# eGrant Management System

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| Applicant: | 69-I034 CENTRAL HIGH |
| Application: | 2017-2018 Schoolwide Plan - A0 - 0105 CENTRAL HIGH ES |
| Project Period: | 7/1/2017 - 6/30/2018 |
| Cycle: | Original Application |
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## Schoolwide Plan

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| **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 Contacts:**

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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.

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| Name of Site Principal | LeAnn Johnson |
| Person Completing Plan | LeAnn Johnson |

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|---|---|
| Name | LeAnn Johnson |
| Constituent Group | Teachers |

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|---|---|
| Name | Kristy Huffman |
| Constituent Group | Teachers |

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|---|---|
| Name | Kelli Baker |
| Constituent Group | Teachers |

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|---|---|
| Name | Patty Coast |
| Constituent Group | Teachers |

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| Name | Shellie Thornton |
| Constituent Group | Teachers |

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|---|---|
| Name | Cheryl Covington |
| Constituent Group | Teachers |

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|---|---|
| Name | Amanda Klein |

| Constituent Group | Teachers |
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| Name | Christa Hansen |
| --- | --- |
| Constituent Group | Teachers |

| Name | Brook Brown |
| --- | --- |
| Constituent Group | Teachers |

| Name | Meaghan Johnson |
| --- | --- |
| Constituent Group | Teachers |

| Name | Susan Taylor |
| --- | --- |
| Constituent Group | Teachers |

| Name | Lynette McReynolds |
| --- | --- |
| Constituent Group | Teachers |

| Name | Debbie Hines |
| --- | --- |
| Constituent Group | Teachers |

| Name | Chasity Weldon |
| --- | --- |
| Constituent Group | Teachers |

| Name | Jennifer Turner |
| --- | --- |
| Constituent Group | Parents |

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|---|---|
| Name | |
| Constituent Group | Parents |

| | |
|---|---|
| Name | LeAnn Johnson |
| Constituent Group | Principals |

## 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. (792 of 2000 maximum characters used)

Central High elementary is a forward thinking community, aiming to prepare our students for the rapidly changing world by equipping them with critical thinking skills and core values. Our goal is to provide all students with a high quality reading and language arts education and mathematics education. We also strive to provide a program that ensures proficiency in reading, writing, oral and written conventions. We also want to provide every student with the opportunity to become mathematically literate, and become independent problem solvers. We strive to help each child to see the need for continual academic growth and improvement to create the next generation of life long learners. Our over all vision is to insure that each student reaches his/her reading and math potential.

### 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. (1801 of 2000 maximum characters used)

Our school has been a very successful school over the years. We received an A+ on the state A-F report card for several years and received a B+ this past year. We find that being a small rural community where everyone gets to know each other quite well serves our students needs quite well. We participate in the Backpack for Kids program which helps make sure every child has enough to eat. We provide extra help for students when they struggle with concepts. We have a teacher whose only job is to tutor students who need help in reading. We are very happy with the curriculum we offer. While many of our state adopted text books are outdated due to budget cuts, our teachers have used the standards to create lessons which meet those state standards. We feel we have done a good job of communicating with other schools and observing programs before we purchase them. We believe our supplemental phonics program is the key to reading success. We offer many activities to get families involved; such as back to school parent night, fall carnival, Christmas program, Muffins for Mom, Donuts for Dad, Book Fair Parent Night, Parent Technology nights and are always adding more. We try to offer at least one a month. We try to make our school a very inviting environment. We offer attendance incentives, homework awards, behavior awards, and AR awards. We feel that the few students that struggle have a lack of parental involvement. In the upper grades we did see a correlation between students struggling with transfers, lower soci-economic levers and poor attendance. We can not get them to attend any of the things we plan. We also feel that they come to school already significantly behind the expected level because of a lack of parental involvement prior to becoming school age.

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

To determine the needs of our students we look at OCCT scores, Dibels, Star Early Literacy and STAR data. We also look at socio economic status, attendance, discipline records, parental participation, race, and gender. We spent a great deal of time going over each of these data sources. I believe in some cases the results were surprising.

**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. (807 of 2000 maximum characters used)

We found that in the lower grades the number one thing affecting student achievement is parental involvement prior to becoming school age and during the first few years of school. It seems the few students who do struggle have the parents that for various reasons do not attend school functions, return homework signed, read with their child or even remove graded papers from the childs folder. Over all our students have a high achievement level. But there is always room for improvement. We need to reach the parents that we struggle getting involved. We also need to examine the past records of students prior to allowing them to transfer into our district. While we offer several attendance incentives we still find that students with poor attendance seem to have lower performance than their peers.

**Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]**

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

([count] of 5000 maximum characters used)

## Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

*Oklahoma Nine Essential Elements, #1, #2, #3, #8*

**Guiding Questions**

*Evidence-based Strategies*
- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

*Curriculum Alignment*
- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

*Extended Learning Time*
- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

*Assessment*
- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

*Technology*
- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

*School Improvement - required for sites in designation*

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.

- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?

- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (2837 of 5000 maximum characters used)

Our teachers use a multitude of strategies in both reading and math. Some of the research based strategies that are highly effective are summarizing and note taking, homework and practice , questioning cues, advance organizers, strategies to identify similarities and differences. Open ended questioning techniques, teacher demonstration, peer to peer interaction as well as math games, choral responses and praise and recognition. Our administration is in and out of classrooms offering input. Administration also looks at classroom achievement to see if strategies are working. We also meet weekly for collaboration meetings to discuss what is and is not working. All elementary teachers have elementary certification and are certified in their subject area. Teachers must create each lesson to teach the OAS standards. Standards are written in lesson plans and signed by the principal each week. Teachers meet weekly in horizontal and vertical teams. We are currently working on pacing calendars for the newly adopted standards. All students are offered before and after school tutoring as needed. Teachers communicate with parents daily through remind app and make phone calls and send notes to the parents as needed. Each teacher provides their own before and after school tutoring. We are constantly looking at the programs we use and checking their effectiveness through student achievement. We are currently using American Book Company and Buckle Down to check for benchmark success. We have used Alpha Plus in the past but were unable to purchase this year due to budget cuts. Teachers use benchmark data to know what concepts have been mastered and what needs to be re-taught. We have had great success on the state OCCT tests. We use a lot of technology at our school. We have been very fortunate to receive two different $40,000.00 technology grants. These grants have placed I-pads in every teachers hand and at least 7 in every classroom as well as a full set for checkout in the library. Every teacher has a smartboard and an Elmo to use as interactive teaching tools. We feel we are able to get technology into our students hands daily. Our students love the I-pads and stay very engaged while using them. We use them for research ans presentations as well as using the academic apps. We currently use the Harcourt Reading Street reading program which is supplemented by Saxon Phonics. We use the AR program throughout our elementary as a supplemental program. Our Math curriculum consist of Saxon Math in the lower grades and American Book Company, Buckle Down, Study Island and Mountain Math in the upper grades as well as many teacher created materials. Our teachers are very good at looking for weakness in student achievement and then finding resources to teach the way the child learns.

**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. (423 of 5000 maximum characters used)

All teachers and paraprofessionals at Central High Elementary are highly qualified. We are a rural district, and have a strong application pool therefore we do not consider any applicant that is not highly qualified. We provide parents with the "Parents Right to Know" letter at the beginning of the year and ask that they sign that they have received it. We will provide a copy of the proper credentials when requested.

**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. (1789 of 5000 maximum characters used)

We have a school wide professsional development committee. This committee works to meet the needs of all employees as well as meet state and federal mandated professional development. The professional development committee also sends out surveys asking for professional development needs. We do not align ALL professional delevopment plans to the schoolwide Title I goals we align some to our goals and the rest are aligned to other needs and mandates.

We have weekly grade level curriculum meetings where we discuss new strategies that we have learned and how we are implementing them. The administration also does walk throughs and observations to look for the implementation of new strategies. Every teacher has their own professional development notebook. Each teacher keeps track of the professional development they attend. They are encouraged to seek out professional development opportunites besides the ones being offered by the school. We realize everyone does not have the same professional development needs. Our school cannot afford to offer stipends to our teachers for attending professional development but we do get substitutes for the classrooms and pay for the training. When a teacher attends a professional development we ask them to come back to school and offer a 1 hour training to all teachers so they can share what they learned. This has worked very well for us. When we hire new teachers if we are currently using any assessments, programs or devices that they need training in we send them to the training or find webinars for them to watch. We always focus on strenghthening our math and reading programs as well as using technology in the classroom. We will continue to strive to find professional development that fits the needs in this area.

**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. (824 of 5000 maximum characters used)

We are a small rural community where people grow up and move back home. We do not have to recruit, we have a strong educated community base which gives us good local applicants for all positions. This also provides us with wonderful volunteers. We provide new teachers with a partner mentor to help them learn the ropes. We include everyone on a PLC group which meets to discuss all major decisions involving our school. We also work closely with our PTO to seek out resources for our classrooms. We provide all staff with all information that we can find on obtaining additonal degrees and work with them on scheduling when they need to leave a little eary to attend classes or seminars. We provide our teachers with information about the college tuition foregiveness program for teachers who work in Title I schools.

**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. (1708 of 5000 maximum characters used)

We have a school board approved parent involvement policy and parent-school compact. We distribute these to each parent at enrollment. We offer many parental involvement opportunities throughout the year; such as grandparents day, donuts for dad, a morning with mom, plus book fair parent night and parent teacher conferences just to name a few. We evaluate these by parent attendance and oral feedback. We send notes home about each of these events and post on our webpage. We put a link on our school web site to the OAS standards for parents to review the standards their students are being taught. Many of the elementary teachers use a communication app called remind app. They communicate daily with the parents of their students using this tool. They also send home weekly behavior notes and Monday folders. Of course our teachers make phone calls to parents on an as needed basis. We schedule parent/teacher conferences once each semester. The conferences are scheduled in the evening to accommodate our working parents. Every parent of every child is scheduled a conference and we have a 98% attendance rate. We are having our Title I parent information meeting on the evening of parent/teacher conferences. We put the meeting notice in the local newspaper, we send out notes and hang up flyers. We send home parental involvement ideas all the time and we schedule parental involvement activities. During our activities we always tie an educational link to it, such as asking the parent to read a book with the child while they are here. We hand out OCCT test scores at the first parent teacher conference. This allows the teacher the ability to go over the scores with the parent.

**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. (1778 of 5000 maximum characters used)

As a small school district it is easier for Central High to transition students from site to site. Through the use of PLC meetings for grade levels and content areas, teachers are also very familiar with their students. Students are also comfortable with teachers and counselors, who work with the students to make sure they are enrolled in the proper classes and insure they have the best opportunity to reach their goals. Central High has a full time counselor who coordinates programs for our students that will assist them as they transition from school to school. The counselor is involved in the academic planning process with each student, organizes opportunities for college and technology center tours or career fairs to help students be aware of the variety of opportunities available to them throughout high school and as they prepare for college and career. Central High provides an ENCORE time for students to receive extra help and support for areas of weakness but does not use Title IA funds to support this program. We have our school enrollment in the evening and have a dinner in conjunction with this. This year we fed over 700 people. This event allows parents to enroll their students, meet the teacher, see the classroom and catch up with old friends as well as make new ones. We also offer a special informational night for Pre-K and Kindergarten parents. The teachers go over all of the procedures for the school and the classroom and take them on a school wide tour. We also offer a 3 year old story time each week in our library to allow students to become comfortable with the school setting before becoming a student. Our counselor visits every classroom for 30 minutes every other week. She uses this time to cover a variety of topics.

**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. (888 of 5000 maximum characters used)

All of our teachers have been trained by ALPHA PLUS as to how to disaggrate data. We meet weekly looking at data and how to best serve the needs of our students. We also have PLC teams that meet and bring needs to the attention of the administration. We provide training to our teachers on differentiatin instruction. We also discuss this in our weekly meetings. We look at the data from all forms of assessments; AR, STAR, DIBELS, OCCT and teacher made assessments as well as students grades. We also look at attendance rates, poverty rates, parental involvement, discipline records and race and gender. We have a very high achieving school and we are constantly looking for similarities in those students that struggle. We use the data to help us decide how to group students for tutoring and to help us decide what type of activities and resources we need to offer to families.

**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. (1161 of 5000 maximum characters used)

Our teachers use technology to help meet the needs of all students. We have the accelerated reading program which allows students to read and test on books on their level. We also use Study Island, USA Test Prep and Spelling City; both are programs that monitor the students performance and adjust the work level and load based upon performance. All of our classrooms used flexible grouping adjusting those groups as skills are mastered. We also use RTI for extra reading help during the day. We have an excellent reading tutor that works with students 30 min., 45 min., or 60 min., each day depending on their RTI chart. We use Dibels and STAR data to decide who needs extra help during the day from the reading tutor. We also have before and after school tutoring provided by the classroom teachers. Teachers also sometimes group students across grade levels to provide tutoring. We progress monitor students every two weeks if they did not benchmark at the beginning of the year. Teachers also keep a close eye on students daily grades and assessments, re-teaching as necessary. We use the progress monitoring as a way to measure student progress.

**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 submitted for review.

| Consistency Check | Lock Application | Unlock Application |

| | |
|---|---|
| Consistency Check was run on: | 8/14/2017 |
| LEA Data Entry submitted the application for review on: | 8/14/2017 |
| LEA Administrator submitted the application to OSDE on: | 8/15/2017 |
| Program Review | |
| Final Review | |

**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 LeAnn Johnson on 8/31/2017 2:47:27 PM

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