Coalition Team meetings which then advise our Professional Development efforts. We also work with the State Department Office of School Support to define/refine SMARTGoals and develop PD to target our areas of critical need (ELL & SpecEd in past years based on our Annual Measurable Objectives (AMOs)). Teachers are supported and encouraged when implementing strategies learned in professional development through the use of the iObservation Evaluation Tool and feedback given during Instructional Rounds and Walk-Throughs. Our PD focus this year has been on PLCs and data supports a positive impact on student achievement:2014-15 Test Scores:Algebra I: 78% Satisfactory or AdvancedAlgebra II: 82% Satisfactory or AdvancedGeometry: 61% Satisfactory or AdvancedBiology: 34% Satisfactory or AdvancedUS History: 73% Satisfactory or AdvancedEnglish II: 70% Satisfactory or AdvancedEnglish III: 85% Satisfactory or AdvancedAdditionally, students continue to show growth as documented on State Report Card. Department Meetings are used in sustaining efforts to support new staff with previously learned professional growth. These tools/strategies/processes help all Stakeholders to understand our model of instruction and ensures that all teachers use these strategies to improve instruction.Love and Logic On Demand WebinarsStipends for Guiding Coalition/Title I Committee/PLC/New Teacher/Avid TrainingsEqual Opportunity Schools AP Counseling Services

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. (1079 of 5000 maximum characters used)

NWC attends several job fairs each spring and fall to recruit high quality teachers. In an effort to support teacher candidates and attract them to NWC, we partner with several universities to provide observation, practicum and student teacher opportunities. Through this more than 25 potential teacher candidates will spend substantial time in our building this year. An effort is made to recognize and reward teachers for their hard work. Two teachers are selected every month as Teacher of the Month. Staff birthdays are celebrated with cake/cupcakes on a monthly basis. Teachers are highlighted in the weekly staff bulletin. All new teachers are assigned a mentor teacher during their first year at NWC. We have a veteran teacher who coordinates this model. Additionally, new teachers attend a New Teacher Orientation session prior to the start of school. New teachers meet weekly the first month of school so that all questions can be answered. NWC new teachers receive additional support through their departments and PLCs - the impact of this support is evident.

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. (1402 of 5000 maximum characters used)

Parents will be surveyed quarterly via Survey Monkey. Feedback regarding school climate, policy and quality of instruction from parent perspective will be collected. Feedback will be used to improve practices and identify areas of strength/weakness. We also have various mail outs throughout the school year that include both individual student data and overall school data. These include: -Report Cards-Individual EOI results-School Report Card results-Progress Reports-Parent-Teacher Conference dates. In addition, NWCHS has provided multiple parent involvement activities including parent meetings by class, Title I Meetings, Concerts, Plays, Sports, Parent-Teacher Conferences (twice per year in evenings and days), PTSA Meetings, etc. We utilize BlackBoard Connect services to make mass phone calls home to keep parents informed of these events. Additionally, in coordination with GearUP, Room 101 has been converted into our Parent Resource Room where parents can come and get access to computers, get help with financial aid, and more. Parents are also able to access Infinite Campus to keep up with their child's attendance and grades. The school's digital marquis is also used to communicate upcoming events and deadlines. Paper/toner/ink, supplies, masters and postage will be required to support the above efforts. Parent Newsletter-high school years (Spanish and English)

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:

[TITLE I SCHOOL-PARENT COMPACT REQUIREMENTS-20170915113102-11853.DOCX](#)

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. (1443 of 5000 maximum characters used)

Our most impactful transition strategy to help with the transition from 8th grade to 9th grade is Link Crew (a Jr/Sr to Fr mentoring program). Our Link Crew team of teachers and students organize a Freshman Orientation event each year to welcome our new students, familiarize them with the building, and connect them to mentor students. The Link Crew student team continue to plan activities throughout the year for the freshman students. Departmental teams meet to collaborate to create vertical alignment between and among grade- levels transition points. Each core content area will implement standards in conjunction with the pacing guide by reviewing the grade level above and below. Teachers and staff will collaborate with Taft MS in core areas to ensure a smooth transition. We will provide 4 teachers and an administrator for mentoring, After and Saturday School tutoring for students targeted at grade levels as transitional activities. Bus passes will also be purchased for students needing transportation to attend these activities. We have also developed a program called Royal Knighthood where 8th grade students attend NWC for two hours and earn high school credit. Lastly, we have spent time collaborating with the administration at Taft MS and they plan to be present at NWC during the initial arrival of students on the first day of school so that incoming freshmen and Royal Knighthood students can see a friendly face.

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. (1111 of 5000 maximum characters used)

NWC teachers are encouraged to be a member of one of the many teams that exist: Guiding Coalition, PBIS/School Climate, Faculty Advisory, Guiding Coalition, Technology/Professional Development, Academy of Health Science, Academy of Teacher Prep, AVID, Advanced Placement/Gifted and Talented, Link Crew, and Gear Up. This is not including the departmental and PLC teams that exist. All of these teams use data to drive decisions regarding area of focus, implementation, and policies. Teachers are also surveyed frequently to provide feedback regarding existing policies and structures within the building. Teacher teams are provided administrative support and training in their meetings regarding data analysis process. An Instructional Coach has also been hired using Title I funds to support teachers in all areas of instruction including data analysis. Data reviews are held quarterly in department meetings. These Data Reviews are used to disaggregate, analyze and summarize progress made toward SMART goals through data collected from Common Formative Assessments and District Benchmark Assessments.

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. (2491 of 5000 maximum characters used)

OTISS (Oklahoma Tiered Intervention System of Support) is Oklahoma's intervention model for identifying and addressing academic and behavioral difficulties that interfere with Pre-K-12 student success. Response To Intervention (RtI) - RtI is a tiered intervention process that integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness and may identify students with disabilities. (<http://goo.gl/khjpxk>) The addition of a counselor above and beyond the Staffing Formula will be essential to accomplishing the intent of RtI at NWC. Positive Behavioral Interventions & Supports (PBIS) - Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired

behavior more functional (<https://goo.gl/OWjHzP>). The addition of a counselor above and beyond the Staffing Formula will be essential to accomplishing the implementation of PBIS at NWC. Differentiated Instruction (DI) - In addition to Intercession, the NWC Tutoring Program, and other interventions described herein, we plan to purchase books from Marcia Tate's "...Won't Grow Dendrites" series which draws on the latest research in brain-based learning, differentiated instruction, multiple intelligences, and adult learning to provide strategies that not only motivate adult learners but also increase understanding and long-term retention (<http://goo.gl/jGYrJE>). Books/novels/class sets for ELA to supplement literature curriculum will be purchased. Math reading books and manipulatives will be purchased. Scholastic Classroom Magazine New York Times Upfront Magazine (subscriptions) will be purchased. AP Psychology textbooks will be purchased.

Monitoring/Compliance Documentation

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

Submit

The application has been approved.

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

Consistency Check was run on:	10/2/2017
LEA Data Entry submitted the application for review on:	10/2/2017
LEA Administrator submitted the application to OSDE on:	10/2/2017
Program Review completed on:	10/12/2017
Final Review completed on:	10/15/2017

Selectable Application Print

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

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

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

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