

2015 Joint Federal Programs Summit

School Improvement and the Oklahoma Nine Essential Elements

Desarae A. Witmer, Executive Director
Office of School Support
Oklahoma State Department of Education
desarae.witmer@sde.ok.gov
(405) 522-0140



Poll Everywhere Instructions

- On your cell phone open text messages
- Enter **22333** in the To space
- Enter **OST15** in the message space.
- “Send”
- You will receive a message that you have joined my poll.

Poll Everywhere

What questions
brought you to this
session?





Your poll will show here

1

Install the app from
pollev.com/app

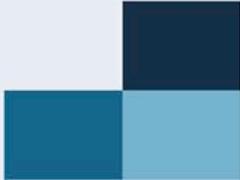
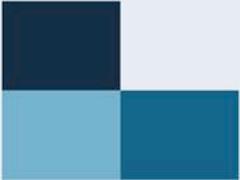
2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help

or

[Open poll in your web browser](#)



Office of School Support

- Formally Known As “Turnaround”
- Provide support, financial assistance and/or resources to schools who receive a Priority, Focus or Targeted Intervention Designation.



Poll Everywhere

- What does a “Designated School” look like?





Your poll will show here

1

Install the app from
pollev.com/app

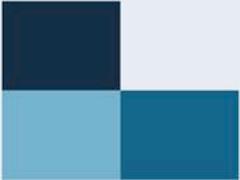
2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help

or

[Open poll in your web browser](#)



Designations

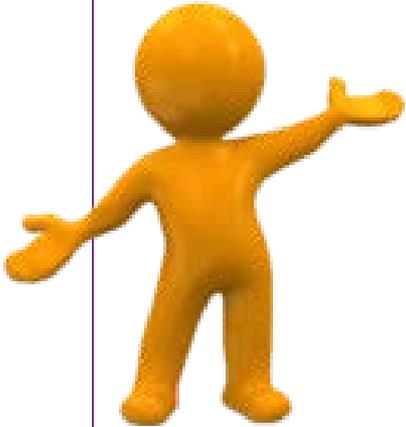
Priority *

Focus *

Targeted Intervention *

Reward

High Performance



Priority Designation

- Any school that receives a grade of “F.”
- Any school in the bottom 5% for the grade span served in reading and math.
- Any high school with a graduation rate below 60% for three consecutive years.
- Any high school with a graduation rate of 50% or less in any given year.



Priority Responsibilities

- Financial Allocation
 - Grants Management System
 - School Wide/School Improvement Application
 - 10 Components & 9 Essential Elements
 - School Improvement Status Report (SISR)
 - Data Reporting System
 - Parent Notification Letter
 - Letter Grade and Designation posted on website
 - School Choice NOT required for 2015-2016**
-
- Schools with a designation for 3+ years – principal and superintendent must attend 15 hours of professional development. (June 2015-July 2016)



- Home / Applications
- Your Account
- About This Site
- Links And Docs
- Sign Out

Home / Applications

Applications

These are your current applications



Accountability (A-F Report Cards)

SDEAdmin - SDE Administrators

Accreditation/HQT/School Improvement

SDE Administrator

Allocation Notices System

SDE Administrator

Battelle For Kids

Click here to sign in to Battelle

District Consolidated Application - Federal Grants Online 2012

SDE Administrator

Grants Management and Expenditure Reporting

SDE Administrator

<https://sdeweb01.sde.ok.gov/SSO2/Signin.aspx>



Where do I find this information?

- Home / Applications
- Your Account
- About This Site
- Links And Docs
- Sign Out

Home / Applications

Applications

These are your current applications

	Accountability (A-F Report Cards)
SDEAdmin - SDE Administrators	
	Accreditation/HQT/School Improvement
SDE Administrator	
	Allocation Notices System
SDE Administrator	
	Battelle For Kids
Click here to sign in to Battelle	
	District Consolidated Application - Federal Grants Online 2012
SDE Administrator	
	Grants Management and Expenditure Reporting
SDE Administrator	

Need "Single Sign On" Access



Schools with a Priority Designation

Focus

- Any school contributing to the achievement for students with disabilities (IEP), English Language Learners (ELL), and/or African American subgroup and the school had higher than the state's average population percentage for that subgroup.

AND

- Have the lowest performance for any of the three lowest achieving subgroups within each grade span for reading and math.

OR

- Have the lowest graduation rate for either the two subgroups (ELL and African American) with the lowest graduation rates that have not already been designated as priority.
- Have a graduation rate below the state average.



Focus Responsibilities

- SMART Goal
(**S**pecific **M**easurable **A**ttainable **R**esults Oriented **T**ime bound)
 - Beginning with SY15 designation.
 - Will be emailed to all schools with a Focus Designation.
 - “Focus” on the area of need.
- Single Improvement Status Report
 - Data Reporting System
- Schools with a designation for 3+ years – principal and superintendent must attend 15 hours of professional development. (June 2015-July 2016)



SMART Goal

- Specific
- Measurable
- Attainable
- Results Oriented
- Time Bound

Based on your
school's area of need.



Targeted Intervention

- Subgroup graduation rate is below the national average.



Oklahoma
STATE
DEPARTMENT OF
EDUCATION

School Improvement Status Report (SISR)



Consultation Baseline Initial Report Mid-Year Report End-of-Year Report Final Report Reports Admin [Log Out](#)

User: Tyler.McNeely_admin(SDE Administrator)

County/District: School:

Consultation

Principal Name:	Superintendent Name:
Email:	Email:
Contact Number:	Contact Number:

The LEA is required to set aside a percentage, not to exceed 20% of its Title I, Part A allocation to implement appropriate and rigorous interventions aligned with the school's needs assessment. (See Sliding Scale on the OSDE and Title I, Part A Website). After consultation with the Federal Programs Office, the LEA has determined that % of their Title I, Part A allocation is needed for School Choice and to implement interventions to support schools designated for improvement.

Area of Need	Intervention
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

NOTE: Please be advised, LEAs are required to report the amount of funds each site expended on professional development and school choice. This information will be requested in the Final Report at the end of the school year. Non-Title I schools do not receive a Title I allocation and therefore must implement strategies with state and local funds.

Certification Status

Date completed:
Confirmed By:
Certified By:
Approved By:

Technical Support: helpdesk@omes.ok.gov - (405) 521-2444

Front Page

Training
provided via
WebEx.

This report
must be
completed by
all schools with
a SY15
designation

Outlines
Requirements

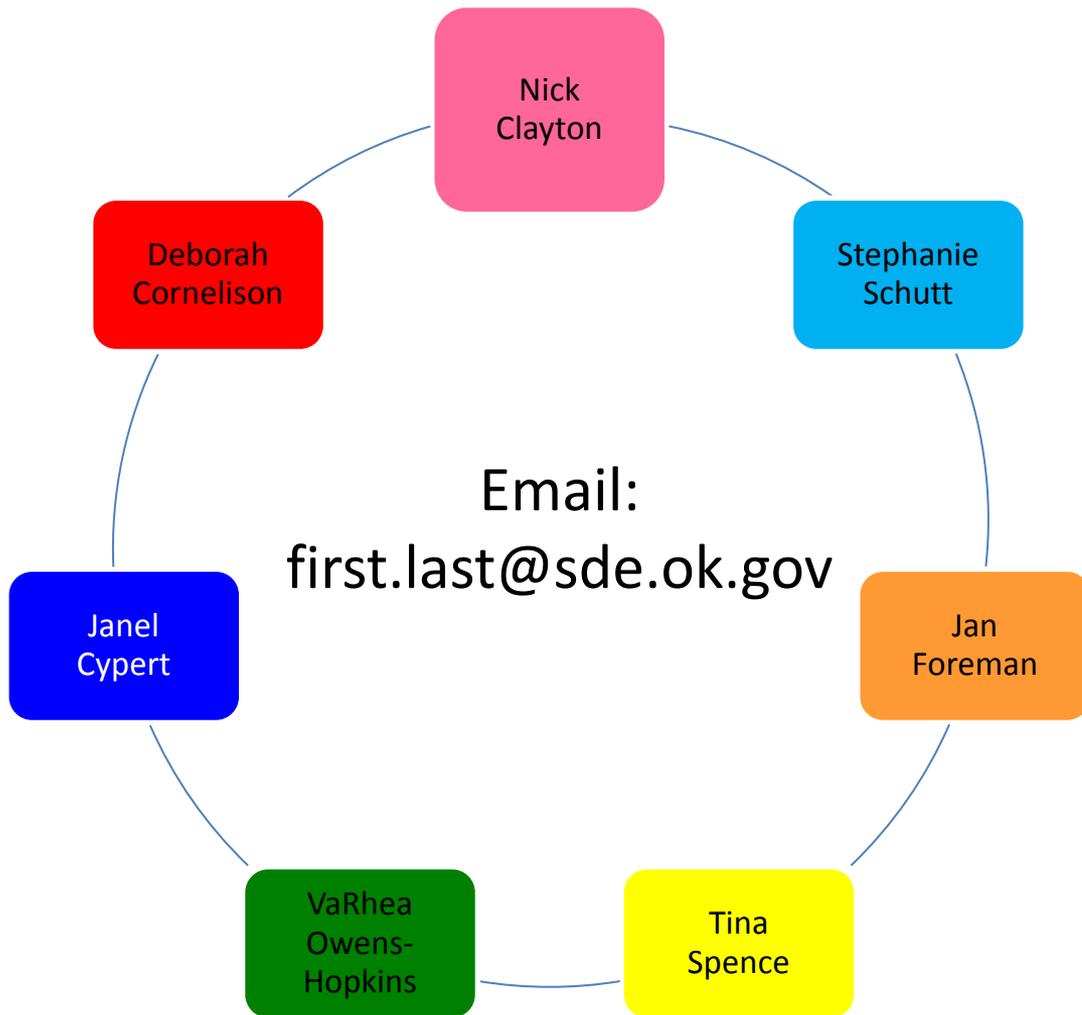
Office of School Support Team

- Desarae Witmer, M.Ed. Executive Director desarae.witmer@sde.ok.gov
- Beth Steele, M.Ed. SIG Director beth.steele@sde.ok.gov
- Janie Stewart, Coordinator janie.stewart@sde.ok.gov
- Zada Farris, Grants Consultant zada.farris@sde.ok.gov

- OSDE School Support Specialists
- OSDE School Support Consultants



OSDE School Support Specialists



OSDE School Support Consultants

- Beta Noel, M.Ed. beta.noel@sde.ok.gov
- Dr. Jill Shackelford, Ed.D. jillshackelford@me.com
- Linda Hibbs, M.Ed. linda.hibbs@sbcglobal.net
- Roberta Ellis, M.A. obertacoleellis@gmail.com
- Roberta Gaston, M.Ed. mrs.gaston@sbcglobal.net

Poll Everywhere

My school/district
has received a visit
from a member of
the Office of School
Support Team





Your poll will show here

1

Install the app from
pollev.com/app

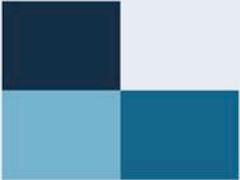
2

Make sure you are in
Slide Show mode

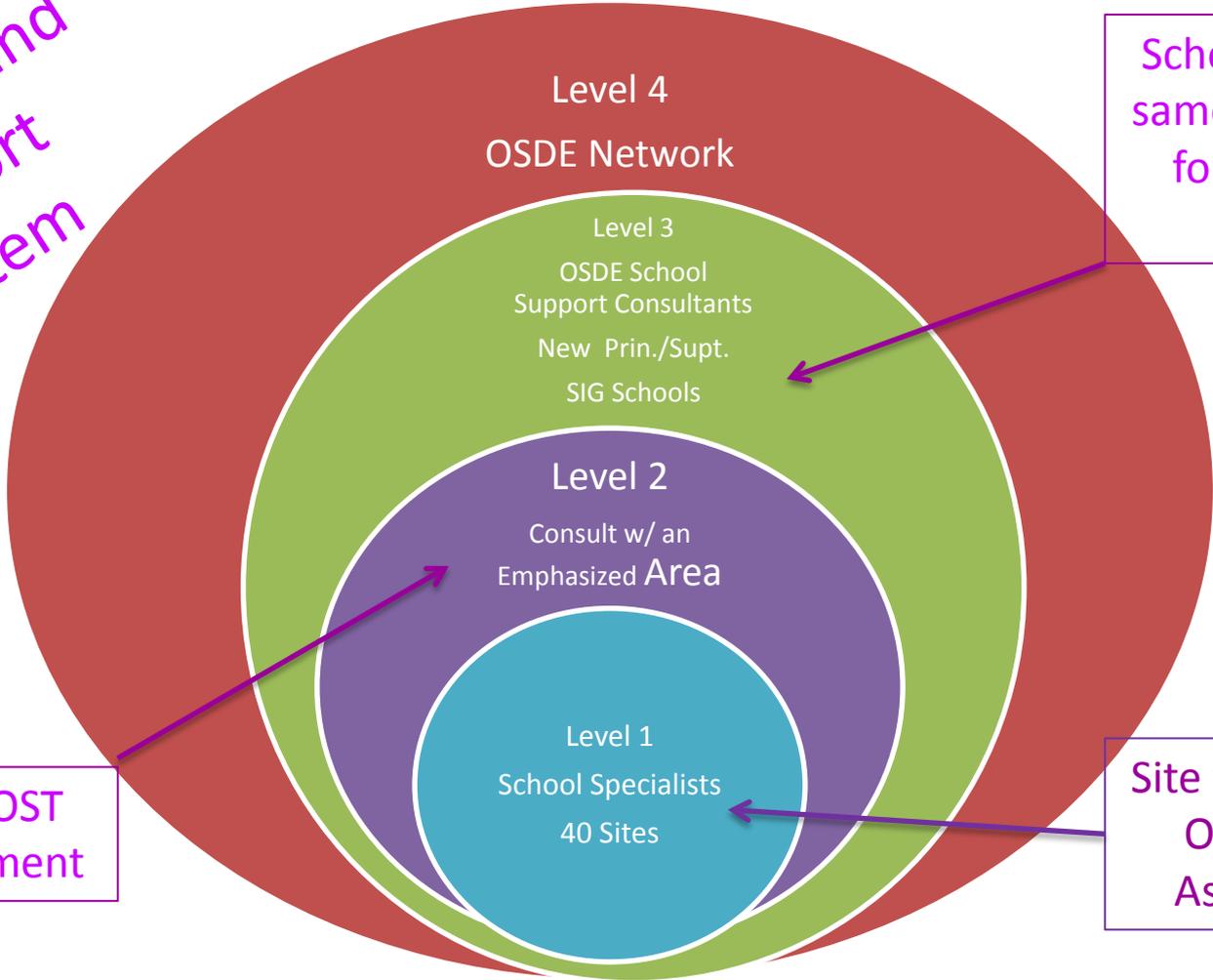
Still not working? Get help at pollev.com/app/help

or

[Open poll in your web browser](#)



Wrap Around Support System



Schools with the same designation for 3 or more years.

Based on the OST Needs Assessment

Site visit with an OST Needs Assessment



Office of School Support Monthly Newsletter



SEPTEMBER • 2015

WHAT'S NEW

Moving Forward:

George Bernard Shaw is credited for saying "Progress is impossible without change, and those who cannot change their minds cannot change anything." Change is sometimes difficult and can be defined in many ways. For example, change is to make or become different. Change can also mean to undergo transformation or transition. As we move through the school year, we all will encounter an opportunity to experience or influence change. We are excited to share one of the many changes from our department as we move into the new school year. As noted in the newsletter title, our department is now officially the Office of School Support. We are thrilled and truly feel this represents our mission of providing you the support and resources needed to assist the teachers and students in your school.

A few more changes from our office come in the form of responsibilities associated with receiving a designation. The first is the School Improvement Status Report. This report can be found on your Single Sign On account and the first reporting window begins August 31st. A large component of this report is based on a site's benchmark data. If a site currently does not collect or review benchmark data, we ask that one begin implementing this practice as it is an essential element in making data driven decisions regarding school improvement. A timeline has been established for this report and can be located under the "Admin" tab of the SISR page. For more information, an interactive webinar has been scheduled for Friday, September 18th from 9-10AM. To sign up, go to <https://oksdetraining.webex.com> and look under "Upcoming" for the event.

Another change associated with school designation is in the area of Professional Development. Principals or superintendents of schools who have received a Focus or Priority Designation for three or more years are required to attend fifteen hours of professional development. This professional development should be based on the needs of the school or district and can be provided by a variety of resources. School leaders have from June 2015-July 2016 to obtain the professional development hours for the 2015-2016 school year. Attached to the newsletter email is the tracking sheet with additional information provided.

From first order change to second order change, remember to let go of the things you cannot change and focus on the things you can.

Desarae Witmer
Executive Director

CONTACT INFORMATION SCHOOL TURNAROUND TEAM

Desarae Witmer, M.Ed.
Executive Director
desarae.witmer@sde.ok.gov
(405) 522-3263

Beth Steele, M.Ed.
SIG Turnaround Director
beth.steele@sde.ok.gov
(405) 521-2809

Zada A. Farris
Grants Consultant
zada.farris@sde.ok.gov
(405) 521-4269

Janie Stewart
Division Support Coordinator
janie.stewart@sde.ok.gov
(405) 522-0140

Nicholas Clayton, M.A.
Specialist
nicholas.clayton@sde.ok.gov
(405) 522-1476

Stephanie Schutt, M.A.
Specialist
stephanie.schutt@sde.ok.gov
(405) 522-1493

Jan Foreman, M.Ed.
Specialist
jan.foreman@sde.ok.gov
(580) 618-1000

VaRhea Owens-Hopkins, M.Ed.
Specialist
varhea.owens-hopkins@sde.ok.gov
(405) 522-8299

Beta Noel, M.Ed.
School Support Consultant
beta.noel@sde.ok.gov
(405) 522-0140

Dr. Jill Shackelford, Ed.D.
School Support Consultant
jillshackelford@me.com
(405) 522-0140

Linda Hibbs, M.Ed.
School Support Consultant
linda.hibbs@bcglobal.net
(405) 522-0140

Roberta Ellis, M.A.
School Support Consultant
robertacoleellis@gmail.com
(405) 522-0140

Roberta Gaston, M.Ed.
School Support Consultant
mrs.gaston@bcglobal.net
(405) 522-0140

Not getting this newsletter?

Please let us know.

Email me at

Desarae.witmer@sde.ok.gov

or drop off a business card

Other resources?

OSDE Website

www.ok.gov/sde/ school-
improvement

Poll Everywhere





Your poll will show here

1

Install the app from
pollev.com/app

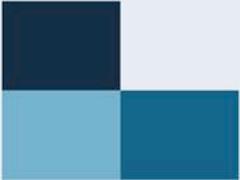
2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help

or

[Open poll in your web browser](#)





Let's look at the OSDE Mission

*To champion excellence for all
Oklahoma students through
engagement, service and leadership.*



What is the #1 Question Asked?



How do I get
off this
list???!!!!!

#2 Question

What really works?



#3 Question?

“What steps do
I take?
Where do I
start?”



School Wide/School Improvement Plan



- Based on a Formative Needs Assessment
- Embedded Nine Essential Elements provides a framework
- Contains Guiding Questions

Poll Everywhere

We have/use a formative needs assessment that provides information that can be used during the development of our site improvement plan.





Your poll will show here

1

Install the app from
pollev.com/app

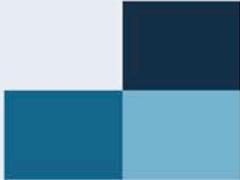
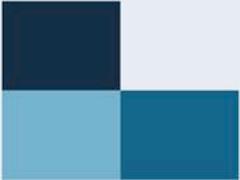
2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help

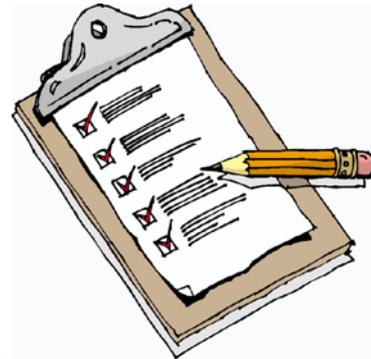
or

[Open poll in your web browser](#)



Don't have a needs assessment?

The Office of School Support will release a “Needs Assessment” on January 1, 2016 based on the Oklahoma Nine Essential Elements. This tool will be an available resource for schools who are looking for a new tool to support the development of their School Wide/School Improvement Plan.



Framework for
Success!!

Improved Student Learning

Curriculum

Classroom
Evaluation/Assessment

Instruction

School Culture

Student, Family, and
Community Support

Professional Growth,
Development,
and Evaluation

Leadership

Organizational Structure and
Resources

Comprehensive and Effective
Planning

Oklahoma Nine Essential Elements Systems Framework



Brief History of the Nine Essential Elements



- Research Project conducted by the Marzano Research Laboratory
- Conducted in Oklahoma schools from 2009-2011
 - High and low achieving schools
- Evidence supported a framework to support school improvement efforts in ALL schools.

How were the Oklahoma Nine Essential Elements Developed?

- The Oklahoma Nine Essential Elements evolved from Oklahoma's participation in a consortium of states through the Chief Council of State School Officers (CCSSO). Oklahoma adapted standards (Essential Elements) and indicators of effective practice first piloted in Kentucky.



What Works in Oklahoma Schools Project

- Conducted by Marzano Research Laboratory based on Oklahoma's Nine Essential Elements
- 33 schools in improvement and 28 higher achieving schools not in improvement with similar demographics



What Works in Oklahoma Schools Project

- Four primary stakeholder groups were identified to participate in the study: (1) teachers, (2) site administrators, (3) parents, and (4) students
- Phase I included surveys from the various groups
- Phase II included classroom observation, videotaped classroom instruction and analysis, and principal interviews

research

What Works in Oklahoma Schools

5 Recommendations

1. Administrators and teachers should seek agreement on the school's strengths and weaknesses regarding school performance.
2. All teachers should set personal goals regarding instructional strategies.
3. Student engagement should receive a schoolwide focus.
4. Students' perceptions of acceptance and order should be examined.
5. Schools should find ways for staff to work together (e.g., professional learning communities).



Comprehensive Framework

- Builds capacity of districts to meet student achievement goals
- Provides support and resources to meet individualized needs of both schools and districts
- Based on current research
- Based on best practices
- Defines high quality initiatives that support student achievement



Maintain the 3 Big Ideas



Learning is our fundamental purpose.

Academic Performance



A **collaborative culture** creates high-performing teams.

Learning Environment



Results grounded in evidence places a focus on results rather than intentions.

Collaborative Leadership

Oklahoma Nine Essential Elements

- The Oklahoma Nine Essential Elements provide the framework for the **continuous school improvement process for all schools** – urban, suburban, rural; large or small; high-performing or low-performing.



**IMPROVED STUDENT
ACHIEVEMENT**

**ACADEMIC
PERFORMANCE**

- Curriculum
- Classroom Evaluation/
Assessment
- Instruction

**LEARNING
ENVIRONMENT**

- School Culture
- Student, Family,
Community Support
- Professional Growth
and Development

LEADERSHIP

- Leadership
- Organizational
Structure and
Resources
- Comprehensive
and Effective
Planning

Element 1: Academic Performance – Curriculum

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to the state and local standards.

Performance Expectations:

- School leader recognizes and encourages implementation practices that motivate and increase student achievement.
- Use of OAS standards are evident
- Training is provided to identify Tier I needs based on data.
- Training in baseline instructional unit planning

Element 2: Academic Performance – Classroom Evaluation/Assessment

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Performance Expectations:

- The school leader communicates both a focused mission to improve student achievement and a vision of the critical elements of curriculum and instructional practices that make high achievement possible.
- Focuses on continuous formative assessment.
- Monitors lesson plans for rigor.
- Student data tracking system.

Element 3: Academic Performance – Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Performance Expectations:

- The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.
- Cross Curricular Collaboration.
- Differentiated instruction.
- Response to Intervention.

Element 4: Learning Environment – School Culture

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

Performance Expectations:

- The school leader sets high expectations for all students to learn high-level content.
- Consistent Classroom Management.
- Structures for Day-to-Day Operations.
- Processes to Address Attendance.
- Clear Positive Behavior Systems..

Element 5: Learning Environment – Student, Family and Community Support

The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Performance Expectations:

- Has a process to identify students with special needs.
- The school leader keeps everyone informed and focused on student achievement.
- The school leader includes parents as partners in education and creates a structure for parent and educator collaboration.
- Broad community engagement

Element 6: Learning Environment – Professional Growth, Development and Evaluation

The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Performance Expectations:

- Provides research-based, results-driven professional development for staff.
- Provides training on priorities identified during observations that may include classroom management, lesson plan development, Differentiated Instruction and Content Needs.
- Teacher tailored development plans based on regular walk-through visits.
- Coaching provided for teachers marked as ineffective.

Element 7: Collaborative Leadership

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

Performance Expectations:

- The school leader creates both a focused mission to improve student achievement and a vision of how to implement the critical elements necessary for the alignment of curriculum, assessment, and instructional practices.
- Leadership Team Development.
- Teacher Leadership Collaboration.

Element 8: Collaborative Leadership – Organizational Structure and Resources

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

Performance Expectations:

- The school leader acquires and uses resources wisely for the purpose of student achievement.
- The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.
- Builds in time for intervention.

Element 9: Collaborative Leadership – Comprehensive and Effective Planning

The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Performance Expectations:

- The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.
- School wide data tracking system.
- Student intervention plan based on formative data and need for reteach.

School Wide/School Improvement Plan

- Nine Essential Elements are embedded into this plan.
- Plan opens January 1, 2016.
- Schools with a SY14 or SY15 designation have until October 1, 2016 to transition to the new plan.
- Why so much time? Many schools with SY14 designation funds have already created a plan for FY16 funds using Project 515. SY14 funds expire on September 30, 2016.
- Schools new to designation will only have access to the SW/SI Plan.



Grants Management System



©Toons4Biz * illustrationsOf.com/7803

OKLAHOMA

State Department of Education

- Home / Applications
- Your Account
- About This Site
- Links And Docs
- Sign Out

Home / Applications

Applications

These are your current applications

-  **Accountability (A-F Report Cards)**
SDEAdmin - SDE Administrators
-  **Accreditation/HQT/School Improvement**
SDE Administrator
-  **Allocation Notices System**
SDE Administrator
-  **Battelle For Kids**
Click here to sign in to Battelle
-  **District Consolidated Application - Federal Grants Online 2012**
SDE Administrator
-  **Grants Management and Expenditure Reporting**
SDE Administrator

Need "Single Sign On" Access



Menu List

Sign Out

Instruction

You have been granted access to the forms below by your Security Administrator

Applicant Administrative functions

- [Administrative Web Pages](#)
- [Payment Administration](#)
- [Reports](#)

Consolidated Plan

- [Comprehensive District Academic Plan](#)
- [Schoolwide Plan/School Improvement](#)
- [Targeted Assistance](#)

Competitive Grants

- [21st Century](#)
- [21st Century Funded Projects Only](#)
- [21st Century Special Projects](#)
- [Math-Science Partnership](#)
- [Math-Science Partnership - Project 544](#)
- [Title X-C - Homeless](#)

GMS Administration

- [MTW Security System](#)

IDEA

- [Assurances and LEA Agreement](#)
- [High Needs Tier 1](#)
- [High Needs Tier 2](#)
- [IDEA Consolidated Application](#)

NCLB

- [Agency - Neglected And Delinquent - Project 531](#)
- [Federal Assurances](#)
- [Title I Comparability](#)
- [Title I-A - Neglected](#)
- [Title I-C - Migrant](#)
- [Title I-D - Delinquent](#)
- [Consolidated Application \(I-A, II-A, III-A, VI, CAC\)](#)
- [Video Conferencing - Proj 543](#)

School Support

- [ARRA - SIG-1003\(g\) - Project 537](#)
- [School Improvement Plan - Project 515](#)
- [SIG Plan - Project 519](#)
- [SIG Plan Project 516](#)

Retired Applications

- [ARRA - NCLB Title I-A](#)
- [ARRA - Special Education IDEA](#)
- [ARRA - Title I-A - Neglected](#)
- [ARRA - Title I-D - Delinquent](#)
- [ARRA - Title II-D - Ed Tech](#)
- [ARRA - Title X-C - Homeless](#)

Will need access to two areas.





Title I Components AND Oklahoma's Nine Essential Elements combined into one School Improvement Plan Application

Applicant:
Application:
Cycle:

Schoolwide

Printer-Friend

[Click to Return to Organization Self](#)
[Click to Return to Application Self](#)
[Click to Return to Menu List / Sign O](#)

Overview	Comprehensive Needs Assessment	Reform Strategies	Highly Qualified Teachers	Professional Development	Teacher Recruitment/Retention	Parent/Community Involvement	Student Transition	Teacher_Inclusion in Data Decisions	Student Interventions	Coordination of Funds	Submit	Page_Lock Control	Application Print
----------	--------------------------------	-------------------	---------------------------	--------------------------	-------------------------------	------------------------------	--------------------	-------------------------------------	-----------------------	-----------------------	--------	-------------------	-------------------

School Reform Strategies - NCLB, Sec. 1114(b)(1)(B), Sec. 1111(b)(1)(D)

Reform strategies are instructional strategies and initiatives based on scientifically based research (SBR) and aligned to the state standards. These strategies strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all the students in the school, especially the historically underserved populations.

[Oklahoma Nine Essential Elements, #1, #2, #3, #8](#)

Guiding Questions

Scientifically Based Research Strategies

- What SBR 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 OS?
- Are students knowledgeable of state 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 is technology being utilized in the classroom?
- How is technology been effective in increasing engagement, motivation and achievement?

Oklahoma's Nine Essential Elements are embedded into the plan.

Guiding Questions



School Reform Strategies - NCLB, Sec. 1114(b)(1)(B), Sec. 1111(b)(1)(D)

Reform strategies are instructional strategies and initiatives based on scientifically based research (SBR) and aligned to the state standards. These strategies strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all the students in the school, especially the historically underserved populations.

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

Guiding Questions*Scientifically Based Research Strategies*

- What SBR 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 OS?
- Are students knowledgeable of state 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 is technology being utilized in the classroom?
- How is technology been effective in increasing engagement, motivation and achievement?

Describe the Reform Strategies (0 of 5000 maximum characters used)

Monitoring / Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, core curriculum assessment data

- Type the details of the site's plans.
- Not all areas are "required".
- These details should support the items requested in the budget.
- Box holds up to 5000 words.



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Applicant: [Redacted]
 Application Cycle: [Redacted]

School Improvement Plan 515
 Printer-Friendly
 Display Changes
 Click to Return to Organization Select
 Click to Return to Application Select
 Click to Return to Menu List / Sign Out

Overview	Contact Information	Identify Team Members	Practices	Budget Pages	Personnel	Para-Professionals	Technology Justification	LEA/School Improvement Assurances	Submit	Application History	Application Print	Page Lock Control
Allocations					Budget Detail			Budget Summary				

Allocations Instructions

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

	PlanSchoolImprove
Current Year Funds	
Allocation	\$0.00
ReAllocated (+)	\$0.00
Released (-)	\$0.00
Total Current Year Funds	\$0.00
Prior Year(s) Funds	
Rollover (+)	\$25,463.26
ReAllocated (+)	\$0.00
Total Prior Year(s) Funds	\$25,463.26
Sub Total	\$25,463.26
Multi-District	
Transfer In (+)	\$0.00
Transfer Out (-)	\$0.00
Administrative Agent	
Adjusted Sub Total	\$25,463.26

Where FY16 NEW Allocations will be indicated

Carry over funds

Funds not applied for
 (Select the boxes below ONLY if the LEA is electing to release its Title funds back to OSDE to be reallocated to other LEA's.)

Current Year Funds	<input type="checkbox"/>
Prior Year Funds	<input type="checkbox"/>

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Applicant: [Redacted]
 Application: [Redacted]
 Title: [Redacted]

School Improvement Plan 515
[Printer-Friendly](#)
[Click to Return to Organization Select](#)
[Click to Return to Application Select](#)
[Click to Return to Menu List / Sign Out](#)

Overview | Contact Information | Identify Team Members | Practices | Budget Pages | Personnel | Para-Professionals | Technology Justification | LEA/School Improvement Assurances | Submit | Application History | Application Print | Page Lock Control

Allocations | Budget Detail | Budget Summary

Budget Detail By Site Instructions

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

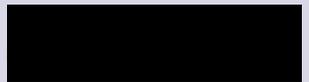
Summarize and explain each expenditure amount that appears on the Budget Summary.

[Description of Function Codes and Object Codes \(OCAS\)](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Aid to Date Amounts	100	200	300	400	500	600	700	800	Indirect Cost
Current Budgeted Amounts by Object Code	\$12,000.00	\$3,000.00	\$5,100.00	\$0.00	\$5,363.26	\$0.00	\$0.00	\$0.00	\$0.00

Notes: The District Level Budget page is identified by "000"



Total Allocation Available for Budgeting: \$25,463.26

To obtain additional detail lines, fill in all blank lines, and click Save Page. Three (3) more blank lines will then be added at the bottom.

Function Code	Object Code	Expenditure Description and Itemization	PlanSchoolImprove Funds	Delete Row
1000	100	Supplies, Reading Interventionist	12000.00	<input type="checkbox"/>
1000	200	benefits	3000.00	<input type="checkbox"/>
2213	300	On site monthly principal training, building teams to solve obstacles to student learning	5100.00	<input type="checkbox"/>
1000	500	Renaissance (AR and AM) and Study Island, online prescriptive remediation programs for Reading and Math	5363.26	<input type="checkbox"/>
			0.00	<input type="checkbox"/>

Itemized budget that is supported within the SW/SI Plan

GMS Training

- WebEx Training for the SW/SI Plan will begin in December with multiple sessions in January and February.
- Past presentations regarding FY16 Project 515 can be found on the School Support Website.



Poll Everywhere





Your poll will show here

1

Install the app from
pollev.com/app

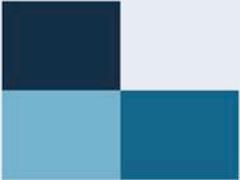
2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help

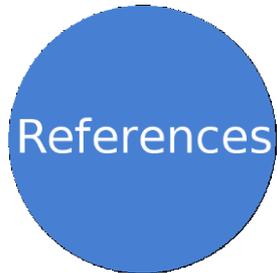
or

[Open poll in your web browser](#)



- *Professional Learning Communities at Work*, Richard DuFour, Rebeeca DuFour, Robert Eaker
- *Shaping School Culture: The Heart of Leadership*, Terence E. Deal and Kent D. Peterson
- *Under-resourced Learners: 8 Strategies to Improve Student Achievement*, Ruby Payne
- *Whatever It Takes*, Richard DuFour, Rebecca DuFour, Robert Eaker

- *A Framework for Understanding Poverty*, Ruby Payne
- *Classroom Management That Works*, Robert J. Marzano, Jana Marzano, Debra Pickering
- *Classroom Instruction That Works*, Robert Marzano, Debra Pickering, Jane E. Pollock



- Dr. Ruby Payne - www.ahaprocess.com
- Professional Learning Communities - www.allthingsplc.info
- Association of Supervision and Curriculum Development - www.ascd.org
- Oklahoma State Department of Education - www.sde.state.ok.us
- Dr. Richard DuFour – www.solution-tree.com

