

2019-20 Title IA Schoolwide Review Skiatook High School



STEP 1: Assign a Schoolwide Program Review Team

- *The Schoolwide Review Team has the same members as the Schoolwide Implementation Team.*

STEP 2: Collect Data

NWEA

Number and Percentage of ALL Students at Each Level of Proficiency

Grade Level	NWEA – Students Scoring at or above Benchmark (NWEA Grade Report Students At or Above Norm Grade Level Mean RIT)			
	Math		Reading	
	MOY 2019-20	MOY 2018-19	MOY 2019-20	MOY 2018-19
9	58.2%	49.5%	64.7%	69%

Grade Level	NWEA – Students Scoring at or above Benchmark (NWEA Grade Report Students At or Above Norm Grade Level Mean RIT)			
	MOY 2019-20SY Gender Comparisons			
	Math		Reading	
	Female	Male	Female	Male
9	59%	57%	77%	53%

Grade Level	NWEA – Students Scoring at or above Benchmark (NWEA Grade Report Students At or Above Norm Grade Level Mean RIT)							
	MOY 2019-20SY Race Comparisons							
	Math				Reading			
	Am Indian	Black	White	Other	Am Indian	Black	White	Other
9	61%	**	56%	NA	68%	**	63%	*

*1 Students (N < 10, Cannot Calculate), ** 4 Students (N <10, Cannot Calculate)

Data Profile – See Appendix A

Parent Survey Data & Teacher Admin Survey Data – See Appendix B

STEP 3: Analyze and Interpret the Data

- **Guiding Questions:**
 - 1) **Is there significant improvement in student achievement? Can this improvement be attributed to actions in the Schoolwide Plan?** *ACT Reports are not available yet to determine student achievement. Gains were predicted based on PreACT data and individual ACT test score data*
 - 2) **What are the strengths and critical needs areas? Are these the same as the previous year?** *ACT will be a continued critical need area, especially due to loss of instruction and lack of exposure to the assessment this spring. Strengths*
 - 3) **Are there any trends in the data that raise new concerns or show any deficiencies in the current Schoolwide Plan?** *No new concerns raised*

STEP 4: Review the Current Schoolwide Plan – See Appendix C for the Schoolwide Plan

- **Guiding Questions:**
 - 1) **Are all 10 components being implemented?** *Yes, all 10 components are being implemented*
 - 2) **Do the strategies listed in the 10 components sustain the strengths of the school and close the gaps?** *Yes, the 10 components sustain the strengths of the school and close gaps.*
 - 3) **Do any of the strategies listed in the 10 components need modifications?**
No, none of the strategies listed in the 10 components need modifications
 - 4) **Have the focus goals been met? If not, what were/are the barriers to reaching these goals?**

	Focus Goals	Met?
1	The percentage of teachers Embedding Weekly Literacy/Writing Activities will be 100% by the end of the 2019-20 school year as measured by the documentation included in Curriculum Mapper viewed by building administrators in May 2020.	Yes
2	Percentage of Skiatook High School Students scoring above average state ACT Composite score will increase 3% by the end of the 2019-20 school year as measured by ACT score reports June 2020.	Reports Not Yet Received
3	Percentage of Skiatook High School Students scoring at college ready benchmarks in reading will increase by 3% by the end of the 2019-2020 school year measured by ACT score reports June 2020	Reports Not Yet Received

4	Percentage of Skiatook High School students enrolling in the Oklahoma's Promise Program will increase by 10% by the end of the 2019-2020 school year	Yes
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If Goal Was Not Met, What Barriers Existed:

- 5) **Are the focus goals still the priority of the school? Why or why not?**
Yes, the focus goals are still applicable and remain the priority of the school
- 6) **Are there any actions on the timeline that have not been completed? Why or why not?**
ACT Reports for 19-20 have not been received yet

STEP 5: Discuss New Areas of Concern and Make Necessary Modifications to the Schoolwide Plan

- **Guiding Questions:**

- 1) **What are the areas of need? Is there data to support the need?**
Continued focus on raising ACT scores and preparing students for the next level. Available data supports this need.
- 2) **How will the existing plan need to be modified to meet these needs?**
Plan currently addresses the needs and will need to be continued.
- 3) **How will the changes be implemented in the next school year? Who will be responsible?**
Administrators and teachers will be responsible for implementing the plan.
- 4) **What is the timeline for implementation for the next year?**
Focus on ACT preparation will begin in August through classroom instruction and focused sessions based on student needs. This will continue throughout the school year to prepare for spring testing.

STEP 6: Transition to FY20 New Schoolwide Plan Format (The new Schoolwide Plan Template can be found in Appendix D).

- 1) **What changes to the plan need to be made to meet the expectations of the 1. Parent & Community Stakeholder Involvement section?**
 - a) **Using the Needs Assessment in the Schoolwide Review, what needs exist among those who represent the most at-risk students? Develop and explain specific strategies that address those needs?**
Components of the Schoolwide Review Needs Assessment will identify the needs at-risk students. Northwest Evaluation Association (NWEA) data will be disaggregated into race and gender to identify at-risk student groups. A Data Profile that examines gender, race, economic disadvantaged students, attendance, tardy rate, mobility rate, truancy rate, English Learners and student behavior will be a part of the Needs Assessment. The qualifications of teachers that serve the school will also be a part of the Data Profile.
 - b) **Describe the steps taken to ensure that parents/community stakeholders who serve on the Schoolwide Team reflect the demographic composition of the school. Further describe how the parents/community stakeholders on the Schoolwide Team participate in the development and monitoring of the Schoolwide Plan.**
The Schoolwide Team will consist of parents/community stakeholders, parent liaison, teachers, principal, and district administration. The school principal will be purposeful in including parents and/or community stakeholders who reflect the school demographic composition to serve on the Schoolwide Team. Parents and/or community

stakeholders will develop the Schoolwide Plan during the Schoolwide Plan meeting during the Fall of each school year. During the development of the Schoolwide Plan, the Needs Assessment that is included in the previous school year's Schoolwide Review will be evaluated to determine the needs of the Schoolwide Plan. The parents and/or community stakeholders will monitor the effectiveness of the Schoolwide Plan during the Schoolwide Review process during the Spring of each school year. Additionally, the principal and teachers who serve on the Schoolwide Team will monitor the effectiveness of the Schoolwide Plan throughout the school year.

- c) Describe how the school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.**

The mission of Skiatook Public Schools is to provide a safe, positive, and enriched learning environment where students, staff, and parents are challenged by high expectations, dedicated to helping all students succeed, and committed to working together to foster a district of excellence. This mission was developed by the District Curriculum Committee. The District Curriculum Committee is comprised of parents/community stakeholders, teachers, counselors, principals, and district administrators from each school site. Members of the Schoolwide Team serve on the District Curriculum Committee.

During the school mission evaluation process the District Curriculum Committee ensures that components of the Title I Schoolwide Plan are included in the school mission. The beliefs and values of the school community are determined in part using the Parent Survey and Teacher Survey included in the Schoolwide Review.

- d) Describe how the Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.**

The Schoolwide Plan, which includes a narrative of its development, evaluation, and revision process, will be placed on the school website in both English and Spanish.

- 2) What changes to the plan need to be made to meet the expectations of the 2. Comprehensive Needs Assessment section?**

- a) Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.**

Components of the Schoolwide Review Needs Assessment will identify the needs at-risk students. Northwest Evaluation Association (NWEA) data will be disaggregated into race and gender to identify at-risk student groups. A Data Profile that examines gender, race, economic disadvantaged students, attendance, tardy rate, mobility rate, truancy rate, English Learners and student behavior will be a part of the Needs Assessment. The qualifications of teachers that serve the school will also be a part of the Data Profile. Perception data is also obtained and evaluated through a Parent Survey and a Teacher Survey.

- b) Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).**

A Data Profile that examines gender, race, economic disadvantaged students, attendance, tardy rate, mobility rate, truancy rate, English Learners and student behavior will be a part of the Needs Assessment. Oklahoma State Testing Program performance data will be utilized to identify economically disadvantaged, racial/ethnic, children with disabilities, and English Learner group trends. Non-performance data for each subgroup will be determined

- c) Examines student, teacher, school and community strengths and needs.**

The qualifications of teachers that serve the school will also be a part of the Data Profile. Perception data is also obtained and evaluated through a Parent Survey and a Teacher Survey to determine teacher, school, and community strengths and needs.

- d) School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.**

During the Schoolwide Review and Schoolwide Planning process the Schoolwide Team identifies priorities identified through the Needs Assessment to ensure school improvement.

- e) Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.**

The evidence of the Schoolwide Plan cycle of continuous improvement will be determined through Collaborative Team formative assessment data, NWEA data, and classroom data. The focus on data will improve the outcome of ALL students, including those at-risk.

3) What changes to the plan need to be made to meet the expectations of 3. Schoolwide Plan Strategies section?

- a) Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.**

The expectations of the Schoolwide Plan is for ALL students to be successful academically. The focus on individual student performance will occur in Collaborative Teams. During the Collaborative Team process teachers will utilize formative assessment data to develop individualized, research-based instructional strategies to enrich and meet the needs of ALL students (including subgroups).

- b) The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.**

The Collaborative Team provides multiple opportunities to improve student learning through Tier 1 and Tier 2/3 interventions. Both Tier 1 and Tier 2/3 intervention that are developed are developed utilizing John Hattie Visible Learning research-based instructional strategies.

- c) Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State’s standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.**

The Tier 2 and Tier 3 academic interventions that are developed through the Collaborative Team process are timely and effective and delivered through dedicated Response to Intervention time. Tier 1, 2, and 3 behavior/whole child interventions have also been developed by the Site Guiding Coalition. These behavior/whole child supports include counseling, school-based mental health programs through CREOKS, and transition programs.

- d) The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.**

Tier 2 and Tier 3 behavior/whole child support criteria and processes are clearly developed and defined. (See attached Site RTI Pyramid)

- e) The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.**

Tier 2 and Tier 3 behavior/whole child support criteria and processes are clearly developed parameters of length of student participation are determined. (See attached Site RTI Pyramid)

- f) The school offers a range of extended learning opportunities within and beyond the school day and the school year.**

Student learning is extended beyond the school day and school year through Summer School programs.

- g) Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.**

Professional development that addresses Collaborative Teams formative assessments and instructional strategy development is offered each year for Teachers, Paraprofessionals, and Administrators.

- h) The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.**

No teachers are interviewed for a position unless they are qualified. All Paraprofessionals have appropriate qualification requirements as well. All students will be taught by teachers who are licensed and certified to teach in Oklahoma. Every teacher will be certified to teach the grade or subject they are assigned to teach. Teachers must be knowledgeable of the content taught and use best practice methodologies. Teachers must be skilled in classroom management and parent communications. Professional development will occur with little time outside the classroom. Teachers should have high attendance and limited tardies. The teacher evaluation system should encourage growth through the creation of a personal professional development plan. Diverse strategies are utilized to recruit effective teachers.

- 4) What changes to the plan need to be made to meet the expectations of the 4. Coordination and Integration section?**

- a) Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.**

Fiscal responsibility is a top priority. Each year during the Schoolwide Review the effectiveness of fiscal spending is evaluated by the Schoolwide Team. The time required for students, teachers, and principals to immerse themselves in the Collaborative Team culture is constantly evaluated to ensure that human resources are utilized to the fullest.

- b) Leverages funding streams to connect the reform strategies developed.**

Funding streams are aligned to support a very focused path of school reform. The school reform of creating a Collaborative Teams culture is a district-wide reform that is a multi-year commitment.

- c) Outlines how the school will meet the intents and purposes of each funding source.**

Funds are not expended until it is determined that it meets the purpose of the funding source. The intent and purpose of each funding source is the guiding parameter that determines appropriate spending.

- d) Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.**

State and Federal education program funds are spent to support the very focused path of school reform, Collaborative Teams. Funds are not expended until it is determined that it meets the purpose of the funding source.

5) What changes to the plan need to be made to meet the expectations of the 5. Evaluation & Plan Revision section?

- a) School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.**

The Schoolwide Review will occur in the Spring of each school year. During this review the Schoolwide Team (parent/community stakeholders, teachers, principals) will evaluate the high-quality implementation of the Schoolwide Plan. During this Schoolwide Review the team will examine short and long-term goals for student outcomes. The Site Guiding Coalition will regularly monitor and adjust the implementation of Collaborative to provide real-time adjustments to the Schoolwide Plan if warranted.

- b) The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.**

During the Schoolwide Review, multiple data types will be analyzed. The goal of the Schoolwide Team during the Schoolwide Review is to ensure that systems are in place to allow for a higher level of learning for ALL students.

- c) School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.**

The Collaborative Team process evaluates formative data and develops research based instructional activities from that data. Formative data is also utilized to provide Tier 2 and Tier 3 Response to Intervention to address changes in growth gaps across classrooms, grade levels, and content areas. The Site Guiding Coalition nurtures the Collaborative Team culture.

STEP 7: Notify Parents and Stakeholders of Results of the Annual Review and the Modifications to the Schoolwide Plan.

● **Guiding Question:**

- 1) How will parents and stakeholders be notified? Where will required documentation be stored?**

Finalized Schoolwide Review documents will be placed on the district website. Documents will be posted in English and Spanish.

Appendix A: Data Profile

Data Profile (Include last three (3) years of data)

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2019-2020	746	375	50.3%	371	49.7%
2018-2019	770				
2017-2018	737	359	48.7%	378	51.3%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Two or More Races
2019-2020	746	0.8%	22.6%	5.4%	0.1%	58.7%	12.2%
2018-2019	770	0.8%	25.8%		0.3%	57.9%	9%
2017-2018	737	1.9%	18.2%	3.9%	0.1%	62.5%	3.3%

3. Students Eligible for Free and Reduced Lunch Program (Oct 1 Count All Students)

Year	Number	Percent of Population
2019-2020	273	42.4%
2018-2019	276	42.8%
2017-2018	296	44.9%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2019-2020	746	100%
2018-2019	770	100%
2017-2018	737	100%

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2019-2020	619	96%	325	52%	317	51%
2018-2019	642	96%	315	49.2%	338	52.8%
2017-2018	692	94%	325	47%	366	53%

6. Student Tardy Rate

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2019-2020	17	67%	303	51%	290	49%
2018-2019	14	70%	317	42%	363	48%
2017-2018	18	69%	289	38%	339	44%

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
2019-2020	610	95%	31	5%
2018-2019	713	93%	57	7%
2017-2018	699	91%	55	9%

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population
2019-2020	17	1%
2018-2019	15	1%
2017-2018	21	2%

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2019-2020	2	0.2%
2018-2019	3	0.3%
2017-2018	3	0.3%

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2019-2020	2.1	0.5	0.1
2018-2019	1.7	0.6	0.1
2017-2018	2.3	0.5	0.1

11. Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teachers	Number of HQT	Number of Non HQT
46	46	0
Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals
5	5	0

12. Teaching Experience

Number of Certified Teachers	Years of Experience					
	0-3	3-5	6-10	11-15	15-20	20+
47	9	3	10	9	10	6

13. Education

Number of Certified Teachers	Degree Received					National Board Certification
	Bachelor's	Bachelor's + 15	Master's	Master's +15	Doctorate	
47	24	2	16	4	1	2

Appendix B: Parent Survey Data & Teacher Admin Survey Data

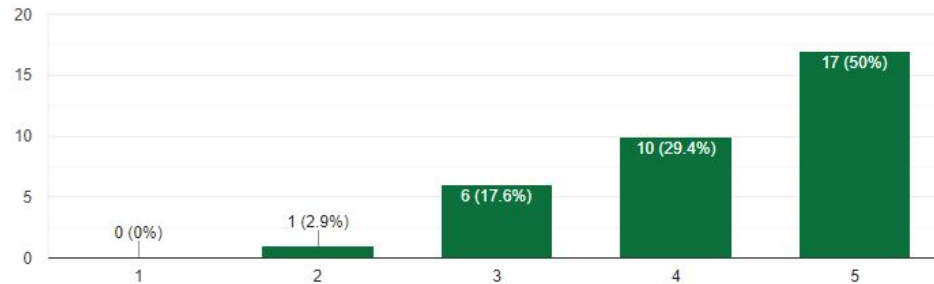
Teacher/Admin Survey

Title I Component 1: School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.

Title I Component 1: Comprehensive, Data Driven Needs Assessment/WISE EEIIC-9.01



34 responses

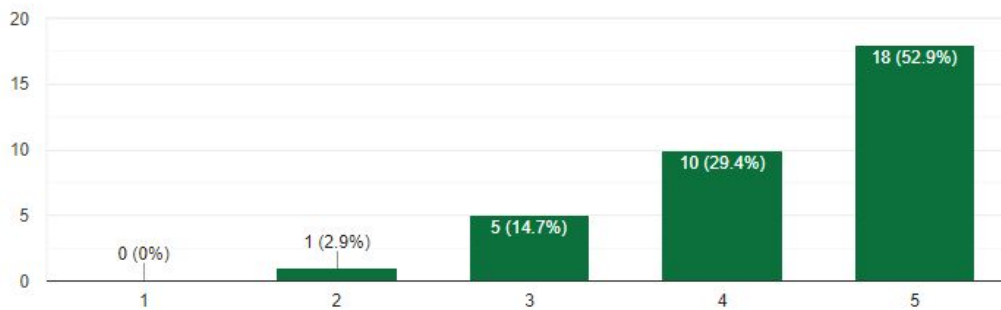


Title I Component 1: School planning team collects, manages, and analyzes data from multiple data sources.

Title I Component 1: Comprehensive, Data Driven Needs Assessment/WISE EEIIC-9.02



34 responses

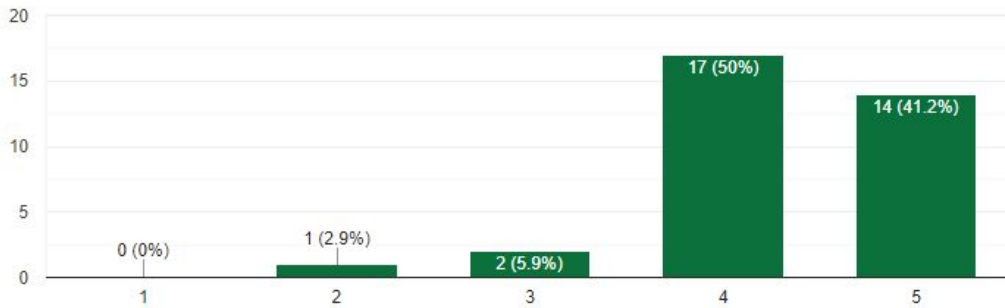


Title I Component 2: All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.

Title I Component 2: Research-Based Schoolwide Reform Strategies/WISE EEIB-2.05



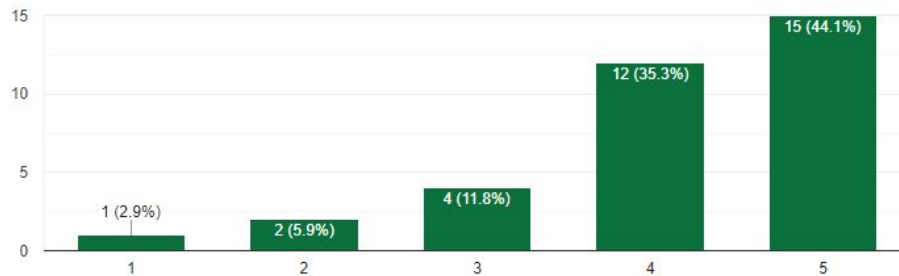
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Title I Component 2: School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.

Title I Component 2: Research-Based Schoolwide Reform Strategies/WISE EEIC-3.06

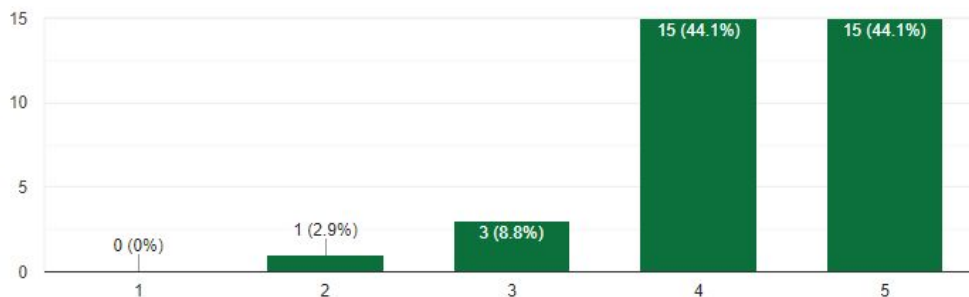
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Title I Component 2: School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.

Title I Component 2: Research-Based Schoolwide Reform Strategies/WISE EEIIC-9.08

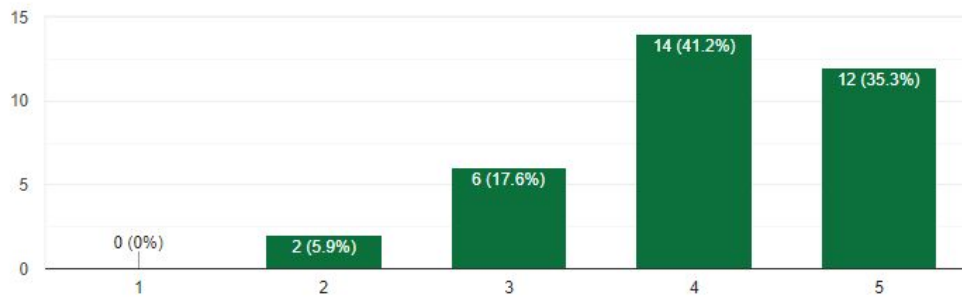
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Title I Component 3: All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.

Title I Component 3: Instruction By Highly Qualified Teachers/WISE EEIC-3.03

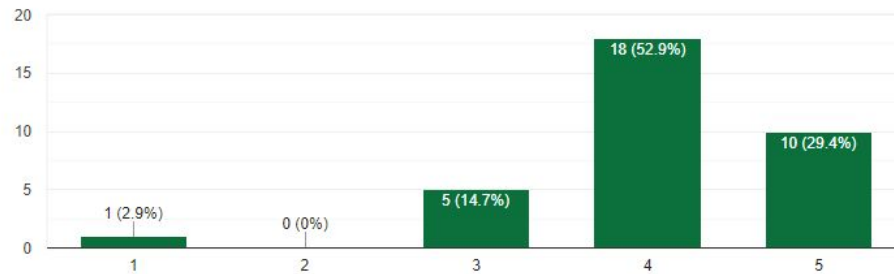
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Title I Component 3: All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Title I Component 4: Instruction By Highly Qualified Teachers/WISE EEIC-3.04

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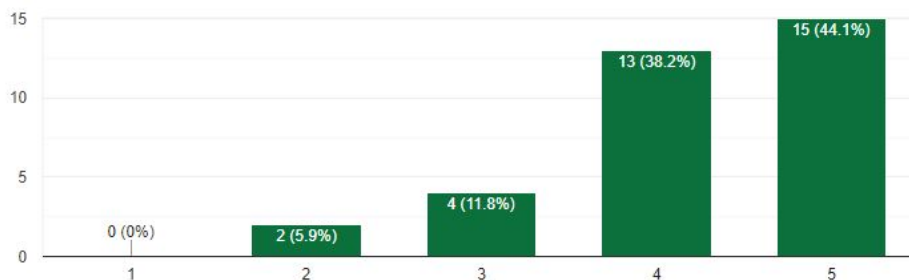


Title I Component 4: All staff (principals, teachers, and paraprofessionals) participates in professional development that is high quality, ongoing, and job-embedded.

Title I Component 4: High Quality, Ongoing, Embedded Professional Development/WISE EEIC-6.05



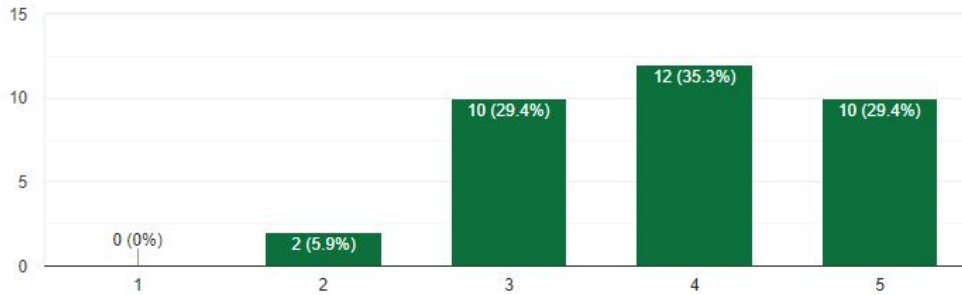
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Title I Component 5: School leadership uses effective strategies to attract highly qualified and highly effective teachers.

Title I Component 5: Recruitment and Retention of Highly Qualified Teachers/WISE EEIIB-8.05

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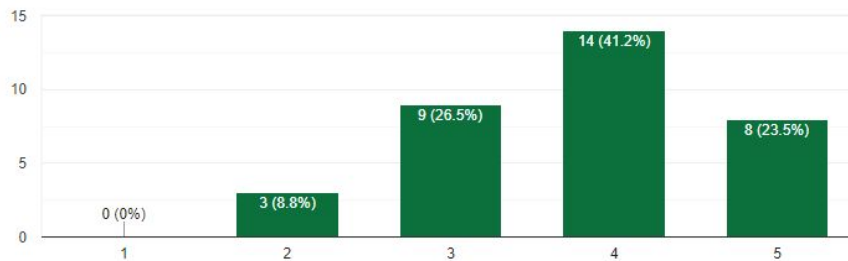


Title I Component 6: School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.

Title I Component 6: Increase Parent and Family Involvement/WISE EEIIB-5.03



34 responses

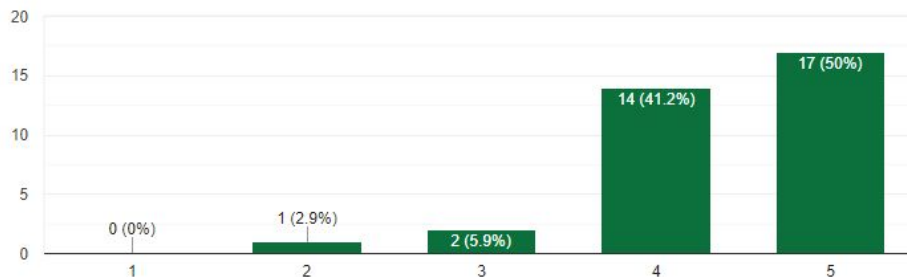


Title I Component 6: All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.

Title I Component 6: Increase Parent and Family Involvement/WISE EEIIB-5.05



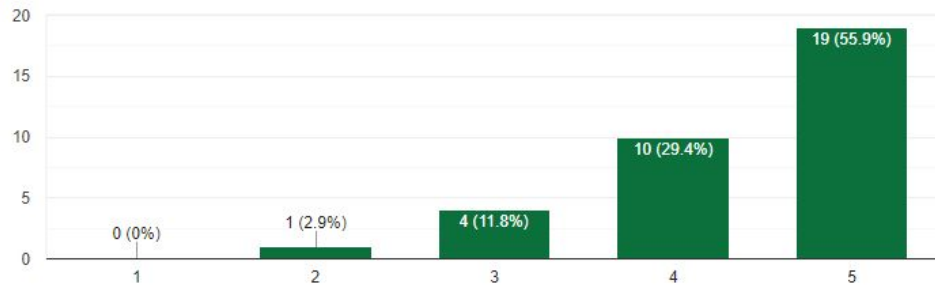
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Title I Component 7: School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.

Title I Component 7: Successful Student Transitions/WISE EEIIB-5.06

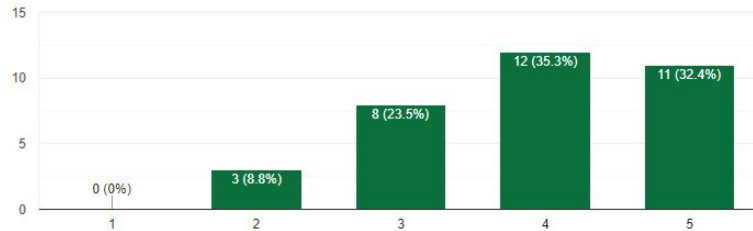
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Title I Component 7: Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.

Title I Component 7: Successful Student Transitions/WISE EEIA-1.04

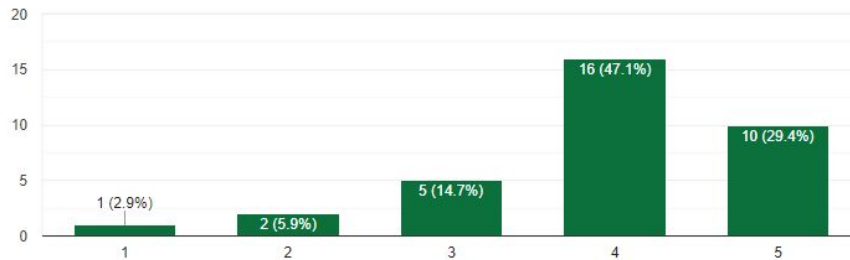
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Title I Component 8: All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.

Title I Component 8: Inclusion of Teachers in Assessment and Instructional Decisions/WISE EEIIA-4.04

34 responses



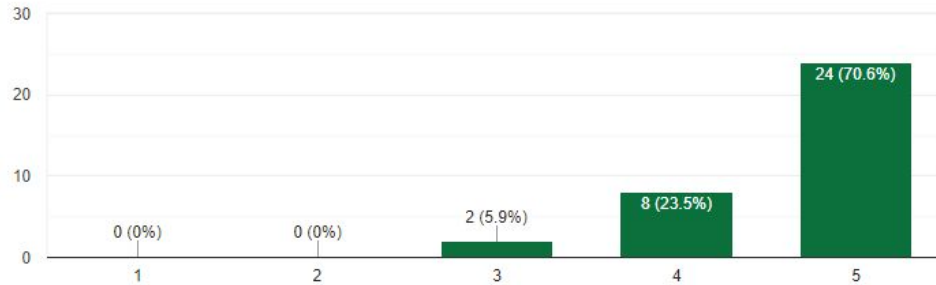
Title I Component 9: All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning

opportunities (e.g., summer bridge programs, Saturday school, counseling services, and competitive and noncompetitive teams).

Title I Component 9: Effective and Timely Additional Assistance for Students/WISE EEIIB-5.02



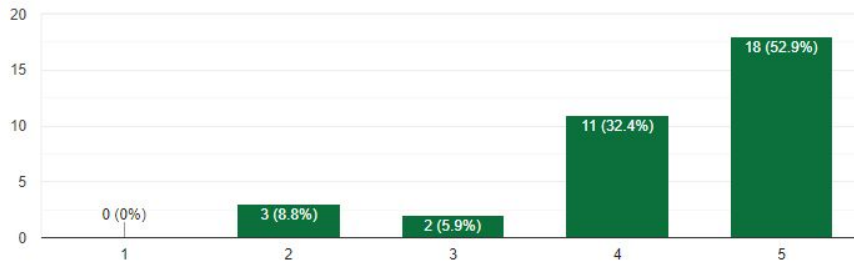
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Title I Component 9: School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.

Title I Component 9: Effective and Timely Additional Assistance for Students/WISE EEIIIA-7.06

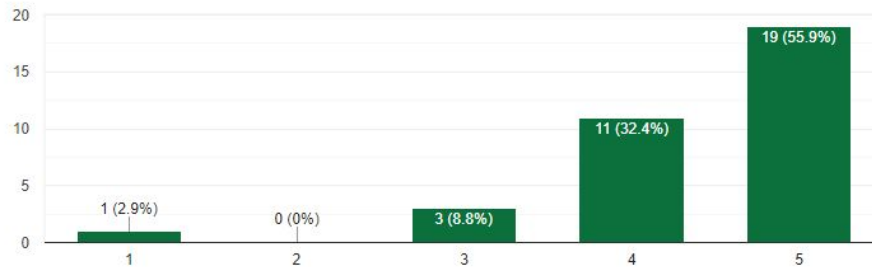
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Title I Component 10: School leadership allocates and integrates state and federal program resources to address identified student needs.

Title I Component 10: Coordination of Federal, State, and Local Resources/WISE EEIIB-8.10

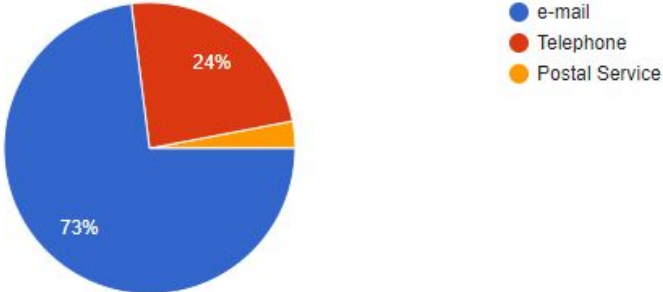
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Parent Survey

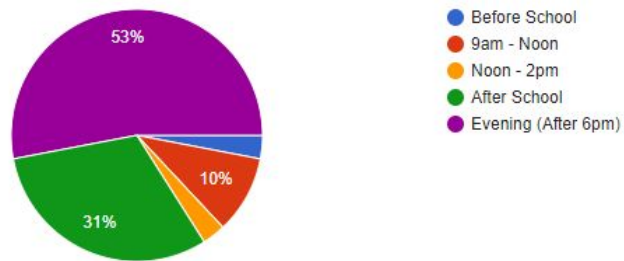
What is the best channel of communication?

100 responses



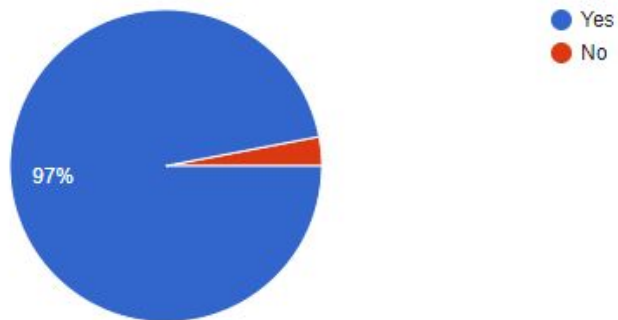
What is the best time for events/meetings/etc?

100 responses



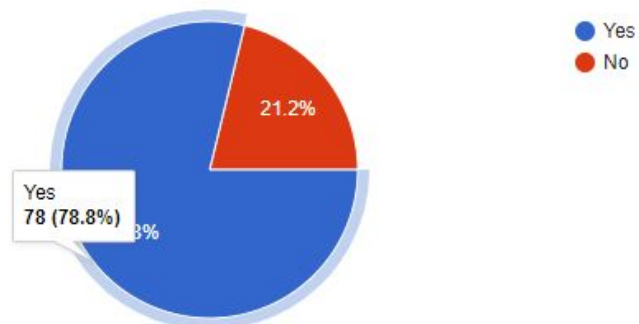
Are you aware of the Wengage student grading program?

100 responses



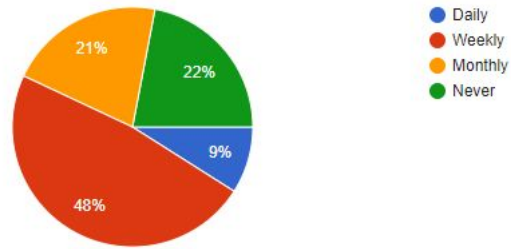
Do you have your student's Wengage login information?

99 responses



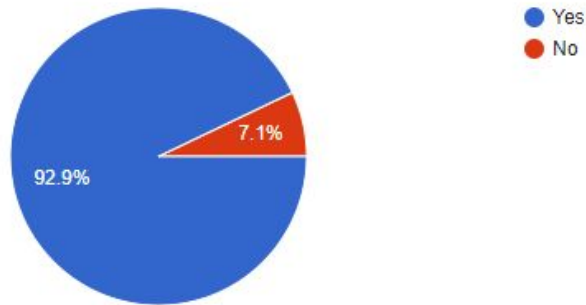
How often do you check your student's grade on the Wengage student grading program?

100 responses



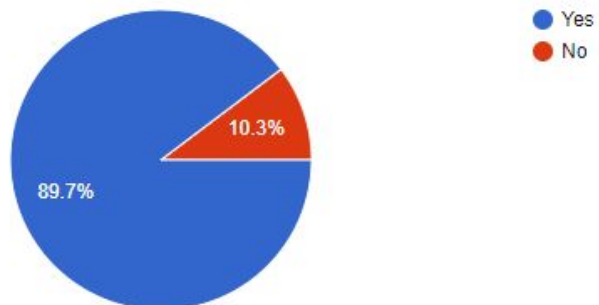
Do you feel teachers are available when you need them?

99 responses



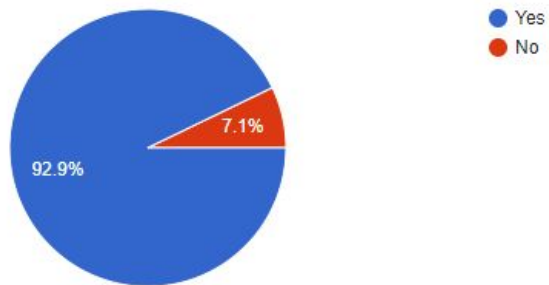
Do you feel principals are available when you need them?

97 responses



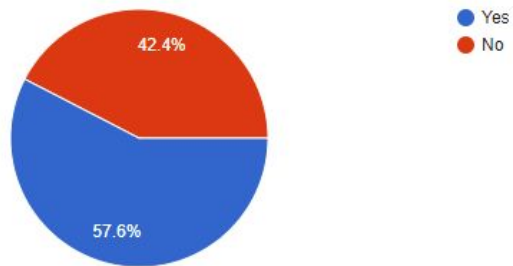
Do you feel welcomed while you are at your child's school?

98 responses



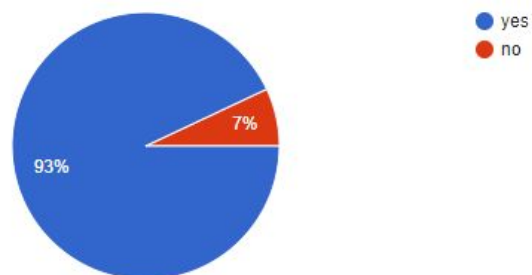
Are you aware of the parent resources available at your child's school?

99 responses



Do you have internet access at your home?

100 responses



What can we do, as a school, to help your child be more successful in school?

27 responses

More 1 on 1 when needed

Don't know they are not interested in doing school

When a student is lagging behind and not responding to the counselor, find a teacher or advisor that the student will respond to.

Nothing

Make it more challenging

Find ways to challenge them and to think outside the box.

Counselors more involved in the CCR part of things.

We feel that as high school students, especially junior and seniors, should have mandatory meetings with their counselor 3-4 times a year to help them stay proactive in their education. Also notifying the parent through an automated email to let them know, so the parent is also involved. This would help both the parents and counselor with keeping their student engaged in their studies. We as busy parents expect our students to be on top of everything and that is not always the case.

Also, please resend us our wengage information. We moved and have misplaced the login, so we haven't been able to log on for the last couple of months, but check in with Kaden. Thank you!

Quit making everything about numbers, and let teachers teach so that students are able to learn. There is more than one way for a child to learn and my two oldest children have suffered due to the teachers not having enough time to teach because of all the testing that the school district / State of Oklahoma requires. It's unreal at how different teaching is compared to how I was taught.

Hire a Non-biased MALE principal for starters

Don't always assume that all students have equal access or availability to all resources in the area.

I would like to see disruptive students stopped. Somehow this problem needs to be addressed differently. It is very distracting and frustrating to those who are trying to learn. It is exhausting and discouraging to the teachers. Thank you!

N/A

The principal and vice principal should be more engaging and willing and available for parents and students .

make it easier/faster for a student to meet with counselor

nothing that i can think of

Higher rigor expectations and more academically-challenging classes

Listen better, be more cooperative and judge each situation based on the child more than the standard answer or punishment.

I think the teachers are fantastic. Just keep doing what you are doing.

Nothing I can think of.

Communication

Be more willing to help them if they need it. Or be available to ask what help they need.

Communicate to both parents not just his mother we are divorced

School administrators be more accessible upon shorter notice. I realize they have a job to do but bend a little bit more for access of time.

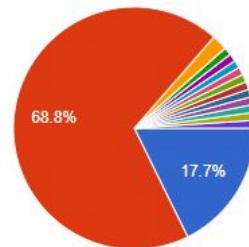
I was extremely disappointed in the conversation our student had with their counselor last week in planning for their Sr. year. I sat in on part of the conversation at the end, to ensure they understood it was important to us for the to be in the Spanish II class next yr due to being college bound and an advanced math course. When filling out the online info we also included this. In addition our student is taking a science and history course so that it will look well on their HS transcript when applying to colleges. We encourage them to join clubs and they are an athlete. Our hope is they will be the first college graduate ever in their family.

Later that day while driving they said, as soon as I answered the phone the counselor said, "you know you don't have to take all these classes right? You can just job out." I understand classes are crowded and OK does not fund our schools nearly enough. I'm sure they want the space for other students as well. However this comment floored me. Knowing they are college bound and looking at the choices on courses as well as I'm sure GPA since it is at their fingertips when they make contact. This would mean our student would go to school a couple hours , then go home a couple hours and come back for sports. I feel that would be very unproductive and it's not encouraging to a young person who could very easily be a negative statistic.

Just keep offering AP classes, she's quite the whiz and does well.

Are you available to serve on a committee team?

96 responses



Appendix C: Schoolwide Plan

2019-20 Schoolwide Plan in SSO: Skiatook High School (SHS)

Comprehensive Needs Assessment

- **Needs Assessment Step 1: Identify Planning Team**
 - Name of Site Principal: Jenny McElyea
 - Enter the Last Date the LEA review/revised the Schoolwide Plan: 9/6/19
 - Person Completing Plan: Jenny McElyea
 - Team Members:
 - Name: Jenny McElyea
 - Constituent Group: Principal

- Name: Justin Blalack
- Constituent Group: Teacher
- Name: Erin Davis
- Constituent Group: Parent Liaison
- Name: Lori Johnson
- Constituent Group: Parent
- Needs Assessment Step 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.)*
 - The mission of Skiatook Public Schools is to provide a safe, positive, and enriched learning environment where students, staff, and parents are challenged by high expectations, dedicated to helping all students succeed, and committed to working together to foster a district of excellence. The mission is emphasized in every aspect of the school system. The mission is instrumental in the Title I Schoolwide Plan. The expectations of the Schoolwide Plan is for ALL students to be successful academically. The vision for the reform to be addressed using Title I funds is to focus on the individual academic performance of all students and addressing the individual academic needs of each student. The focus on individual student performance will occur in Data Teams. All faculty and administrators are committed to the Data Team process and will continue to receive professional development on improving the process. Data Teams meetings will occur on a consistent basis and the discussions that occur during those Data Team meetings will not only strengthen student learning in will strengthen educational practice. The data that will help guide Data Teams include Oklahoma State Testing Program (OSTP) assessments, Northwest Evaluation Association (NWEA) Growth Assessments, Common Formative Assessments, and Benchmarks.
 - **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.)*
 - SHS is located in Skiatook, Oklahoma. Skiatook is a rural community that is located 30 miles northwest of Tulsa, Oklahoma. Skiatook has a population of 12,758. Only 18.1% of adults over the age of 25 in Skiatook, Oklahoma have a college degree compared to a 23.7% state average. Demographic information for Skiatook Public schools is 59.8% Caucasian, 0.9% Black, 0.2% Asian, 7% Hispanic, 23.3% Native American, and 8.5% Two or More Races (Office of Educational Quality and Accountability, 2017).
 - Student Needs: Data from OSDE's A-F Report Card, OSTP assessments, Northwest Evaluation Association (NWEA) Growth Assessments in ELA and math, Benchmarks in science and social studies, and Common Formative

Assessments (CFAs) will determine the student academic needs. The school will further determine ways in which to effectively reach students identified as Bottom Quartile students on the OSDE's A-F Report Card. Demographic student data will be utilized in determining non-academic needs of the students.

- Curriculum and Instruction: The curriculum and instruction will focus on the academic needs of the students by utilizing Data Teams in the areas of ELA, math, science, and social studies. Teachers will also be tracking appropriate student growth in the areas of math and ELA by utilizing NWEA Growth Assessment data. Data from the NWEA Growth Assessment will be used to develop an individualized learning path within Study Island software which will further increase student achievement. Imagine Learning software will be used to address reading intervention needs.
- Professional Development, Family & Community Involvement: Professional development will be utilized to strengthen the Data Team process and NWEA Growth Assessment curricular interventions. Professional development will also address the embedding of literacy and the use of literacy within a digital learning environment. SHS staff and administration understands the importance of family and community involvement and actively seeks out opportunities to improve participation.
- **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.)*
 - Student Achievement Data includes: NWEA Growth Assessment, Common Formative Assessments, and Student Report Cards. Perception Data includes Parent Surveys and Teacher Surveys. Demographic Data includes: Attendance, Special Education, and Low Income.
- **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.)*
 - The triangulation of data will occur through the collection of multiple types of student data. NWEA Growth Assessment testing occurs at the beginning, middle, and end of each school year. Common Formative Assessment data that is collected within Data Teams occurs monthly. OSTP assessments are delivered on an annual basis along with PreACT and ACT data and OSDE A-F Report Card data. The utilization of multiple sources of data is critical to effective data triangulation. The data will be collected after the assessments are complete by the school principal and all data is examined within the confines of the Title I Schoolwide Planning Team to ensure effective implementation of the 10 required components of a Schoolwide Plan.
 - Perception data will be collected through surveys administered in the spring. The Teacher and Parent Survey results will be tallied by the school principal and all

the results will be examined within the confines of the Title I Schoolwide Planning Team to ensure effective implementation of the 10 required components of a Schoolwide Plan.

- Demographic data will be collected by the school principal and guide the Title I Schoolwide Planning Team to ensure effective implementation of the 10 required components of a Schoolwide 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.)
 - Title I, II, IV, and VI funds are coordinated with Special Education funds and state funds to create a school site that provides an education that addresses the needs of all students.
- **Step 7: Schoolwide Consolidation of Funds (New to 2019-20SY Plan)**
(Schoolwide schools may combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping students reach proficient and advanced levels of achievement. Describe the activities and services the school implements when it consolidates federal, state and/or local funds.)
 - Skiatook Public Schools does not consolidate Title IA and Title IIA funds.

Reform Strategies *(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.)*

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?

- The Data Team/Professional Learning Community (PLC) process will be utilized in reading and math classes. During the Data Team/PLC Process teachers construct Common Formative Assessments (CFAs) which address essential OAS standards. The essential standards are included and tracked using curriculum maps. The students are given the CFA prior to instruction. Teachers take PreCFA data and determine the level of proficiency for each student. The teachers determine which instructional strategy will be provided for level of proficiency. Data team members determine appropriate instructional strategies by looking at the current research of John Hattie's, Visible Learning; A Synthesis of Over 800 Meta-Analyses Relating to Achievement. NWEA Growth Assessment results play an integral part of the Data Team/PLC process. The Data Team/PLC reform strategy addresses the needs of low-achieving and at-risk students through Response to Intervention Tier 2 interventions from PostCFA data results.

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 (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.)

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?

- No teachers are interviewed for a position unless they are qualified. All Paraprofessionals have appropriate qualification requirements as well. Every student at Skiatook Elementary School will be taught by teachers who are licensed and certified to teach in Oklahoma. Every teacher will be certified to teach the grade or subject they are assigned to teach. Teachers must be knowledgeable of the content taught and use best practice methodologies. Teachers must be skilled classroom management and parent communications. Professional development will occur with little time outside the classroom. Teachers should have high attendance and limited tardies. The teacher evaluation system should encourage growth through the creation of a personal professional development plan. A template has been created for notifications to parents in the event that students are taught by a non-qualified teacher 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 *(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.)*

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 addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

- Based on the Comprehensive Needs Assessment, describe the focus of the school's professional development plan
 - The yearly professional development plan is created in the District Curriculum Committee which consists of members from each site's Title I Schoolwide Planning Team and the Federal Programs Director. The District Curriculum Committee has at least two teacher representatives from each site, an administrator from each site, and a parent. Professional development focuses on preparing teachers, principals, and paraprofessionals to help all students meet Oklahoma Academic Standards (OAS). Professional development is driven by student learning gaps and is narrowly focused and monitored.
 - The professional development plan was designed with the goals of the schoolwide plan in mind. In fact, components of the WISE indicators related to professional development are critical pieces of the plan.
 - The Skiatook Public Schools (SPS) Professional Development and Curricular Plan provides the foundation for providing continuous and sustainable professional development and curriculum that is pertinent to the education needs of students. Main initiatives of the Professional Development and Curricular Plan address indicators of the Oklahoma Nine Essential Elements addressed in the Ways to Improve School Effectiveness (WISE) Plan. Skiatook Public Schools strives to deliver professional development activities that meet the criteria contained in the definition of professional development in Title IX, Section 9101(34) of the Elementary and Secondary Education Act (ESEA). The Professional Development and Curricular Plan also addresses curricular goals that are outlined in the SPS Strategic Plan. Main initiatives addressed in plan include: Planning by the District Curriculum Committee, Curriculum Mapping/Oklahoma Academic Standards (OAS), Vertical Professional Learning Communities (PLCs), Data Driven Decision Making, Data Teams & Decision Making for Results, Common Formative Assessments (CFAs), Northwest Evaluation Association (NWEA) Growth Assessment.
 - Skiatook Public Schools also has a Two Year Professional Development plan which outlines the professional development activities during a two year cycle. The District Curriculum Committee developed the Two Year PD Plan. The District Curriculum Committee also helps evaluate the Professional Development that is delivered at Skiatook Public Schools. New Hire Orientation ensures that new employees are supported in professional development that has already been delivered in previous years.

Monitoring/Compliance Documentation

- agendas and attendance records of professional development
- site professional development plan

Teacher Recruitment/Retention *(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.)*

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.

- The district posts positions on the district website and in the Tulsa World and newspapers. Those postings list teachers possessing qualifying credentials as a requirement. When interviewing, the principals explain PLC's and professional development supports in place for teachers. The district works with higher education institutions with their internship programs so the district will call them for recommendations also. Teachers are hired to reflect the demographics of the students. Skiatook High School anticipates staffing needs and recruits/hires early and provides training for committed teachers for hard to fill positions. An emphasis is placed on the recruitment of experienced, effective teachers to work with the lowest achieving students.
- The teacher support system at Skiatook High School is tremendous. The participation within Data Teams and PLCs has created an atmosphere of collegiality. Teachers are included in decision making during Leadership Team meetings. Teachers are always encouraged to better themselves professionally. Teachers new to the profession complete an Induction Program with a mentor teacher.

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: *(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.)

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.

- School programs, activities, and procedures are planned and implemented with meaningful consultation of parents. The Parent Involvement Policy and Parent Compact are developed with parent consultation and reviewed annually. The documents are distributed in the student handbook. All parents are given a survey to fill out covering 10 components of the plan. Parents are invited to play a critical role on the Title I Schoolwide Planning Committee, Title I Schoolwide Review Committee, and District Title I Planning/Review Committee. Parents are invited to attend the annual Parent Information Meeting. Additionally, parents are invited to attend the Annual Title I Parent Meeting through notifications on the school website, school newsletters, and local newspaper.
- Information referencing site activities and meetings are communicated by: school marquee, school newsletter, school messenger phone system and email system, district website, district facebook, and district twitter feeds. All parents have access to the online grading system that provides parents with attendance information and lunch account information as well. Parent/Teacher Conferences occur in the Fall semester and in the Spring semester. Parents are notified of student test scores at Parent/Teachers conferences and well as through reports being sent home. Parents are also made aware of all Title I Programs through school messenger and the school website.

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

- Submit Monitoring/Compliance Documentation

Student Transition *(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.)

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 Student Transition Strategies

- The school provides assistance for parents and students any time there is a transition from a familiar situation to a new situation (from one building to another). Teachers meet vertically to look at the academic vertical transition from grade to grade and site to site.
- Transition Identified: Eighth Grade to Ninth Grade and Twelfth Grade to Post Secondary
- Grades Affected: 9th & 12th
- Transition Strategies: Tour SHS in Spring and Parent Night, Tour Post Secondary Institutions in Spring and Parent Night
- Timeline: Spring

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.)*

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 assessment and collecting and analyzing data.

- During Data Team/PLC meetings the teachers evaluate where individual students are and discuss how or what to do to get the students back to level. The teachers also analyze NWEA Growth Assessment data within Data Teams/PLCs to determine interventions that need to take place. Teachers receive professional development in using data to make informed decisions on an annual basis.
- Assessment: Common Formative Assessments, Monthly, Purpose: Monitor for student achievement in Data Teams
- Assessment: NWEA Growth Assessments, Beginning, Mid, End of Year, Purpose: Monitor student growth in Math and ELA in Data Teams, and Title I Schoowide Planning Team
- Assessment: Observation, Daily, Purpose: Monitor for student engagement
- Assessment: Classroom Assessments, Weekly/Monthly, Purpose: Monitor student progress toward academic goals

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 *(Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.)*

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?
- How will the site determine appropriate instructional strategies?

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.

- The Data Team/PLC process identifies the students in need of additional assistance on a monthly basis. The Data Team/PLC process creates instructional strategies for the varying levels of student competence. The varied instructional strategies will be used within the regular classroom and will be guided with Hattie research. Students in need of Tier II and Tier III RTI will receive additional support at specific times throughout the school day. The evaluation of the effectiveness of the process will be populated with Post Common Formative Assessment data as well as NWEA Growth Assessment data. The Data Team/PLC process ensures that students who have difficulty mastering state standards receive additional assistance. The Data Team/PLC process also provides timely identification with the use of effective diagnostic methodologies as well as prescriptive interventions.
- The school also tracks Early Warning Indicators that identify students who are at-risk according to Johns Hopkins research. The indicators tracked include attendance, behavior, and coursework. On-site counselors are available to those students who are identified.

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

Addendum – Schoolwide Focus Goals

The percentage of teachers Embedding Weekly Literacy/Writing Activities will be 100% by the end of the 2019-20 school year as measured by the documentation included in Curriculum Mapper viewed by building administrators in May 2020.

Percentage of Skiatook High School Students scoring above average state ACT Composite score will increase 3% by the end of the 2019-20 school year as measured by ACT score reports June 2020.

Percentage of Skiatook High School Students scoring at college ready benchmarks in reading will increase by 3% by the end of the 2019-2020 school year measured by ACT score reports June 2020

Percentage of Skiatook High School students enrolling in the Oklahoma's Promise Program will increase by 10% by the end of the 2019-2020 school year

Appendix D: New FY20 Schoolwide Plan Template



Title I Schoolwide Plan

Every Student Succeeds Act, Section 1114

School Year

Initial Plan

Date

Revised Plan

Date

District Information

District Name

County/District Number

Superintendent Name

Phone

Email

School Information

School Name

School Poverty Rate

Principal Name

Phone

Email

Instructions

Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under "Meets Expectations." Corresponding points under the headings "Developing" and "Does Not Meet Expectations" are provided for the sake of clarity.
- The third part is a scrolling text box where the narrative answers are to be entered. There is no word or character limit.

1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is 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, paraprofessional 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. **[ESSA, Section 1114(b)(2)]**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

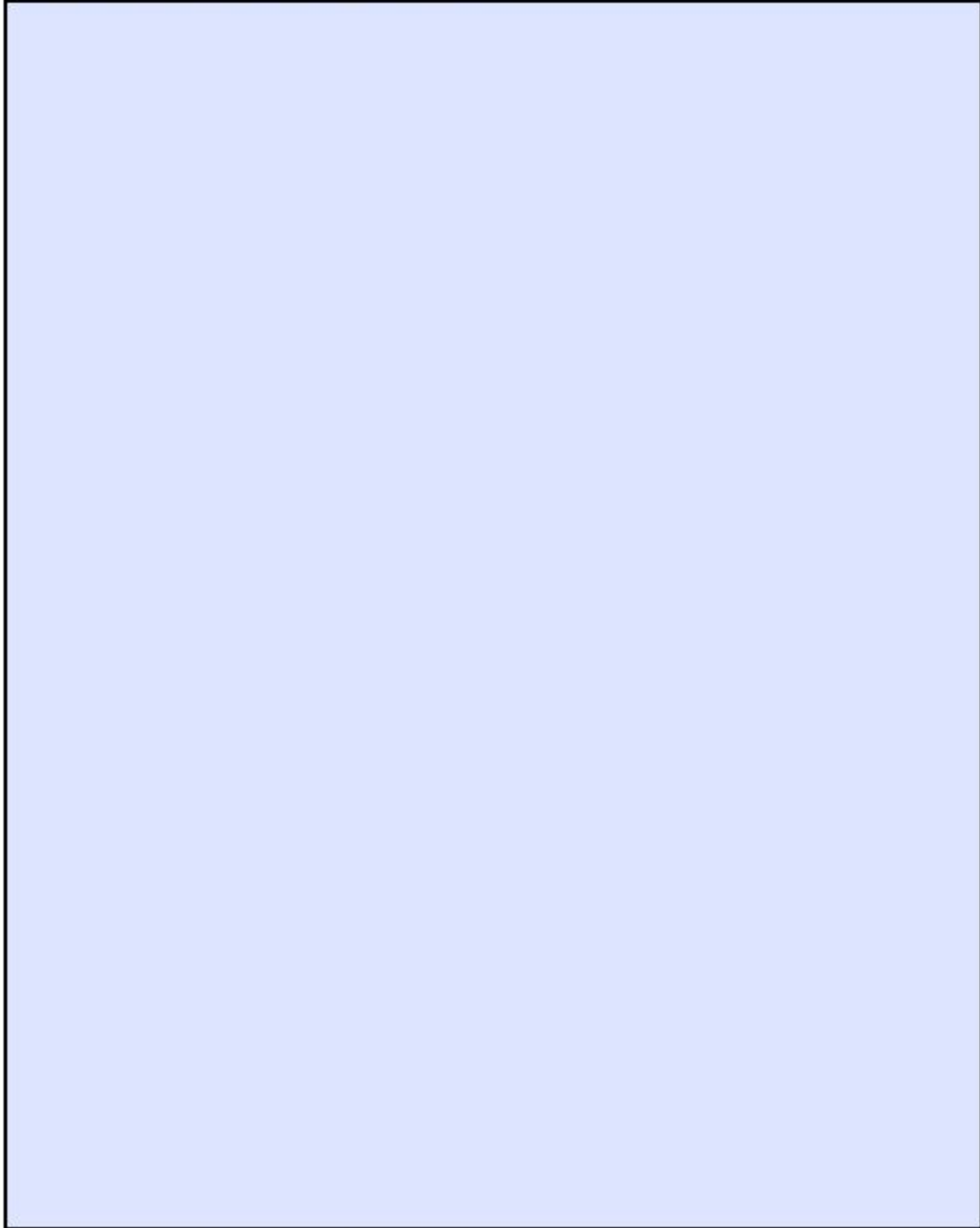
Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

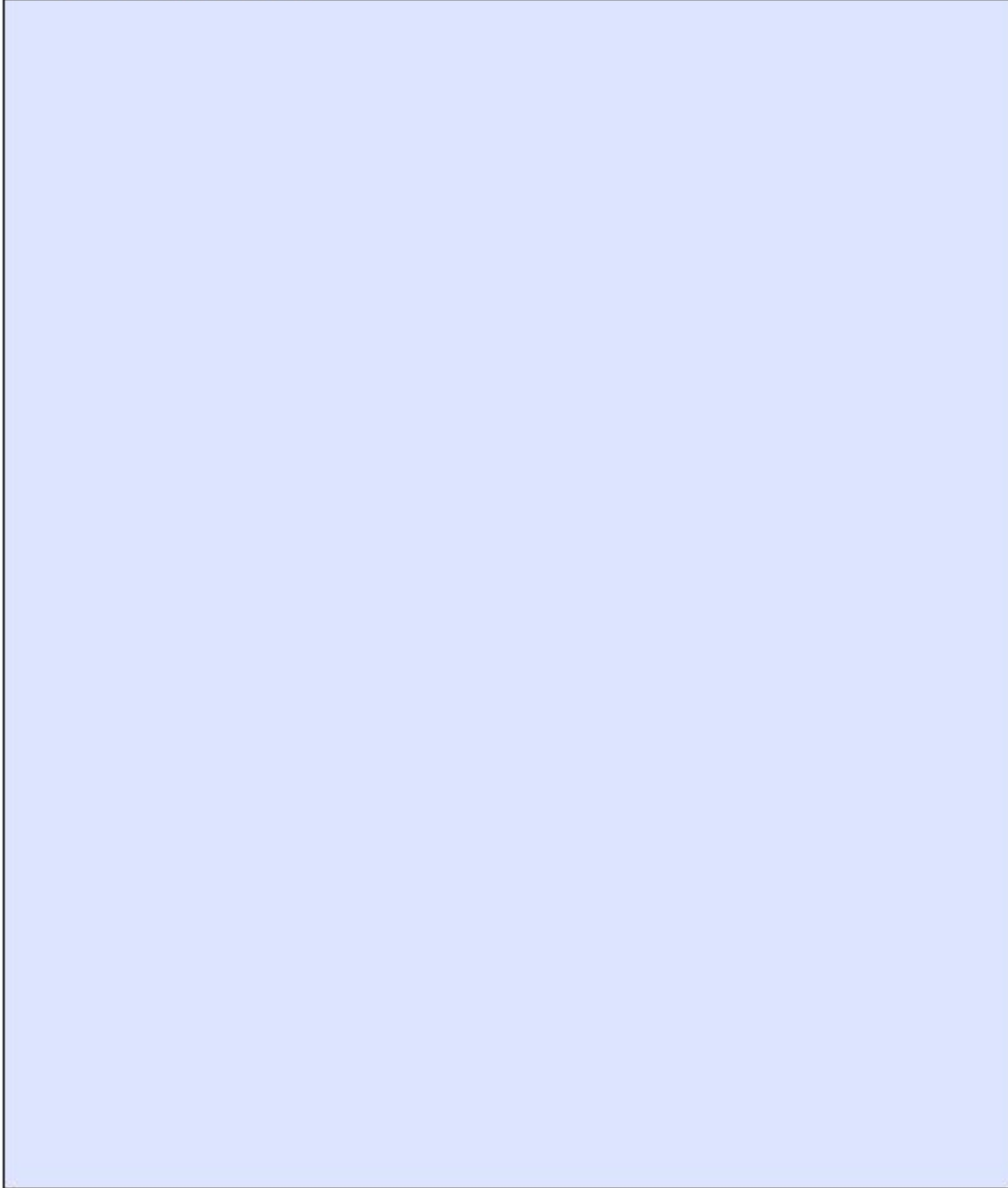
Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.



3. Schoolwide Plan Strategies

- By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
 - use methods and instructional strategies that 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
 - 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. **[ESSA, Section 1114(b)(7)(A)(iii)]**
 - provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
 - be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Developing

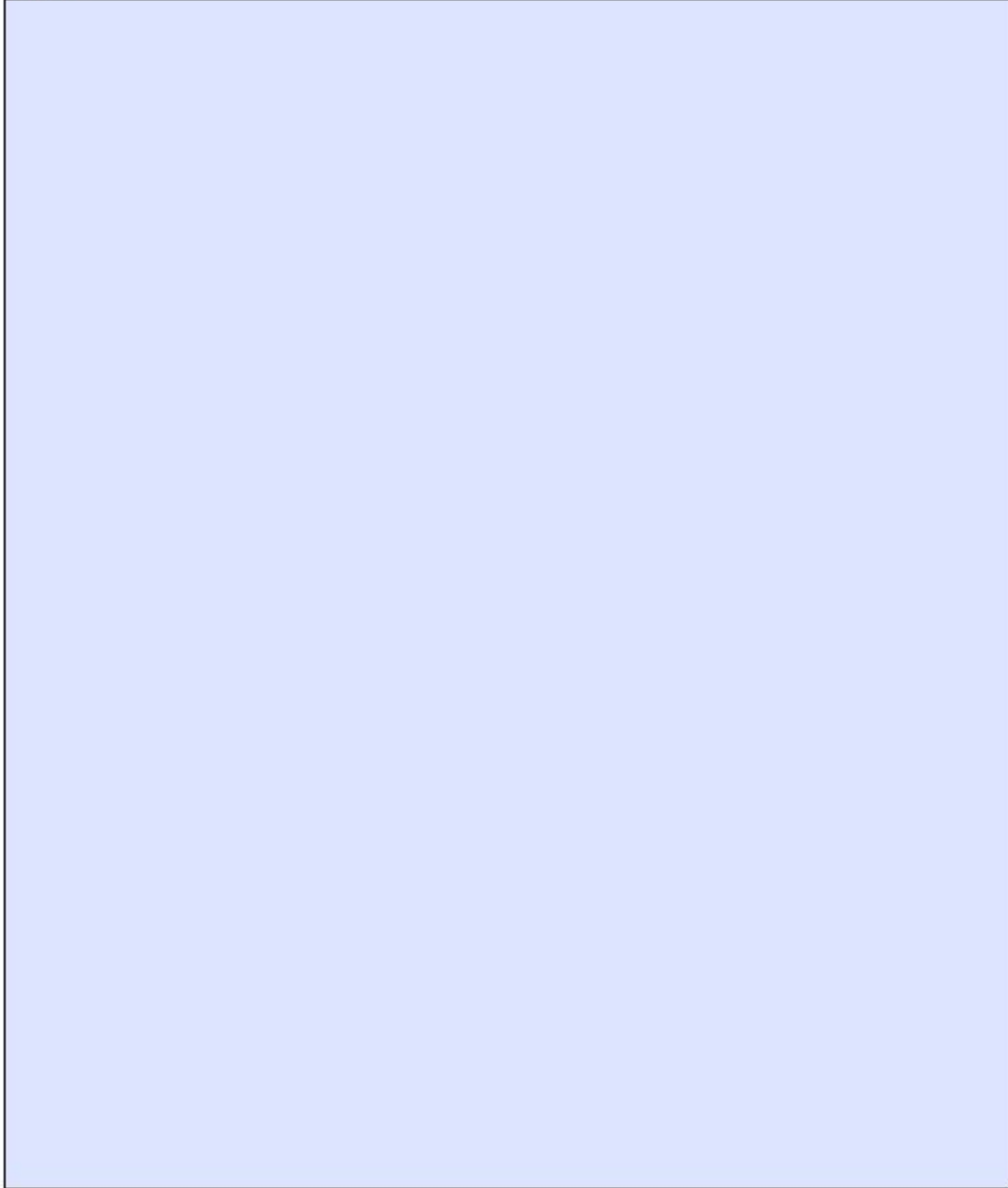
1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.



4. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

OR

By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

