



March, 2017

Superintendents and Principals,

Congratulations to the following sites for receiving the Oklahoma School Improvement Grant (SIG): Tulsa Public Schools – Hamilton Elementary, Yale Public Schools – Yale Elementary and Middle School, Macomb Public Schools – Macomb Elementary, White Rock Public Schools, Western Heights Public Schools – Greenvale Elementary, Winds West Elementary, Council Grove Elementary and Bridgestone Intermediate.

In addition to SIG, the 2016 School Improvement (515) Funding is now available. For those new to School Improvement (515) Funds, please see below for webinar information. In addition, training and technical assistance will be provided this summer during the EngageOK “On the Road” Conference. If you have questions or concerns, please contact the Office of School Support or your regional School Support Specialist.

Desarae Witmer, Executive Director

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Grants Management Trainings

FY18 Project 515 Budget Training – April 12, 2017 @ 10am

<https://oksdeevents.webex.com/oksdeevents/onstage/g.php?MTID=e2863cf7c906b3fb5aa1df76eedc8db55>

FY18 Designated Sites: Schoolwide/School Improvement Plan Training – April 12, 2017 @ 1pm

<https://oksdeevents.webex.com/oksdeevents/onstage/g.php?MTID=e9f2c16a93c1b487918755dde931cb4b8>

Allocations are Coming!

The following are the funds that will be distributed to designated schools. These amounts will appear in GMS the week of March 1.

3rd Year Focus = \$5,000

4th Year Focus = \$8,000

5th Year Focus = \$10,000

Priority = \$22,221.89

These funds will need to be encumbered by 9/30/2018 and will expire 12/31/2018.

Spotlight: Hugh Bish Elementary



In April of 2015, as I was completing my fifth year as principal at a small Title I school my district supervisor came to see me and informed me they wanted to move me to another school, Hugh Bish Elementary in Lawton. This move would require a three year commitment to a turn-around initiative led by the Partners in Leadership for Education (PLE) through the University of

Virginia. Professional development training would be offered and include several training opportunities during the summer and winter for three years provided by the PLE. I had 48 hours to make my decision.

I was no stranger to Hugh Bish School because my own children completed their elementary grades at this school, but that had been in the '90's. I was comfortable and experiencing success at my current school, but felt honored to be considered for the Hugh Bish assignment. I began to research the school and discovered their school had been declining on the state report card for 5 years and had experienced great turnover in teachers and student population. The school had a high percentage of military students and had recently gained four special education self-contained classes and an English Language Learner program. My mind bounced from fear of failure to innovator of change. I decided to take the plunge and called my supervisor the next morning and agreed to the move and accepted the challenge. Three months after I accepted the new position, the preliminary

state report card was published and my new school had scored the only “F” in Lawton and the only “F” in southwest Oklahoma! Fear crept back into my conscience, but determination took over.

Our first training was at the University of Virginia in July of 2015. We attended 7 full days of training and within weeks I was to write my first 90 day plan for school improvement. I did not know the staff, but the intensive training provided the basis for investigating the root cause for the decline in test scores, so I asked two essential questions: What are we NOT providing for our students? What are we NOT doing as teachers to ensure success and growth for our students? It was also important to effectively convey a sense of urgency to my new staff – (not difficult when your school has the only “F” in the district) and at the same time seek buy in of the staff and identify teacher leaders in the school. Upon returning from Virginia, I called all of the teachers and scheduled two lunch meetings; one for primary and one for intermediate teachers. I shared my passion for teaching and my experience as an educator. I also communicated my commitment to the school improvement process and my excitement of traveling on this journey with each of them. We spent time getting to know each other and kept it informal, but we spent time discussing the new direction of Hugh Bish and decided to create a T-shirt with the logo “Knights Unite”. Teachers completed a survey so I could better understand the school culture and identify areas needing improvement.

The training in Virginia identified several necessary components of a successful school turn-around and I identified 4 critical actions that would be implemented:

1. Create a collaboration schedule allowing each teacher team to meet with the principal one hour a week to plan, unpack state standards, examine results of previous week’s assessment, examine the upcoming test to ensure it had rigor and truly reflected the objective, and discuss how to reteach to those students not achieving mastery.
2. Learn the “backward design” of planning – We would carefully unpack standards and identify what a student must know, understand and do to show mastery, then design an assessment to measure mastery before lesson plans were written.
3. Teachers would create and give a common formative assessment (CFA) for each objective in reading and math every week that would measure student mastery before a lesson plan was written.
4. Use data to drive our instruction. Review weekly assessments and use district benchmark tests to measure effective instruction and determine student mastery and develop a plan for re-teaching those skills not mastered.



Teachers took the leap with me and together we learned how to unpack standards and how to build test banks to measure mastery of objectives. We used data to track progress and growth through district benchmarks and adjusted our teaching and pacing when skill deficits were identified. We met weekly to collaborate and discuss student progress and effective teaching practices. I came home feeling exhausted and overwhelmed but recognized my teachers probably felt the same way, yet each of us showed up to work the next day giving it all we had because our kids deserved our best. Our kids got our best and

in only one year, our school moved from that deflating “F” that signified Failure to a strong “B” that signified our best efforts had paid off!

We have new Oklahoma State Standards this year, and we remain committed to provide the best opportunity for success for our students. We are still frustrated, overwhelmed, and exhausted most days, but we forge ahead creating a safe, conducive learning environment, studying daily work and test results, making action plans to address weaknesses. Our class sizes are huge, our budgets continue to be cut, we are losing excellent teachers to other states or to better paying jobs, and we spend countless hours seeking professional development after school hours, during school breaks and over the summer. We teach because we share the passion for making a difference in the life of a child. We love the excitement in a child’s eyes when they finally understand a concept. We are developing lifelong learners. We are preparing our students to become leaders. We are teaching as though our very lives depend on it, because it does – our kids are our FUTURE!

Sharon Havron

Principal

On the Road Again



We are excited to announce this year’s dates for EngageOK On the Road! Registration will be open after Spring Break.

Please save the date for one of the locations below.

July 10: Yukon High School
July 11: Union High School (Tulsa)
July 12: Enid High School
July 13: Weatherford High School
July 18: Durant
July 19: Ada
July 20: Cache

www.engage.ok.gov

Free LETRS Training

Designated sites are being given the opportunity for this free training first before the rest of

the state. If you are interested in attending LETRS training contact us ASAP!



Coming Soon..... 2017
Session Times are: 8:00 am – 4:00 pm

LETRS The Gold Standard in Literacy Professional Development

LETRS Comprehensive professional development responds to the growing need for high-quality support for literacy educators. More than any other professional development curriculum, LETRS prepares educators for the challenging work of teaching literacy.

May 30 – June 2 (Foundations)
John Glen ES – Western Heights PS
6501 S. Land Ave., Oklahoma City, OK 73159
(only for Western Heights PS Staff)

June 5-7 (Early Childhood)
June 6-7 (Principal's Primer)
Metro Technology Center
1900 Springlake Dr., Oklahoma City, OK 73111

June 13-16 (Foundations)
Kiamichi Technology Center
1509 S. McKenna Street, Poteau, OK 74953

June 20-23 (Foundations)
Indian Capital Technology Center
2403 North 41st Street, Suite E, Muskogee, OK 74403
(Must attend ALL days of training to receive certificate of completion)

Registration Will Begin on EventBrite.com First Week in April 2017

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OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

Impactful Teacher Induction & Mentor Programs: A Convening of District Teams

Research findings show that beginning teachers who participated in induction programs improved in effectiveness and commitment to the profession, and their students showed higher learning gains. (Ingersoll, and Strong. [2011])

The Oklahoma State Department of Education (OSDE) invites districts to join in a work session focused on mentoring and beginning teacher induction programs. The [New Teacher Center](#) will facilitate participants in achieving the following shared outcomes:

- Increasing knowledge of evidence-based solutions within reach of a district or school to improve effective teaching;
- Heightening understanding of evidence-based programs to develop skillful teachers;
- Developing concrete action steps for a district-wide plan that addresses support structures and conditions to improve learning within the organization; and
- Connecting with other districts to share ideas and action plans on mentoring and induction.

The targeted audience includes mentors, lead teachers, instructional coaches,

administrators, and district coordinators or administrators. Upon completion of the work session, OSDE will provide payment to districts of \$250 per participant up to a maximum of \$750 for a maximum of three participants per district.

A one-hour lunch break will be provided so that participants can enjoy lunch on their own.

Have questions about Impactful Teacher Induction and Mentor Programs: A Convening of District Teams? [Contact Office of Educator Effectiveness](#)

Visit Us Online: [Office of School Support Webpage](#)

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