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OFFICE OF SCHOOL SUPPORT

October 2016

Superintendents and Principals,

We welcome you to the new Office of School Support Newsletter. We are excited about this enhancement and look forward to bring you information and resources to help meet the needs of our lowest achieving students. As Oklahoma continues to transition to ESSA, please know the Office of School Support will no longer require sites with a designation to upload information into the School Improvement Status Report (SISR). However, this quarterly report will remain a requirement for all SIG schools.

In addition, with the recent release of the Preliminary 2016 A-F Report Card grades, please know Oklahoma will NOT be adding any new sites to the Targeted Intervention, Focus or Priority Designation lists for 2016. Sites with a 2015 designation that meet exit criteria based on 2016 results and data will be removed from the 2016 Designation List.

Please contact us for any questions or concerns. We are here to provide you and your team support and assistance.

Desarae Witmer, Executive Director

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School Improvement Grant (SIG) 1003(g) Applications

The Oklahoma State Department of Education (OSDE) recently applied to the United States Department of Education (USDE) to fund a Cohort 6 and 7 of SIG. This grant is available only to local education agencies (LEAs) who have been designated "Priority" or "Focus" on the most recent designations and receive Title I funds. These funds can be used to augment a turnaround effort for a site. The process is competitive and does require an application. Applications will be sent out on Monday, October 24, 2016 to all designated Priority and Focus sites. Interested sites will be required to attend a SIG application training webinar which will be held on Wednesday, November 2, 2016 from 9:00-10:30 a.m. or 1:00-2:30 p.m.

The applications will be narrowed down to the finalists by an extensive review process. Once the finalists are chosen, site visits will be conducted by the Office of School Support to determine the grantees. If your site is interested in applying for a School Improvement Grant (SIG) and have any questions please feel free to visit our website: <http://ok.gov/sde/school-improvement-grant-sig> or contact Beth Steele-SIG Director at (405) 521-2809 or Beth.Steele@sde.ok.gov

Update: School Improvement Status Report (SISR)

The School Improvement Status Report (SISR) requirement has been waived for SY16-17 for sites designated as Priority or Focus. This does not apply to any sites who have been awarded School Improvement Grants (SIG). For those sites the requirement is still in place.

DUNS/SAMS Number

In order to process your claims in a quick and efficient manner, please make sure your school district has updated its DUNS/SAMS number for this year.

Strategy Spotlight



How to Get the Most Out of Your Students Without Killing Yourself: High Yield Teaching Strategies

Research based instructional strategies is a term that permeates educational articles, reports, and studies. What does the term really mean? The term sounds quite formal and conjures the image of a stark white laboratory-like classroom with teachers dressed in lab coats, but research based instructional strategies are actually practices that most educators know and practice, but are teachers really getting the most out of the instructional strategies that they use daily in their

classrooms?

The most prestigious educational researchers, Robert Marzano, John Hattie, and Doug Lemov, have published findings regarding the impact or influence of instructional practices. Instructional practices are ranked according to effect size. Effect sizes typically range from -0.2 to 1.2. The average or “hinge” effect size is 0.4, or as Hattie defines 0.4 as “. . . greater than average influence” on achievement. In brief, instructional practices above 0.4 have a greater, positive impact on student learning.

Here is a list of research based instructional strategies. Following each strategy is its effect size or hinge point number. Remember, 0.4 is medium and a 0.8 is the high zone. Any strategies ranked at 1.0 or above greatly impact learning:

- **Identifying Similarities and Differences** (1.61) – Identifying for students and having them identify how things are alike and/or different.
- **Summarizing** (1.00) – Modeling for student and having them summarize information.
- **Note-taking** (1.00) – Having students take down information verbally and/or graphically to use for practice and study in appropriate ways.
- **Reinforcing Effort** (0.80) – Tying student effort to success in learning. (Google this term to see some reinforcing effort rubrics.)
- **Providing Recognition** (0.80) – Reinforcing success with recognition.
- **Homework** (0.77) – Assigning independent practice appropriately.
- **Practice** (0.77) – Providing both massed practice (presented repeatedly in a short period of time) and spaced practice (presented several times over a longer time span) appropriately.
- **Using Non-Linguistic Representations** (0.75) – Using graphic organizers, physical models, generation of mental models, drawing of pictures and pictographs, and kinesthetic activity to enhance student learning.
- **Cooperative Learning** (0.73) – Having students work with each other in groups of two to five with specific structures on academic and social learning.
- **Setting Objectives** (0.61) – Having objectives for lessons, goals for units, and allowing students to set learning goals for themselves.
- **Providing Feedback** (0.61) – Providing feedback to students on their learning efforts that is corrective, timely, specific to a criterion. Having students provide feedback to themselves.
- **Generating and Testing Hypotheses** (0.61) – Having students predict, test, analyze and report their findings.
- **Questions** (0.59) – Asking questions that focus on what is important, that are higher level, and that occur before, during, and after learning; using appropriate wait-time.
- **Cues** (0.59) – Teacher strategies that prepare students for learning, that relate new learning to prior knowledge.
- **Advance Organizers** (0.59) – A bridge from prior learning to new learning that provides a context for the new learning.

No single strategy is perfect. Look at the list and incorporate these high-yield

engagement and impactful teaching strategies, consider the following books:

- *Visible Learning for Teachers* – John Hattie
- *The Art and Science of Teaching* – Robert J. Marzano
- *Highly Engaged Classroom* – Robert J. Marzano and Debra J. Pickering
- *Teach Like a Champion* – Doug Lemov

School Spotlight: Liberty Elementary STEM Academy Sapulpa Public Schools



Liberty students work with members of the Sapulpa Rotary on a STEM project.

Liberty Receives a \$1.65 Million SIG Grant

Liberty Elementary students returned this fall to a host of changes at their school. Liberty was awarded a large \$1.65 million School Improvement Grant (SIG) by the Oklahoma State Board of Education in August 2015. Liberty is a high poverty low income school in the Tulsa metro area. Liberty is also part of the larger Sapulpa Public School district and is one of its four elementary schools. The influx of grant funding has provided for a new set of reform never seen in Sapulpa.

Academics are Priority #1

Realizing that change is difficult to make in large suburban school districts, Liberty began to enlist both teachers and parents in the effort to initiate change immediately after receiving the grant. Liberty's grant implementation committee surveyed parents about changing from the standard district start and release time to a new one that would provide more academic instruction time before the lunch hour. The result was overwhelmingly positive and the school board approved the new times.

Liberty attracts good quality teachers who have embraced the idea of creating a

student in PK – 5th grade. Liberty created two school-wide reading and math enrichment/intervention blocks to better serve the needs of their students. Grant funding has provided for a much needed curriculum in these cross grade level grouped areas that are in addition to required core curriculum blocks.

Sustainable Reform Efforts

The long term goal of all SIG grant schools is to initiate change that will be around after the new money is gone. School reform becomes commonplace when teachers see the benefits of increased student academic achievement which in turn tends to foster an improved school culture and staff morale. Liberty teachers are constantly reminded by their principal of an anonymous quote: "Poverty is not an excuse for failure, it is a reason why our job is more challenging from the start." Liberty is on the right path and looking forward to the many great years thanks to the benefits of the SIG grant.

Parent – Community Partnerships Take Center Stage

Liberty has always been a neighborhood school that generations of families have attended. While appreciative of a commitment of parents to place their kids at our school – parental involvement tends to grind to a slow halt in low income schools. Recognizing that busy parents have only a small amount of spare time, Liberty sought to create fun and innovative programs that would draw parent interest and support. Liberty hosted last year two "themed," STEM nights where parents got the opportunity to enjoy a host of experiments with their children.

Liberty also reached out to their community partner at the Sapulpa Rotary Club and invited them as well. Liberty also invited the Rotarians to have one of their weekly meetings at the school. According to Mr. Walsh, Rotary's partnership is a model for other clubs to follow.



Liberty students on a "Winter Frozen," STEM night show their parents how to make snow crystals using baking soda and hair conditioner. The family dinner and event were attended by over 300 Liberty students and parents.

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