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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - D3 - 0440 VAN BUREN ES

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

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

**Program
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Students

Name

Katie Mayo

Constituent Group

Parents

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (928 of 2000 maximum characters used)

The vision for Van Buren Elementary is to provide a safe environment for our students, parents, and community that promotes success and creates responsible life-long learners. Therefore our vision for reform is for the school's leadership to work collaboratively to provide focus and support on instructional decisions that will advance our students on core subjects, health and the arts. We emphasize success in reading and math while integrating the importance of a well rounded student in sports and the arts. We are proudly an A+ plus as we value the arts and they help our students express themselves. Our vision for reform is to continue to improve our students academically through frequent progress monitoring and helping our students in their very unique needs whether they are social, emotional or academic. We seek to provide a system of support with interventions that will help our students achieve their own goals.

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. (991 of 2000 maximum characters used)

A school profile is completed yearly once the academic information from the State Department has been released. Our school profile compiles student information such as attendance rate, demographics, gender, mobility rate, turnover rate, homelessness, percent of students on free/reduced lunch, percent of students that are English Language Learners, receiving special education services, discipline, retention percent, and proficiency on Oklahoma criterion reference tests. Our school profile also comprehends staff information such as their attendance rate, avg. years of service, avg. class size, level of education (Master degree or above), among other information. School's leadership uses our school profile plus other information such as professional development needs, family and community involvement and students' needs to assess the focus areas for the school year. This key data review helps us to develop a clear purpose/action plan with interventions for weak areas of growth.

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. (704 of 2000 maximum characters used)

As described above we use different measures from quantitative to qualitative records to evaluate our school's progress. Some of our quantitative records included (performance assessments, progress monitoring with STAR Renaissance, students' grades and F&P assessments), our qualitative records include (student surveys, suspensions, attendance, extracurricular participation). As a school we also monitor our involvement with A+ (arts integration) and Great Expectations level of implementation to assess our climate as conducive to performance excellence. We monitor our number of parental involvement activities and the attendance to these events to evaluate our effectiveness as a learning community.

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. (1030 of 2000 maximum characters used)

Data is collected and analyzed regularly during the year to provide a compass for direction towards improvement. Data is also reviewed at the end of the year to assess the final status of the school and develop an action plan for reform in weak areas. The process of evaluation includes a review of qualitative and quantitative data, assessing students' and staff's needs, professional development needed and programs/systems that worked or did not. Once all data has been reviewed, a group think process is started within the leadership team to evaluate which areas we want to address during the following year. After a consensus is reached, strategies are delineated to comprise a school action plan. The leadership team then explains and shares with the faculty the previous process taken to arrive to the action plan and provides guidance as to how to implement the action plan. Finally, benchmarks throughout the year are set to review school's and individual classes progress towards successfully achieving the action plan.

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 (2440 of 5000 maximum characters used)

- How has technology been utilized in the classroom? Technology has been used in the classroom to increase engagement, motivation and achievement. It also provides an opportunity for students to interact with knowledge and assess/progress monitor in the areas of reading and math.- How has technology been effective in increasing engagement, motivation and achievement? Technology has been effective in increasing engagement through the color, movement, video and sound it provides. Technology has increased motivation in students as they enjoy the use of technology and will often see it as a reward, something they look forward to. Technology has improved achievement as it provides an opportunity for prompt progress monitoring and practice to assess online as it is this method that the 6th grade students will ultimately use to take their state criterion tests.- What research-based curriculums will be used to support reading and math Oklahoma State Standards? Benchmark Literacy/Scholastic leveled book room and Math bundles are the curriculums used in OKCPS. Teachers meet at least once a week and/or once with administration to ensure lessons' alignment to Oklahoma standards and student needs. - What supplementary instructional materials will be utilized for student interventions/extensions? Supplemental instructional materials used will be technology such as document cameras, smart boards, and chrome books/desktops. In addition, leveled book libraries will be used to enhance guided reading.To supplement our curriculum and promote/monitor reading we will use our Title I budget to purchase Accelerated reader 360, Starfall and Reading A-Z \$8,356. In addition, we have allowed part of our budget \$1,000 to be allocated towards library books, class sets and other materials for the library update our reading selections for the students.To update and maintain our school technology we will use Title I funds for projectors and their light bulbs \$600MyOn is yet another instructional material that we will use for reading to extend learning past school hours as it allows students to access books online in English and Spanish at home \$7,000.We have also allocated \$5,000 to purchase supplemental materials for reading and math and personnel help support classroom instruction funded through Title I. The personnel covered with these funds are: Teacher Assistant, ELD Assistant and a part time remedial specialist.

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. (1661 of 5000 maximum characters used)

The process for ensuring instruction is delivered by highly qualified teachers and paraprofessionals begins at the point of interviewing/hiring. Applicants for teaching or support positions are required to meet these requirements (college hrs., certification, or appropriate tests) prior to their name being submitted to the human resource department. Additionally, the HR department reviews that candidates meet the required qualifications, no exceptions. - Are all teachers and paraprofessionals at the school highly qualified? Yes, they all are. Certified and paraprofessional staff have all met the requirements to be highly qualified through their education and/or tests prior to their employment at our school. - Does the school offer incentives for advanced degrees and/or National Board certification? The OKCPS district offers a salary incentive for advanced degrees as well as for National Board Certification. - Have all parents been notified of their right to request information regarding the qualifications of the highly qualified teachers and paraprofessionals? Parents are informed every year of their right to request information regarding the qualifications of teachers and paraprofessionals as required by title I. The information is regularly shared with parents during the title I meeting which occurs at the beginning of the school year. - Has a template been created for notifications to parents when students are taught by a non-highly qualified teacher for more than four (4) weeks? Yes, there is a letter generated to notified parents when a non-highly qualified teacher or substitute has taught students for more than four weeks.

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. (1041 of 5000 maximum characters used)

The professional development for this school year will be guided by the district new initiative to have school leads/mentors and an instructional coach to help develop teachers' instructional strategies. An instructional coach will be at our campus twice a week to help guide the implementation of guided reading, benchmark literacy and assist newly hired teachers. In addition, we have budgeted for stipends for 3 lead mentors. One mentor will focus on aiding new

teachers to the school/profession, a lead mentor in math will focus on use of hands on learning activities to engage students. Finally, a literature mentor will attend training throughout the school year to then bring the training to the rest of the staff for implementation. The funding for these mentors will be through Title I stipends for their year of service and it will be as follows: \$500 dollars for each mentor (Lead mentor, literacy and Math mentor). In addition, the Instructional coach salary will also be partially paid with Title I funds \$10, 300 approximately.

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. (2153 of 5000 maximum characters used)

Teacher recruitment is done through the posting of vacancies on the district's website and SWOSU's website as well. In addition, our school aims to work closely with other Universities in the area to promote working at Van Buren. We have held school tours for SWOSU education students and opened our doors for UCO, SWOSU and Oklahoma City University students as well as students for online Universities to come to our school to complete their required observation hours in an opportunity to engage these students to consider our school as a place of work after their graduation. SWOSU University also sends our school a list of students that recently graduated or in the past 2 years and their area of certification to reach out to them through either email or phone to fill our vacancies. Our school district has a job fair every year in March or February and we always attend this to collect resumes from qualified candidates. The process for new teacher orientation begins at the district level with at least 2 full days of orientation prior to the beginning of the school year. New teachers are given their laptops, overview of the reading curriculum, math curriculum, how to use the grade book system, request a substitute, among other systems used in the district. Teachers are given a complete tour of the school and a school manual with procedures and policies for the school. During the professional development days prior to the beginning of classes procedures and key policies are review with all staff members not just the new staff. New teachers are given a career mentor to assist them during the year. In addition, this school year a lead mentor position has been assigned to a veteran teacher to oversee all new teachers transition into their position. New teachers are included in decision making through surveys and their

participation in different available committees in the school. The incentive for teachers offered to work in our high poverty school is to be able to forgive their student loans as offered by federal grants. In the past 4 years, 2 teachers with student loans have been able to take advantage of this opportunity.

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. (1988 of 5000 maximum characters used)

We have a parental involvement policy for our district and we have a parental involvement policy and parent-school compact for our school. The parental involvement policy and compact are shared with parents during the students enrollment process to our school. These two documents are part of our enrollment packet and are updated annually. Parents are surveyed regarding parental involvement activities through paper surveys which are Bilingual (in English and Spanish) to evaluate their opinions. Parents are notified of parent involvement activities through different methods including phone calls, text messages, school marquee, flyers or in person. Our district has an online gradebook which teachers maintain and parents are encouraged to access to monitor their children's progress. We hold Parent-Teacher conferences at a minimum of twice a year and more are held when students are at risk in one or more subjects. Our school holds a yearly Title I informational meeting which is usually held during the school's Open House. Parents are informed of this meeting through text, phone call and flyer. During this meeting and others parents are encouraged to form part of school committees, active in their child's classroom and or the school's PTA. We plan to schedule at least 2 parental academic nights during the school year to promote learning and involve parents in their children's education. Van Buren will use Title I funds to pay stipends for teachers, support staff and administration for this nights. The funds allocated will be approximately \$1,500. Materials for these parental nights will include paper, colors, markers, glue, books among other materials to support the academic strategies shared during the night, Title I funds allocated for these materials \$ 1,799.22. Finally, we look forward to providing refreshments during our parent nights to foster an inviting and welcoming environment for our families. Refreshments will be paid for with Title I funds, \$906.

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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Uploaded Files:

[AGENDA Title I meeting-20170912111653-18266.doc](#)
[Title I Meeting call out-20170912110454-18266.docx](#)
[Title I meeting Sign in-20170912111829-18266.pdf](#)

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. (987 of 5000 maximum characters used)

Pre-Kindergarten and 6th grade are the critical transitional points for our school site. As far as our 6th graders, middle school counselors visit with our 6th graders every year to share key information to assist them with their transition to the middle school. Students are presented with classes and programs available at the middle school and they are able to ask any questions they may have. In addition, the middle schools hold orientation nights which 6th graders and their families are encouraged to attend to familiarize themselves with the new school, staff and procedures. Finally, a meet the teacher night is usually held prior to the beginning of the school year for every grade level student/parent to meet their teacher, counselor, administration, see their classrooms and ease the transition from one school year to the next. During this school night parents are encouraged to sign up as school volunteers or PTA parents to actively engage in their children's education.

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. (1637 of 5000 maximum characters used)

Teachers receive professional development on multiple ways to collect and disaggregate data. In the past school years our school district has switched different systems to progress monitor our students, we switched from easyCBM to Renaissance STAR to now F&P. Teachers had the opportunity to have data coaching sessions with Renaissance representatives and use their live support assistance for any data/reports questions, now teachers have the support from instructional coach and mentor teachers to progress monitor students and look at data. In addition, we hold weekly PLCs at our school during which data is discussed and analyzed to help meet the needs of students. Data changes are monitored specifically during our 3 big period assessments times BOY, MOY and EOY for improved student achievement and tracked on a google doc so the information is available for everyone at the school. Renaissance and F&P are our summative assessments and they are used to measure student growth towards proficiency of Oklahoma State standards. During PLCs after student data is reviewed, strategies are shared and reviewed among teachers to strengthen classroom instruction and focus on critical skills that are scoring low on our data. Finally, the process for including teachers in choosing assessments for our school is the following: Renaissance STAR assessments were chosen at the district level last year this year a switch was made to F&P as the assessment to monitor reading levels in students. In addition, performance tasks at administered throughout the year to monitor learning in other areas such as math, science and social studies.

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. (1780 of 5000 maximum characters used)

Teachers work hard to meet the learning needs of all students in the classroom and focus specifically on the students that experience difficulty to master critical academic skills. Students with these difficulties receive extra time in small groups with their teacher and are offered after school enrichment opportunities. Students that struggle past a few weeks of small group intervention or in several skills are placed on a Response to Intervention track to monitor if adequate progress can be made or if the progress made is not enough and further intervention is needed or even possibly consider special education. There are different ways our students receive additional assistance during the school day (teacher small group, teacher assistant attention, ELD teacher small group instruction, SPED teacher small group instruction, accommodations such as different assignments, special seating, extra time to complete assignment, peer tutoring, etc). Students identified for this assistance are identified based on the progress monitor assessments, teacher observations and parent concerns. Students are then monitored based on weekly or bi-weekly assessments to assess progress. Behavioral interventions are provided on the same basis, teacher observation, parent concern and academic achievement. Students with behavioral needs are given a behavior intervention plan which is shared with the student, his/her family and all teachers in the student's schedule. Progress for these students is monitored

through behavior records (discipline referrals, citations, behavior notes or calendars) and progress monitor assessments. Student interventions supports will include support through teacher assistants and remedial specialist paid through Title I funds, \$66,000 approximately.

Monitoring/Compliance Documentation

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

Submit

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

Consistency Check

Lock Application

Unlock Application

LEA Data Entry

LEA Administrator

Program Review

Final Review

Selectable Application Print

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

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

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

Request Print Job

Schoolwide

Request Print

Requested Print Jobs

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Completed Print Jobs