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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - A2 - 0417 TELSTAR ES - Priority

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

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## Schoolwide Plan

**Plan  
submission  
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

**Program:**

Title I, Schoolwide Plan/School Improvement Plan

**Purpose:**

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

**Legislation:**

ESSA, Section 1114

**Regulations:**

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006  
LEA and School Improvement, Non-regulatory Guidance, June 2006

**OSDE**

**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. (944 of 2000 maximum characters used)

The goal for our school is for all students to learn to the best of their ability, to foster a love for learning and to become Thinkers that strive to be the best in every area of their lives. Telstar believes in using technology to enhance and engage our students. We believe in providing opportunities for students to experience success by allowing additional time in the morning and/or evenings for them to complete homework and receive additional help when needed. This extra time will be provided in a safe environment for them to build on academic and social skills that will also include programs and curriculum that help teachers to increase low academic skills and develop low self-esteem in all students. All decisions are based on three key questions: Does this decision or purchase support the data? Does this decision or purchase fit within our plans for School-Wide Improvement? How will this plan support student learning?

### 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. (1254 of 2000 maximum characters used)

Telstar uses data to make decisions regarding needs for improvement; sometimes this includes looking at the whole picture and/or the many pieces. When we reflect back and look at the state report grades in the past 3 years; scoring below 50. Our questions will be, "What can we do to improve that score?" "What did we do wrong?" "What did we do right?" "What works and what doesn't work? We will first analyze the data in various areas to retrieve the answers to those questions. In areas such as, attendance, mobility rate, parent involvement, community volunteers, Before and After school tutoring through The Boys and Girls Club. We use community volunteers to read with students, Rose State College Nursing and Dental hygiene students to mentor students. The Community Transformer to work with first and second graders, etc. The data is analyzed to reflect on student achievement but also to determine staff needs in professional development. We will continue to use PBIS to drive discipline and support positive interventions to keep students focused and for a common set of expectations and language in the building. We will be implementing the "Second Step" Character Education Program throughout every classroom to teach social skills.

### 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. (1724 of 2000 maximum characters used)

Data is used in variety of ways here at Telstar. We use the basic district and building required assessments for reading and math, Fountas and Pinnell Literacy, Benchmark Literacy, ELQA for early childhood, DOLCH benchmark tests, district's Mastery Connect Assessment, curriculum unit tests, informal assessments by the teacher, attendance and discipline to analyze and evaluate progress and needs of students. We also use teacher, parent and students surveys to gather information on needs. We use Student Council as a way to teach students how to express themselves in a proper manner and to take ownership and proud in their school. We use data available to compare differences in teachers, some are stronger in certain areas of teaching so we encourage them to have flex grouping for specific skills. We use attendance and discipline records to help determine specific needs of students/parents and

trying to provide community support/resources to help meet their needs. We use informal assessments and surveys to determine if student's basic needs are being met, such as, do they need to join the Friday Backpack Program to receive food for the weekend and long breaks? Do they need support in clothing the children, etc. Data can be analyzed and compared to show weak skills which bring questions and concerns that require a review of the curriculum, maybe specific skills need supplement resources to help the students master the skill, or that teachers need more professional development in that area to improve their skills. We compare discipline records with mobility rate and try to work with families to encourage parents to leave their children at our school and to move them only if it is necessary.

#### **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. (1459 of 2000 maximum characters used)

All administrators, teachers and students collect and keep data notebooks. Notebooks are brought to the weekly PLC meetings to review and discuss progress, make changes in lessons and interventions and resources to help students succeed. Students track their progress and write personal goals and steps they will take to get to their goals. Students also share their data notebooks with their parents during parent/teacher conferences. Administrators keep data to review every aspect of progress and needs based on building wide data, grade level data, teacher data and student data. We make decisions based on the data and the needs of the students. All purchases must be based on data, "How will this help with student achievement and does it fit in with our school-wide plan of improvement?" Field trips are not approved if the subject and/or purpose of the trip does not fit in with the overarching goals of the school and the required skills for that grade level. The administrators meet weekly to discuss the data and progress of different areas of the building. The Academic Leadership Team reviews and summarizes data to determine if we are following our plan for improvement and making progress toward our goals. Data is analyzed in many ways to make decisions in the best interest of student achievement. Data is also used to determine teaching assignments, professional development for teachers and training for staff members and tutors.

#### **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 (3932 of 5000 maximum characters used)

All curriculum are scientifically based research including intervention materials such as Fountas & Pinnell's Leveled Literacy Kits and classroom leveled reading kits. We require the vendor to provide the research before we encumber funds. We use strategies such as 90 minutes protected reading blocks with daily interventions required for all students scoring below grade level on the Early Literacy Assessment. Teachers use small group instruction informal assessments, unit assessments and formal test to assess mastery and further interventions requirements. Teachers collect the data that is kept in a data notebook, place on a data wall in the classroom and on the detailed data wall in the PLC room. The instructional strategies are monitored by the principal using the Marzano TLE, informal observations and coaching. Daily objectives must be posted in each classroom for all subjects along with a daily schedule before school begins. Objectives must be student friendly language so they understand what they are required to learn each day. Teachers have been trained in the Treasures, Everyday Math, Foss Science, Balanced Literacy, Benchmark Literacy, Fountas & Pinnell's Leveled Literacy Kits. Teachers use the Oklahoma Standards and the district pacing guides to ensure that all skills are taught and students' master skills. Teachers collaborate weekly in PLC groups and during common planning periods. The vertical teams meet during staff meetings at least twice a year. Students have opportunity to complete the homework or ask for help with homework before school (during breakfast), they also may attend The Boys & Girls Club afterschool program that is scheduled from 3:10pm to 6:00pm where they receive time allowing for collaboration between the afterschool program and regular teachers. The afterschool program through The Boys and Girls Club is aligned with the school's academic goals for each individual student. We attempting to improve the core academic program by hiring and retaining highly effective teachers and providing them with continuous professional development to improve their skills and to meet the needs of their unique students. The benchmark assessments use at Telstar are: Star360 Reading and Math, Fountas & Pinnell Balance Literacy. The test results are used to drive the instruction in whole group: ie, Does the data support the concept that all students mastered the skills on the unit? If not, how will you reteach? What different resource will you use? What resources and modalities will you use for interventions? The school-wide program has provided the opportunity for all students to learn and improve their skills. We used the bulk of the money, based on the data, to purchase materials to support intervention and mastery of skills, including purchasing updated technology to support this essential learning tool and skill. Technology is used in every classroom. Smart boards are in all regular education classrooms. We also have a portable Smart board that can be used in the library or in other location that there isn't a smart board installed. Smart boards allow for interactive lessons and visuals for students. New Google Chrome Book Pads on carts were ordered to enhance the technology skills and access to additional resources and will be used in the classrooms. Students love computers and teachers use this to their advantage by making lessons come alive with live streaming videos, educational games, an online library with access to over 10,000 books with MyOn.com and other on-line resources to help relate to and meet the learning styles of the students of today that thrive when using technology. Teachers use programs to ability level of students as they work on-line to help them master basic skills they may lack. Students are excited when they use computers to enhance their learning and researching subjects of interest to them.

**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. (2455 of 5000 maximum characters used)

Yes, all teachers at Telstar Elementary are highly qualified and all paraprofessionals have met the requirements for highly qualified status. I use funds to hire two more Highly Qualified Teacher Assistants. These two assistance will work diligently along with the teacher to help with basic reading skills, such as phonemic awareness and comprehension that the student may be lacking in. The school does not offer incentives for teachers with higher level degrees or National Board Certification but the school districts offers a higher pay scale for teachers with higher level degrees and the State of Oklahoma pays some teachers a stipend for their National Board Certification. All parents were informed at the Title I parent meeting held each August that they have the right to request and view Title I plans and qualifications of employees at the school site and are encouraged to participate in the Title I meetings. A template letter has been created and used to inform parents if their child is being taught by a substitute teacher, certified or non-certified and has been used this school year to address several issues. A data chart is available to reflect the H.Q. status of teachers and years of experience. The Academic Leadership Team reviews applications and chooses qualified applicants to interview. Their college transcripts and teaching license are reviewed also to ensure H.Q.T. status and appropriate certifications for the position. Once the interviews are complete the team meets to discuss the strengths of the applicants, an applicant is chosen and offered the position. Once they accept, a request to hire is submitted at the district where it is reviewed by human resources to ensure the applicant meets the requirements. Once hired they are trained by the principal on state and district requirements. New teachers 0-1 years of experience are assigned to Mentor teacher. This relationship is put in place to help the new teacher get acclimated to teaching, the school and district expectations. Teachers are required to write and submit weekly lesson plans that meet the state requirements and plan using the state PASS skills and district academic standards and state approved curriculum and RSA requirements. Teachers are observed/evaluated using the Marzano Teacher Leadership Effectiveness tool. Continuous training is provided to improve skills and develop skills of teachers to meet the needs of students.

### 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. (2860 of 5000 maximum characters used)

Teacher were required to write goals and a plan to meet their goals to improve their teaching skills. Once the teachers returned this school they complete a survey where they can request professional development based on the data from student scores, TLE scores, and the school improvement plan, the principal created a list of professional development trainings to meet the needs of the teachers. A preliminary plan for PD was developed and reviewed by the staff

during a staff meeting, adjustments were made and a proposed plan for the year was created. Professional development is provided by the principal and district trainers. After each professional development teachers receive a follow-up in the classroom by the principal and/or the Instructional Coach as monitoring is essential to ensure that the professional development training is implemented into the daily curriculum and any changes made and teachers are supported as the master new skills. The principal will support the teachers by re-teaching, modeling, co-teaching, and coaching etc. to help develop the teacher's skills to meet the needs of the students. Teachers have growth goals similar to professional development plans. The goals are created based on personal needs, student's needs, student data, TLE data and building/district requirements. The goals are reviewed the principal to ensure that it is realistic, measurable and based data and school-wide expectations of the improvement and advancement of the student body. Stipends are sometimes provided for teachers when PD is offered outside of the regular school day. When PD is offered during the regular school day we can only offer class coverage so that the teachers can attend the PD. We have teams in the building that are specialists in the specific areas, such as with the RSA plan requirements and they provide the training. During monthly staff meetings we highlight successes and have teachers share out student success to encourage effective strategies and make arrangements for class coverage for teachers to observe other teachers that have demonstrated mastery in a specific skill area. We spend a great deal of time training teachers to read and understand data and transition the data to specific, targeted interventions. The strategy has been effective as reflected on the state report card growth of ten points a couple of years ago; we continued this emphasis but continue to look at ways to improve in all areas of teaching. We have seen positive growth in the majority of students, although not as great as we would hope, the students are making improvements. Continuous training and in-class support as well as weekly PLC's and staff meetings/trainings help us stay focused on continuous growth and reviewing the school-wide goals help ensure that we are moving in the right direction.

#### **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. (4071 of 5000 maximum characters used)

Recruitment: We have a team of teachers from the Academic Leadership Team that review applications, choose potential employees and sit on an interview team. The principal has utilized the district website and job fairs to identify potential candidates for the team to review. She has also contacted universities and colleges in eleven states to discuss employment opportunities with the Dean's of Education. Positions are always posted on the school/district website for employment opportunities. Strategic moves within the building have been made to ensure strong, veteran teachers at each level, especially when a mature teacher begins discussing plans for retirement. The principal contacted local universities as well as universities in other states seeking possible candidates. She also called local school districts to fill specific positions such as early childhood and special education although most principals shared their concern for finding highly qualified teachers to fill positions. We have encouraged local universities to send students to our school to volunteer or shadow teachers to begin learning basic skills they can use in the classroom; this strategy was used in the hope of supporting and encouraging future teachers to remain in the field and commit to our school. Our goal is to hire teachers with degrees in education and only use alternative certified teachers if we are unable to fill all positions with traditional, standard, certified teachers. Retention: New teachers are given a tour of the school by the principal. They are shown to their classroom and encouraged to make a list of items they need so an order can be placed. Each new teacher to the building, whether new to the field or new to the building, is assigned one mentor teacher and two resource teachers so they always have a contact person for questions or support. This

support continues for two years. The specials schedule is made to guarantee common planning time and weekly PLC meetings to provide support for all teachers. The principal has an open-door policy to encourage teachers to reach out and ask questions, ask for training, ask for support, etc. The principal also does daily walk-throughs in the classrooms to assess for needs for training, support, materials, etc. Teachers support each other in many ways, including weekly PLC meetings, common planning times and vertical teaming. Teachers serve on committees to encourage participation in decision-making. Committees meet to make recommendations for needs, trainings, support, review and evaluate policies and systems currently in place. The principal has had several meetings where individuals representing higher education have presented at staff meetings to encourage teachers to work on advanced degrees, reviewing funding and scholarship opportunities. The principal was board certified and has encouraged teachers to consider National Board Certification and recognizes teachers at staff meetings that are Nationally Board Certified. The government has offered several opportunities for teachers to have a portion of their student loans waived if they work for five years in a Title I, high poverty, low-performing school plus several universities have offered teachers the opportunity to apply for student loans to work toward advanced degrees. When potential teachers interview at Telstar, the hiring committee honestly discusses the school environment and challenges but they also share the fact that it's one of the most rewarding experiences a teacher could have in a career. Although some incentives are not monetary, we provide luncheons for staff throughout the year, we often provide breakfast or lunch to recognize their hard work and tokens of appreciation, celebrations and gifts during teacher appreciation week and other celebrations of success with students during staff meetings. During Teacher Appreciation Week, the hospitality team and principal have provided a small gift each day with a thank you poem or note attached as well as breakfast and lunch.

#### **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. (3138 of 5000 maximum characters used)

Telstar has developed a Parent Involvement Policy and a Parent/School Compact that is reviewed by the staff and parents annually and updated as needed. This was distributed and signed by parents as they enroll their children each year. Parents are encouraged to volunteer at the school during the annual Title I Parent Meetings, we discuss opportunities where they may help around the school, tutor students, help a teacher, help during special events, participate as a member of the Title I and School Improvement Committee, etc. We continue to encourage involvement by telephone alert calls, newsletters, conferences in person, personal phone calls to parents, and during events such as Math/Science and Literacy Nights. We encourage parents to read with their children daily and offer them help if they need to brush up on skills to help their children with homework. Our district does provide an on-line grade book and parents are encouraged during enrollment to take advantage of this tool. We also remind parents that they may come to the school and get copies of their children's test scores, observe their child learning in the classroom, volunteer at the school (with the background check) and help with special events. During parent conferences and the Title I meeting we remind parents through the use of a Smart Board how to access the state web site for skills and information, how to access the district web site and how to access the school web site. In the past a non-profit organization handed out information to parents on internet access for an deeply discounted price to encourage technology in the home. Parents are alerted to school wide events by two methods: flyers and newsletters sent home with Black Board alert phone system. If we are unsuccessful in making contact with parents, such as during parent conferences we will mail a certified copy of the plan to the parents and staple the receipt to the APP plan. We also print out all phone alert reports that show how many households were successful in the contact. We retain copies of all flyers that are sent home. Parent Teacher conferences are schedules twice a year and staff work one evening to help meet the needs of working parents, they also work before and after school and sometimes drive to homes to meet with parents who are unable to come to the school. We hold an annual Title I meeting for parents in August to review the Title I plan, goals for the year and to encourage parents to actively

participate. We notify parents of the event by flyer and phone calls, a notice on the school billboard, and pair it up with an event that follows the meeting such as open house to encourage better participation. This school year we also became a Schoolwide Class Dojo. ClassDojo is a communication app for the classroom. It connects teachers, parents, and students who use it to share photos, videos, and messages through the school day. They use ClassDojo to work together as a team, share in the classroom experience, and bring big ideas to life in their classrooms and homes. Teachers and students build their classroom culture.

#### **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. (3639 of 5000 maximum characters used)

The critical transition points for students usually occur from day care or private preschool to school and we invite Dana Brown Cooper Center in May to bring their students over to visit the school to ease the transition into prekindergarten or kindergarten. We also have the Pre-Kindergarten and Kindergarten teachers work together beginning in April, coteaching and working together to ease the transition to Kindergarten. The first grade teachers invite the Kindergarten students over for story time and center time to help them transition to first grade. Our fifth grade students take a field trip in May to visit Rogers Middle School where they meet with the counselors to discuss expectations, schedules, etc. They are given a tour of the school and the opportunity to ask questions about middle school. Our fifth graders here at Telstar, attend the 6th grade summer camp that is designed to help with the transition to middle school. It's a two day camp with the parents attend for a 1/2 day on the second day. Other grades also do the class visitations and students share their experiences with moving into the next grade to help students feel more comfortable about transitioning to the next grade. In addition to helping students transition teachers meet in vertical teams within the school several times during the year to provide support and review data and records on students transitioning to new grades. This helps teachers become acquainted with the intervention plans and needs of the individual students. It also provides the teachers a time to reflect and share their concerns about low skills in students that may indicate a weakness in the curriculum that must be met with other resources. It allows upper grade teachers the opportunity to share the expected requirements at their grade level so teachers may better prepare students. At the beginning of the fourth quarter the teachers vertical team again to reflect on the year and share data and struggles they had to teach students below grade level on specific skills using the data as support. This has been critical especially between the 2nd and 3rd grades; an example is the expectation that third grade students know multiplication facts. Until we began vertical teaming, the 2nd grade teachers assumed this skill was taught in the second semester of 3rd grade. Professional develop is provided to demonstrate the expectations at each grade level to help teachers understand the requirements; an example is in teaching writing: rubrics are provided with expectations such as: "This is where a first grader comes from kindergarten and should be able to demonstrate this level of writing and when they leave first grade they should be able to demonstrate the skill at this level (i.e. A first grade student leaving first grade should be able to write a complete paragraph with appropriate indentation, capitalization, punctuation and at least one extended sentence with a detailed drawing.) This has helped teachers understand the vertical progression of skills. The data supports this vertical teaming in the fact

there is less transition time at the beginning of the year where teachers are able to understand the specific needs of students in their classrooms and teachers are able to begin interventions quickly without trying to evaluate where students were at the end of the previous year. The data is provided to the teachers on their students before the school year begins and the vertical teaming helps teachers have the time to explain how certain students learn, their needs, the progress they made the previous year, etc.

**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. (2942 of 5000 maximum characters used)

The teachers use different assessment tools to evaluate student progress and skills. Then will be administered three times during the year as benchmark tests and between each benchmark they will be progress monitor using the STAR360 assessment. Teachers will also use various other tests depending on the students grade level, an example is 3rd through 5th grades will also take the district benchmark edusoft assessment, early childhood students will be given the ELQA to assess progress of mastering basic skills. Teachers will also use curriculum unit tests and informal assessment to monitor progress. The STAR360 assessment measures basic reading skills, helps the teacher isolate skills they are lacking and helps teachers group the students for interventions. The test measures reading and math and provides a scaled score and G.E. score for each student in each subject. Our school gives every student a writing test during the state writing test for 5th grades in February. We keep these tests in the student RSA folders to track their progression on writing skills. Teachers have training throughout the year on how to read the data, what this means for classroom instruction in whole group and interventions for students in small groups. Training also includes different methods for teaching students the low skills, using a variety of methods to help students grasp difficult concepts. Teachers keep a data wall in their classroom, a data notebook and students also keep data notebooks to track progress and write goals and steps for improvement. Teachers receive professional development on how to read data, how to interpret this for classroom use, interventions, etc. They also learn to track trends by grade level and by class and use the data to make decisions and share resources for teaching students specific skills. Example: If teachers in one grade level review data and one class appears to have higher mastery according to the data the teachers will share what they did to teach the skill, share resources and even co-teach to help the students master the skills. Teachers have some tests that are required by the district and at the building level but they have choices in how they will assess on skills taught, progress monitoring interventions and whole group assessments. Teachers have a testing schedule for district and building tests and they also have a district pacing guide/timeline for skills and assessments. Teachers bring their data notebooks to their weekly PLC meetings to discuss their previous weeks progress. We use this time to discuss their informal assessments, what the data reflects and how this data will drive their instruction. Teachers reflect on the data wall in the PLC room to discuss the needs of individual students, small groups of students and even whole group instruction when the data reflects that the majority of the students are weak in a specific skill.

### 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. (2174 of 5000 maximum characters used)

Teachers write their lessons based on the districts required standards, which are aligned with the Oklahoma Academic Standards. They use the data from weekly formative and summative assessments and the district assessment tools such as, Comprehensive Snapshot, Performance, and Fountas and Pinnell Benchmarks, to decide the best method for teaching students and providing effective interventions. We also use the RTI process, PBIS for positive behavior and small group instruction for differentiated instruction. Every year we train the teachers on using the RTI process, reading data and interpreting it to prepare interventions and coaching to help them develop skills for teaching students with different learning styles. We do offer after school tutoring through Title I funds and we offer the Boys & Girls Club for after school tutoring and homework help. The Club provides Power Hour where students complete their homework, read and they also offer extended tutoring for students that need additional support. Students also receive extra instruction in small group settings for intervention and some students are receiving tutoring during the day provided by community volunteers, staff members and volunteers from Rose State Nursing and Dental Hygiene students. The teachers use informal and unit tests to monitor the progress of students. The extended day is in addition to the regular classroom lessons. Teachers post a QTA (quality time analysis) outside their doors that reflect the protected reading block with

interventions. The principal randomly observes intervention to monitor that the skills being taught are based on data and of high quality and highly engaging. Teachers write down the student names in their weekly lesson plans and the skills they will be teaching, making it easier to monitor that the skills are reflective of the data and their personal needs. Teachers keep a log on each child of interventions/progress. Students scoring below grade level on the any of the 3 above mentioned assessments are invited to attend after school tutoring and summer school. Students take a test to show mastery on skills during Intersession.

**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:	10/3/2017
LEA Data Entry	
LEA Administrator submitted the application to OSDE on:	10/3/2017
Program Review completed on:	10/13/2017
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.

## Request Print Job

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