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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - C4 - 0712 U. S. GRANT HS - Focus 2
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
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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	Greg Frederick
Person Completing Plan	Greg Frederick

Name	Greg Frederick
Constituent Group	Site Principal

Name	Fatima Gaytan
Constituent Group	Parents

Name	Kandy Hunt
Constituent Group	Administrators

Name	Jen Kleyn
Constituent Group	Administrators

Name	Cathy Hill
Constituent Group	Administrators

Name	Valente Aldana
Constituent Group	Students

Name	Maria Wartchow

Constituent Group	Teachers

Name	Adriana Knight
Constituent Group	Institutions of Higher Education

Name	Amber Dubuc
Constituent Group	Student Support Services Staff

Name	Fayrene Moore
Constituent Group	Student Support Services Staff

Name	Shana Hansen
Constituent Group	Teachers

Name	Denae Phipps
Constituent Group	Teachers

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. (123 of 2000 maximum characters used)

Vision: We Believe A quality education, accessible to everyone, is the key to our future success and societal advancement.

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. (1025 of 2000 maximum characters used)

U.S. Grant High School is currently a school-wide Title 1 program serving students in grades 9th-12th. The school's current educational program ensures that all students are college and/or career ready upon graduation through rigorous curriculum offered in all core classes as well as numerous Advanced Placement courses. Co-teaching is provided in the regular education classroom through the efforts of special education teachers. This school year we are incorporating intervention time into the school day. We will be utilizing Achieve 3000 to increase reading and lexile levels for all of our sophomore and ELL students. We utilize Mastery Connect to tract data on a student by standard basis. Data is monitored regularly during PLC times in order to focus and drive instruction. Professional development opportunities for best practices for instruction of special education and ELL students will be a priority focus this school year. We are using AVID strategies in a schoolwide push to increase rigor in the classroom.

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. (396 of 2000 maximum characters used)

Common AssessmentsTeacher Attendance DataDistrict performance assessmentsTeacher survey resultsOSTP/OASS/EOISIPS Early Warning IndicatorAttendance DataClassroom ObservationACT and SAT testsWIDA AssessmentsSenior/Parent College NightsLeadership Team Attendance DataOpen HouseParent/Teacher Conference DaysGEAR UP Parent EventsTitle 1MeetingsFinancial Aide/FAFSA Nights

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. (815 of 2000 maximum characters used)

Based on the data gathered and the analysis conducted, US Grant has these areas of strength and the weakness that were identified: Strengths:1st time teaching -Tier 1Maintaining high test scoresRetaining more students/reduce dropouts Reduce discipline problemsIncrease students passing multiple EOIs -

Super Seven SeniorsIncrease graduation rate Weaknesses:Tier 2 and Tier 3 interventions ELL test scoresSpecial Education students test scores Communication with parents and communityAttendance and Absence RecoveryUsing 21st century teaching and learning standards Of the needs identified, the following will be focused on during SY 2017-18Our focus for 2017-18 will be to increase the rigor in classrooms and work toward giving teachers the skills to deliver instruction in a 21st century format.

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.

(967 of 5000 maximum characters used)

Title funds are used to meet our goal of increasing student achievement through technology, remediation, and intervention resources. Additionally, community groups have provided support through donations of food and uniforms. Our school and community liaison makes contacts with businesses in the community as needed to provide support to meet our schools goals. We have partnerships with service providers such as sunbeam family services and variety care which us meeting the social and health needs of our school. The city county health department provides on site resources for helping our students and family find needed resources to meet needs. Grant is working toward becoming a one-to-one school with each student having access to a computing device each hour of their core curriculum. We are using title one and gear up funds to move toward this goal. We plan to add 16 chrome book carts to our inventory this year. We will then be 70% toward our goal.

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 (1066 of 5000 maximum characters used)

U.S. Grant High School is currently a school-wide Title 1 program serving students in grades 9th-12th. The school's current educational program ensures that all students are college and/or career ready upon graduation through rigorous curriculum offered in all core classes as well as numerous Advanced Placement courses. Co-teaching is provided in the regular education classroom through the efforts of special education teachers. We are incorporating intervention time into the school day. We will be utilizing Achieve 3000 to increase reading and lexile levels for all of our sophomore and ELL students. Data is monitored regularly during PLC times in order to focus and drive instruction. Professional development opportunities for best practices for instruction of special education and ELL students will be a priority focus this school year. We utilize school wide AVID strategies to increase the rigor in the classroom. We are working toward becoming one to one with technology and will be adding a significant amount of technology to meet our student needs.

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 bacherlor'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 Qualifed Teachers. (563 of 5000 maximum characters used)

All teachers and paraprofessionals are Highly Qualified at US Grant. This is evidenced by the most recent accreditation report filed with the OKSDE. The OKCPS district offers and enhanced salary to those teachers who have obtained a masters degree, masters plus 30, or doctoral degree. Parents are notified with a "right to know" letter generated from the school whenever a long term substitute is utilized in place of a certified teacher for the subject area.Our School profile shows highly qualified data including years of experience and degrees earned.

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. (935 of 5000 maximum characters used)

Professional development is selected by identifying key areas of low performance derived from multiple data sources, by poling teachers on areas they feel they need and are interested in, and through directives from the district.Regularly-scheduled classroom visits using the Marzano TLE structures will provide teachers the timely, actionable feedback necessary to reflect on areas of strength in which they might show leadership to others, or weaknesses in their

practice, which may need scaffolding or assistance from peers, principal, or through self-directed professional development. This feedback will relate directly to implementation, planning and preparation, instruction, collegiality and professionalism, reflectivity, classroom management, and creating a positive learning environment through respectful dialogue with all stakeholder groups. Professional development is then based on the needs of the individual teacher.

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. (1837 of 5000 maximum characters used)

Applicants are pre-screened on SearchSoft and appropriate documentation is provided to support the validation for proper credentials as well as supportive recommendations. Teachers are then interviewed to identify candidates who are collaborative in nature, creative and knowledgeable, and friendly/congenial. New hires are provided professional development opportunities to strengthen pedagogy and are provided corrective/actionable feedback through frequent observations. Recruiting efforts on the part of the Urban Teacher Initiative at local institutions (UCO, OU, and OSU) and principal participation in job fairs inform candidates of opportunities to participate in the Community School Initiative. Teachers are monitored and provided feedback for the four domains in Marzano's TLE framework and are asked to reflect on a regular basis in order to learn and grow. Finally, a instructional coach is provided to new teachers for coaching and support.Teachers are monitored for proficiency in Marzano's TLE Framework and allowed leadership opportunities when desired. The timely, actionable feedback is intended to assist their growth in terms of effectiveness and confidence. Multiple professional development opportunities are shared with teachers, provided at the site, district, and state level, allowing them to continue learning about the art and science of teaching as well as new approaches to instruction, improving school/home communication, interfacing with community members, and increasing their connectedness to the site. PLC's and regular team-building activities strengthen the relationships between peers and support organizations such as PTA and Urban teacher initiative help to provide additional supports in terms of classroom supplies, appreciation luncheons, and incentives for continued service to U.S. Grant.

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. (1790 of 5000 maximum characters used)

Numerous meetings are scheduled throughout the year ranging from Meet and Greet, Open House, Title I Parent Events, Math, Science, Social Studies and Reading Curriculum Nights, AVID parent nights which inform parents how to communicate with teachers/staff, support the school initiatives at home, and connect with others in the community to find needed resources and supports. PTA meets monthly and all are invited to attend. Notification of all meetings goes home from the school as well as through the utilization of Blackboard Call-outs (phone/text/email). Newsletters from the school, principal, and teachers are sent home regularly to inform parents as to upcoming events/opportunities for involvement as well as provide notification regarding individual student progress made during the week and at the end of each quarter. Attendance at these meetings is collected and incentives provided to families as a way to increase parental interaction/involvement between school and home.Student interactive notebooks are used as a way to communicate academic and behavioral information to parents and increase accountability/responsibility. Graded work and other news and information goes home. Teachers are responsible for providing weekly communication in the form of a calls or notes for failing grades as well as graded work and a progress report mid-quarter. Teachers are also expected to send emails and make telephone calls when the situation warrants. Teachers have been encouraged to collect cell phone numbers and utilize the Remind 101 service, which allows teachers to send group text messages from a send-only account in order to notify parents of events or needs, as well as maintain a school website used for information consumption by parents and other stakeholder groups.

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. (2332 of 5000 maximum characters used)

Students will be prepared to enter 9th grade aware of the difference between each grade level and amount of maturity expected from them as each year progresses. Teachers will continue to align curriculum vertically and will meet with both elementary school and high school teachers and students to vertically align between buildings. AVID is a college readiness program that uses school wide strategies to help prepare students for high school graduation and into post-secondary. QISA is a framework for student voice that advocates for a culture of learning at US Grant, though funding may not be available for the program, Grant will continue to utilize the tenants of the philosophy behind student voice. Link crew is an acclimation program and mentoring framework for assisting 9th grade students throughout the 9th grade transition year.Middle School to High School:School visits are coordinated by both the middle school and the high school. Counselors and students visit the middle schools to inform students what is offered at the high school level, showcased activities and clubs students can join at assemblies. Middle level Algebra 1teachers meet with the high school Algebra 1 teachers for PLC weekly. Link Crew members are assigned freshmen as a 'buddy' so that they have someone that has previously navigated high school to support their future success. All course preview content for coming school year after state testing is completed.High School to College:Students are provided information and guidance at several informative parent nights. We host college fairs throughout the school year. There are many lunchtime college recruiter visits, military recruiter visits, and vocational school recruiter visits. Members of the community make presentation to the seniors and provide valuable resources to our seniors. We host FAFSA and financial aid nights where we invite other schools and community members to participate. Members of local colleges present College 101 describing the college enrollment process and what to expect the first year at college. A new program this year for our seniors is paring them with a college student mentor meet who meets with seniors to help with the application process. Our counselors provide post-secondary guidance during classroom, office, and college campus visits.

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. (588 of 5000 maximum characters used)

Teachers have received training from Solution Tree regarding unpacking standards, identifying power standards and creating common formative assessments. Within each collaborative team, teachers have made the decision on how many common assessments to give, when to give the common assessment and the standards to be assessed on each assessment. Teachers have received training on how to use EduSoft to analyze data by subgroup and individual students. Within each collaborative team, teachers regularly analyze the common assessment data in order to make adjustments to their curriculum.

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. (3440 of 5000 maximum characters used)

Student skill mastery will be determined through use of District assessments and teacher-created mini-assessments. State scores will be Summative assessment each year. End of previous year's data was sent electronically to all staff along with being posted in the school for stakeholder review. Progress in state scores was shared during meetings on Aug 1st and 2nd. State testing results have been given to staff. The first comprehensive benchmark was administered with teacher having direct access to the results. PLC minutes show discussion of the results was used in both math and ELA meetings. Students have been identified, by testing and teacher input for participation in Academic Achievement classes as well as in tutoring and intersession.Students will be identified to receive tutoring from teachers who schedule this based on individual need and student availability. Students will be recommended for Intercession based on the data on Early Warning Indicators report from IC, as well as from other data. Teachers will use their team PLC to identify students in need of remediation using D and F as well as teacher created CFAs for place students in Saturday school, intersession and Academic achievement classes.In addition to the above, Special Education students will receive additional interventions and/or accommodations as detailed in their Individual Education Plan (IEP) as written by our SPED teachers. When necessary, our school Counselors will provide assistance.In addition to the above, ELD students

will receive additional interventions and/or accommodations as detailed in their Language Individual Education Plan (LIEP) as written by our ELL teachers and coordinator.In addition to the above, Homeless students will receive additional interventions and/or accommodations as required by the McKinney-Vento Act. Services will be coordinated through Kath Brown, District Homeless Coordinator.Behaviorally we have identified high suspension rates and tardiness issues as school wide issues. To address the suspension rates we have instituted PBIS (Positive Behavior Intervention Supports) for all students. This includes common expectations for students in common areas of the school. We have selected Ready Responsible and Respectful as the traits we want to focus on. We have created posters, held grade-level assemblies, and instituted a points system to help promote positive behaviors. We have also developed a better and more consistent plan for dealing with student consequences. All administrators now follow a discipline flow chart created by our team. Lastly we have created the position of Behavior Interventionist at our school. This person is a certified school counselor and will act as a first line of intervention for students who are having behavioral issues. He will be assigned to visit with any student issued ISS in an attempt to get to the root of the issue for the students behavior. Our goal is to reduce out of school suspensions by 50%.For tardiness we have instituted a program called HERO. HERO is an electronic management system that allows for the immediate delivery of a warning or consequence for being tardy to school or tardy to class. It also track the trends associate with tardiness and has the ability to allow teachers to award positive points for students that are exhibiting correct behavior. Our goal is to reduce tardiness by a minimum of 25%.

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:	12/13/2017
LEA Data Entry submitted the application for review on:	12/13/2017
LEA Administrator submitted the application to OSDE on:	12/14/2017
Program Review completed on:	12/14/2017
Final Review completed on:	12/14/2017

Selectable Application Print

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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Requested by Terry Fraley on 1/30/2018 8:15:42 AM

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