

**Title One Plan  
2014-15**

***Creek Elementary School***

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State Superintendent of Public Instruction  
Oklahoma State Department of Education**

# Creek Elementary School

## TARGETED AREAS FOR IMPROVEMENT

Indicate targeted areas for improvement. Complete an action plan for each targeted area.

☒ Reading/Language Arts

☒ Mathematics

☒ Parental Involvement

☒ Participation Rate

☒ Attendance Rate

☐ Graduation Rate

### Adequate Yearly Progress Subgroups

Third Grade Advanced and Proficient passing (percent)	Mathematics	Reading Language Arts	Participation Rate	Attendance Rate Elementary	Graduation Rate Secondary
All Students	88	88	100%	95.4	NA
Regular Education Students	90	95	100%		
Black	100	100	100%		
American Indian	100	86	100%		
Hispanic	50	100	100%		
Asian	NA	NA	100%		
White	90	95	100%		
Other	87	100	100%		
English Language Learner (ELL)	NA	NA	100%		
Students with Individualized Education Programs (IEP)	50	0	100%		
Economically Disadvantaged	92	71	100%		
Fourth Grade Advanced and Proficient passing (percent)	Mathematics	Reading Language Arts			
All Students	88	84			
Regular Education Students	96	88			
Black	NA	NA			
American Indian	94	88			
Hispanic	50	100			
Asian	NA	NA			

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White	95	90
Other	50	75
English Language Learner (ELL)	NA	NA
Students with Individualized Education Programs (IEP)	20	50
Economically Disadvantaged	90	75
<b>Fifth Grade Advanced and Proficient passing (percent)</b>	<b>Mathematics</b>	<b>Reading Language Arts</b>
All Students	61	64
Regular Education Students	66	68
Black	100	100
American Indian	60	60
Hispanic	80	60
Asian	NA	100
White	69	85
Other	50	50
English Language Learner (ELL)	NA	NA
Students with Individualized Education Programs (IEP)	40	67
Economically Disadvantaged	60	64
<b>Sixth Grade Advanced and Proficient passing (percent)</b>	<b>Mathematics</b>	<b>Reading Language Arts</b>
All Students	61	70
Regular Education Students	64	75
Black	40	40
American Indian	78	78
Hispanic	50	50
Asian	NA	100
White	82	77
Other	58	100
English Language Learner (ELL)	66	33
Students with Individualized Education Programs (IEP)	0	0
Economically Disadvantaged	60	70

Indicate targeted subgroups for improvement.

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## ***Comprehensive Local Education Plan*** ***70 O.S. § 2-104.2***

### **ELEMENTARY SCHOOL PROFILE**

#### **Student Achievement**

*(Plan shall include an evaluation of the instructional program  
in the basic skill areas. 70 O.S. § 5-117.4)*

Analyze reading and math scores from the Oklahoma Core Curriculum Tests for the past two school years to determine trends in student performance. Attach School Site Academic Performance Index (API) and Accountability Data and School Summary Testing Reports.

#### **Student Achievement (3<sup>rd</sup> Grade)**

Year	% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT	
	Economically Disadvantaged		American Indian		Asian		Black		Hispanic		White		Regular	
	Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read	
2012-2013	92	71	100	86			100	100	50	100	90	95	90	95
2011-2012	93	69	90	69			100	100	100	100	100	91	100	91
2010-2011	48.8	45.5	68.4	67.9			66.6	100	40	44.4	54.5	66.7	64	74
2009-2010	51.4	45.9	66.7	66.7	100	100	17.7	50	25	25	65.1	56.5	68.8	70.8

#### **Student Achievement ( 4<sup>th</sup> Grade)**

Year	% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT	
	Economically Disadvantaged		American Indian		Asian		Black		Hispanic		White		Regular	
	Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read	
2012-2013	90	75	94	88					50	100	95	90	88	84
2011-2012	81	61	80	57			100	100	70	44	95	94	86	71
2010-2011	54.3	62.5	62.5	73.3	100	50	40	20	42.9	50	88.9	76.5	76.1	73.9
2009-2010	86.7	83.3	96	96	100	100	100	75	66.7	33.3	62.5	77.3	92.5	90

#### **Student Achievement ( 5<sup>th</sup> Grade)**

Year	% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT	

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	Economically Disadvantaged		American Indian		Asian		Black		Hispanic		White		Regular	
	Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read	
2012-2013	60	64	60	60		100	100	100	80	60	69	85	66	68
2011-2012	41	47	59	53			25	25	38	43	60	74	60	68
2010-2011	80.8	64	95	85	100	100	75	50	66.7	0	64.7	75	87.5	82.5
2009-2010	61.3	48.4	71.4	50			25	33.3	66.7	66.7	80	75	75	62.5

## Student Achievement ( 6<sup>th</sup> Grade)

Year	% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT		% Passing OCCT	
	Economically Disadvantaged		American Indian		Asian		Black		Hispanic		White		Regular	
	Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read		Math/Read	
2012-2013	60	70	78	78		100	40	40	50	50	82	77	64	75
2011-2012	87	92	95	86		100	100	100	33	67	86	85	96	96
2010-2011	68	69.2	63.2	60			50	50	100	100	78.6	85.7	71.4	71.4
2009-2010	66.7	62.5	76.2	78.3			50	33.3	50	50	75	79.2	80.4	82.6

### Describe School's overall strengths:

- We have adopted a viable theme of Literacy First
- We have a rigorous and relevant curriculum
- We have equitable practices for a diverse student body
- We have adopted a continuous improvement model using data based decision making
- We have developed community outreach programs
- We are aligned with the district's overall vision
- Professional Learning Communities are using data from prior test scores and adding real time data by creating and using assessments to place the students in flexible skill groups.
- Dedicated Faculty

### Describe the school's opportunities for improvement:

- Improve test scores in the following areas
- IEP Students in Reading and Math
- All Students in Reading
- Improve Test Scores in Social Studies, Science, Math, Reading, and Writing
- Create stronger connections between the learning environment and the real world
- Provide methods to help students develop intrinsic desires to achieve goals/self efficacy
- Holding students to high expectations
- On time and real student feedback from data analyzed from benchmarks and other sources

## ***Comprehensive Local Education Plan***

### ***70 O.S. § 2-104.2***

#### **Consultation and Stakeholders**

*(Advisory Council that includes teachers and parents. 70 O.S. § 5-117-4)*

Provide evidence of consultation with and participation of parents, staff, and others in the development of the district improvement plan.

- All staff members were given a copy of the Logic Model template and asked to complete forms through discussion with parents and other staff members as part of the school improvement process.
- The principal met with the PTO Board for information to be added. The following are PTO Board Members: Christi Hoos, Brandy White, Brad Huddleston Kathy Hardcastle, and Stacy Burns.
- Parents participate in the Reading Sufficiency Plan

#### **Parent Notification**

**(70 O.S. § 5-117.4)**

Describe how the Elementary School will provide written notice about the identification for school improvement to the parents of each student enrolled in the district in a format and, to the extent practicable, in a language that the parents can understand. (Attach documentation.)

- School will provide a copy of the school report card
- Program of Reading Intervention (Parents Contacted and Signed)
- Reading Sufficiency Plan
- School Website

#### **Support for Teachers**

**(70 O.S. § 6-194)**

Describe how the Elementary School will incorporate a program to assist and provide support to teachers.

- The school's Professional Learning Communities provide a forum for positive/supportive relationships focused on student learning. They are built into the schedule and provide structural time for teachers to collaborate and analyze student data.
- Monthly walk throughs by the principal provide opportunities for dialogue and reflection.
- At least five scheduled classroom visits will be conducted by the Literacy Resource Specialist to monitor for support.
- A Literacy Resource Specialist/Teacher Trainer is available.
- Instructional coaches, provided by the district, support the implementation of state adopted curricula, inclusive of methodology, pedagogy, and effective strategies
- Mentor teachers are provided to assist those teachers lacking in skills and strategies purposed for meeting the needs of diverse learners.

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## **Professional Development (70 O.S. § 6-194)**

The Elementary School describes the high-quality professional development to be provided that directly addresses the academic achievement problem that caused the school to be identified for school improvement/safe harbor.

- Professional development activities are scientifically research-based, data driven, and demonstrate best practices
- On-going professional development will be provided for district adopted curriculum implementation (including Reading Eggs, Study Island, and other technology)
- Based on longitudinal data analysis of existing data (CRT's, Benchmarks, the Muskogee Literacy Framework, Student Performance Indicators, etc...) teachers will be provided appropriate professional development opportunities to enhance their instructional delivery to meet the needs of an ever changing student population
- Principals and Instructional Coaches will provide professional development using John Hattie's **Visible Learning for Teachers** book as a guide this year in PLC book studies.

## **Technical Assistance**

Describe how Creek Elementary School plans to provide technical assistance to the school site.

- Technology Instructional Coaches will provide training and assistance with Reading Eggs, Power School, Study Island, and other District technology programs used to collect data.
- Technology Coaches/Techs will facilitate technology integration workshops to ensure implementation of the district sponsored technology initiatives

## **Extended Learning Opportunities**

*(Specific program of improvement through academic skill enforcement and/or remediation pursuant to the provisions of the Oklahoma School Testing Program. 70 O.S. § 5-117.4)*

Describe how the Elementary School will incorporate activities before school, after school, during the summer, and during any extension of the school year.

- Tutoring before and/or after school
- Interventionist will provide additional small group or one-on-one interventions during the school day.
- Indian Education Tutoring
- District Sponsored Summer School
- Gifted and Talented Program

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## **Elementary School Improvement Objectives**

***(Each school improvement plan shall include stated goals that clearly delineate educational expectations and shall be annually monitored and updated as necessary. 70 O.S. § 5-117.4)***

List the school's specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the district.

- The school will show a 10% gain among all sub groups participating in the 2015 Oklahoma Core Curriculum Criterion Referenced Tests in Mathematics and Reading or continue with 90% or higher scoring advanced and proficient.
- Students will identify all sight words for Muskogee Literacy Framework at their developmental level as determined by assessment
- 
- RTI will be in place and used by all staff. There are three tiers of support. The first is differentiated instruction and relational learning. The second is focused on the student and the use of staff in an intentionally supportive within the regular classroom and curriculum. The third looks specifically at small, structured instructional/behavioral support and is very staff-intensive. All tiers of intervention require progress monitoring. RTI will be based on measureable goals and timelines that will allow the student to reach grade level expectations within the regular education curriculum. If the student does not demonstrate sufficient gains, based on grade level expectations, a referral may be made to special education for diagnostic assessments of learning.



## **Action Plan for Reading**

### **Annual, Measurable Objective(s):**

- Students will show a 10% gain among all sub groups participating in the 2015 Oklahoma Core Curriculum Criterion Referenced Tests in Reading.
- Students will be given multiple assessments to differentiate instruction in the areas of weaknesses and strengths.
- Students will show a 10% increase from each quartile to the next on benchmark testing.
- Teachers will use data/trends shown in the annual tests as well as created assessments to target specific achievement gaps. They shall use re-teaching methods and intervention groups for students identified as “at risk.”
- Teachers will utilize the Muskogee Literacy Framework with fidelity.
- Study Island, Reading Eggs, and Education City data and trends will be analyzed, and instructional decisions will be made according to the data we review at weekly grade level data meetings.

Specific areas within content and subgroups to address based on analysis of OCCT reports and district student performance data:

- ELL Students will show a 10% gain on the OCCT
- IEP Students will show a 10 % gain on the OCCT Tests
- All Students will show a gain in the following areas:
- Math in the area of measurement.
- Comprehension in reading.
- Critical Literacy
- We will use multiple forms of assessment data (Assessment Profile/Data Notebook) to target specific achievement gaps for re-teaching and intervention for students at risk
- The principal and staff will meet bi-monthly to review data and participate in professional development of the true meaning of Differentiated Instruction, Unwrapping the Common Core Standards, Units of Study (and their progression), RTI, etc...

### **New Reading Requirements from State Law**

[Click on link to see HB 2625 information:](#)

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**Scientifically Based Research Strategies/Interventions/Extended Learning Opportunities:**

- School will protect Reading time to utilize the Muskogee Literacy Framework.
- Literacy Assessments will be utilized with fidelity.
- Progress Monitoring
- Daily Reading instruction is driven by data gathered from assessments
- Students will be systematically and explicitly assessed using a structured reading diagnostic process that uses multiple assessment tools.
- Small, flexible skill groups will be created, allowing explicit instruction in the students' zone of proximal development.
- Prescriptive small group interventions will be provided for all students
- Tutoring/Intervention will be offered for support
- Prescriptive flexible skill groups will be created and monitored school wide.
- PLCs will focus on transitioning from PASS to Common Core State Standards
- Constructive responses/Writing and defense of answers will be common place in all classrooms
- Teachers will have and incorporate clear learning intentions
- Teachers will provide immediate feedback
- Teachers will visibly learn themselves

**Timeline:**

- Beginning in August and continuing throughout the school year

**Professional Development Resources/Estimated Cost(s):**

- Professional Learning Communities \$ 0.00
- Principal Observations, Evaluations, and Reflective Discourse utilizing the TLE
- Teacher Observation in Master Teacher's Classroom \$ 0.00
- Muskogee Literacy Framework Training
- Specific Oklahoma Release Test Items and Blue Prints will be provided to all staff
- District provided training of Common Core, TLE.
- Instructional Coaches
- All Elementary PLCs will focus on the transition to the Common Core Standards

**Person(s) Responsible:**

- Classroom Teacher
- Principal
- Instructional Coaches
- Director of Professional Development
- Literacy Resource Specialist
- Interventionist

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**Means of Evaluation:**

- Utilize Study Island Benchmark software student progress data to monitor growth
- Literacy Assessments and analysis of data
- On-Going analysis of assessment results to gauge, monitor, and improve program effectiveness
- 2014 OCCT/Test Results
- Teacher Created Assessments
- Anecdotal Records

### Action Plan for Mathematics

**Annual, Measurable Objective(s):**

- Students will show a 10% gain among all sub groups participating in the 2015 Oklahoma Core Curriculum Criterion Referenced Tests in Mathematics.
- Teachers will continue to review and reflect on how to improve scores in Study Island
- Students will be given multiple test preparation exercises

Specific areas within content and subgroups to address based on analysis of OCCT Test reports and district student performance data:

- IEP Students will show a 10 % gain on the OCCT Tests
- RTI will be in place and used by all staff. There are three tiers of support. The first is differentiated instruction and relational learning. The second is focused on the student and the use of staff in an intentionally supportive within the regular classroom and curriculum. The third looks specifically at small, structured instructional/behavioral support and is very staff-intensive. All tiers of intervention require progress monitoring. RTI will be based on measureable goals and timelines that will allow the student to reach grade level expectations within the regular education curriculum. If the student does not demonstrate sufficient gains, based on grade level expectations, a referral may be made to special education for diagnostic assessments of learning.

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### **Scientifically Based Research Strategies/Interventions/Extended Learning Opportunities:**

- Alignment of Instruction with Content Standards OAS.
- Use of standards-aligned instructional materials and strategies, i.e. pacing guides and assessments
- Provide prescriptive, small group intervention for students
- Assessment is embedded in daily instruction
- Model Problem Solving Strategies
- Change in adopted Math program for all grades to Everyday Math and Connected Math
- Assessments created by staff
- Math activities will be based on Bloom's Taxonomy and aligned to the OAS Standards
- Teachers will enhance vocabulary meaning with rigor, depth, and complexity
- Teachers will integrate the Math process, communications, and writing skills
- Teachers will provide frequent encounters with vocabulary to deepen the meaning
- Teachers will incorporate critical thinking, problem solving, and journaling activities
- Teachers will promote comprehension of grade-level mathematics vocabulary terminology from all domains of the Common Core Standards.
- Teachers will connect math to other content areas – Science, Language Arts, and Social Studies
- Teachers will engage all students in activities to help them understand vocabulary
  - Linguistic and Non-Linguistic Formats
  - Analogies/Similes/Metaphors
  - Classifications
  - Compare/Contrast
  - Graphic Organizers
  - Journal Activities
  
- See attached Anchor Standards for Mathematics

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## Kindergarten Math At-A-Glance Common Core State Standards



Critical Areas	What's New?	What's Removed?	What's Fluent?
<ul style="list-style-type: none"> <li>1 Representing and comparing whole numbers, initially with sets of objects</li> <li>2 Describing shapes and space</li> </ul>	<ul style="list-style-type: none"> <li>1 Compose/decompose numbers from 11 to 19</li> <li>2 Identify shapes as two-dimensional or three-dimensional</li> <li>3 Compose simple shapes to form larger shapes</li> </ul>	<ul style="list-style-type: none"> <li>1 Ordinals</li> <li>2 Equal shares</li> <li>3 Linear measurement</li> <li>4 Calendar concepts &amp; time</li> <li>5 Repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>1 Fluently add and subtract within 5</li> </ul>

Note: Topics may appear to be similar between PASS and CCSS; however, CCSS may be presented at a higher cognitive demand.

## Required Fluencies

Grade	Required Fluency
Kindergarten	Add/subtract within 5
1st	Add/subtract within 10
2nd	Add/subtract within 20 (memorized facts) Add/subtract within 100
3rd	Multiply/divide within 100 (memorized facts) Add/subtract within 1000
4th	Add/subtract within 1,000,000
5th	Multi-digit multiplication
6th	Multi-digit division Multi-digit decimal operations
7th	Solve $px + q = r$ , $p(x + q) = r$

Created by Oklahoma Mathematics Consortium

## 1st Grade Math At-A-Glance Common Core State Standards



Critical Areas	What's New?	What's Removed?	What's Fluent?
<ul style="list-style-type: none"> <li>➊ Developing an understanding of addition, subtraction, and strategies for addition and subtraction within 20</li> <li>➋ Developing an understanding of whole number relationships and place value, including grouping in tens and ones</li> <li>➌ Developing an understanding of linear measurement and measuring lengths as iterating length units</li> <li>➍ Reasoning about attributes of, and composing and decomposing geometric shapes</li> </ul>	<ul style="list-style-type: none"> <li>➊ Measure length by iterating units</li> <li>➋ Understand commutative and associative properties</li> <li>➌ Find ten more or ten less and explain</li> <li>➍ Understand the meaning of "=" to determine true or false</li> <li>➎ Count to 120 starting at any number &amp; represent a number of objects with a written numeral</li> <li>➏ Use &lt; or &gt; symbols</li> <li>➐ Organize, represent, and interpret data with up to 3 categories</li> </ul>	<ul style="list-style-type: none"> <li>➊ Recognize identity properties</li> <li>➋ Skip counting</li> <li>➌ Write addition and subtraction number sentences</li> <li>➍ Develop the concept of days, weeks, and months using a calendar</li> <li>➎ Identify the names of coins</li> <li>➏ Sort and identify congruent shapes</li> <li>➐ Describe, extend, and create, patterns with objects and numbers</li> <li>➑ Use language to describe objects in space (above, behind etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➊ Add/subtract within 10</li> </ul>

Note: Topics may appear to be similar between PASS and CCSS; however, CCSS may be presented at a higher cognitive demand.

### Required Fluencies

Grade	Required Fluency
Kindergarten	Add/subtract within 5
1st	Add/subtract within 10
2nd	Add/subtract within 20 (memorized facts) Add/subtract within 100
3rd	Multiply/divide within 100 (memorized facts) Add/subtract within 1000
4th	Add/subtract within 1,000,000
5th	Multi-digit multiplication
6th	Multi-digit division Multi-digit decimal operations
7th	Solve $px + q = r$ , $p(x + q) = r$

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## 2nd Grade Math At-A-Glance Common Core State Standards



Critical Areas	What's New?	What's Removed?	What's Fluent?
<ul style="list-style-type: none"> <li>① Extending understanding of base-ten notation</li> <li>② Building fluency with addition and subtraction</li> <li>③ Using standard units of measure</li> <li>④ Describing and analyzing shapes</li> </ul>	<ul style="list-style-type: none"> <li>① Addition with rectangular array</li> <li>② Count within 1,000 by 5s, 10s, 100s</li> <li>③ Mentally add and subtract by 10 &amp; 100</li> <li>④ Measurement concepts</li> <li>⑤ Money</li> <li>⑥ Line Plots, Picture graphs, bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>① Estimation while computing</li> <li>② Temperature</li> <li>③ Cut and rearrange 2-D and 3-D figures</li> <li>④ Symmetric and congruent figures</li> <li>⑤ Venn diagrams and pictographs</li> <li>⑥ Probability</li> <li>⑦ Repeating and growing patterns</li> </ul>	<ul style="list-style-type: none"> <li>① Add/subtract within 20 (memorized facts)</li> <li>② Add/subtract within 100</li> </ul>

Note: Topics may appear to be similar between PASS and CCSS; however, CCSS may be presented at a higher cognitive demand.

### Required Fluencies

Grade	Required Fluency
Kindergarten	Add/subtract within 5
1st	Add/subtract within 10
2nd	Add/subtract within 20 (memorized facts) Add/subtract within 100
3rd	Multiply/divide within 100 (memorized facts) Add/subtract within 1000
4th	Add/subtract within 1,000,000
5th	Multi-digit multiplication
6th	Multi-digit division Multi-digit decimal operations
7th	Solve $px + q = r$ , $p(x + q) = r$

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## 3rd Grade Math At-A-Glance Common Core State Standards



Critical Areas	What's New?	What's Removed?	What's Fluent?
<ul style="list-style-type: none"> <li>① Developing understanding of multiplication and division and strategies for multiplication and division within 100</li> <li>② Developing understanding of fractions, especially unit fractions (fractions with numerator 1)</li> <li>③ Developing understanding of the structure of rectangular arrays and of area</li> <li>④ Describing and analyzing two-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>① Area</li> <li>② Division</li> <li>③ Liquid Volume</li> <li>④ Order of Operations when there are no parentheses</li> </ul>	<ul style="list-style-type: none"> <li>① Probability</li> <li>② Read, write, and order whole numbers</li> <li>③ Linear Measurement</li> </ul>	<ul style="list-style-type: none"> <li>① Multiplication and division within 100. Know from memory all products of two 1-digit numbers. (Must start at beginning of year.)</li> <li>② Fluently add and subtract within 1000</li> </ul>



Note: Topics may appear to be similar between PASS and CCSS; however, CCSS may be presented at a higher cognitive demand.

### Required Fluencies

Grade	Required Fluency
Kindergarten	Add/subtract within 5
1st	Add/subtract within 10
2nd	Add/subtract within 20 (memorized facts) Add/subtract within 100
3rd	Multiply/divide within 100 (memorized facts) Add/subtract within 1000
4th	Add/subtract within 1,000,000
5th	Multi-digit multiplication
6th	Multi-digit division Multi-digit decimal operations
7th	Solve $px + q = r$ , $p(x + q) = r$



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<div> <div>4th Grade Math At-A-Glance</div> <div>Common Core State Standards</div> <div>   </div> </div>			
Critical Areas	What's New?	What's Removed?	What's Fluent?
<ul style="list-style-type: none"> <li>① Developing an understanding of multiplication and division with multi-digit numbers</li> <li>② Developing an understanding of equivalent fractions; addition/subtraction of fractions; multiplication of fractions by a whole number</li> <li>③ Developing an understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides</li> </ul>	<ul style="list-style-type: none"> <li>① Factors</li> <li>② Prime numbers</li> <li>③ Composite numbers</li> <li>④ Multiplication/division with multi-digit numbers</li> <li>⑤ Addition/Subtraction of fractions</li> <li>⑥ Addition/Subtraction of mixed numbers</li> <li>⑦ Multiplication of fractions by a whole number</li> <li>⑧ Angle measurement</li> <li>⑨ Decomposing angles</li> <li>⑩ Circular measurement</li> <li>⑪ Line of symmetry</li> <li>⑫ Use of line plots to solve problems addition and subtraction of fractions</li> <li>⑬ Use of numbered pairs to illustrate measurement concepts</li> </ul>	<ul style="list-style-type: none"> <li>① Probability</li> <li>② Geometric transformations</li> <li>③ Temperature</li> <li>④ Bar graphs, pictographs</li> <li>⑤ Central tendency</li> </ul> <p>Note: Topics may appear to be similar between PASS and CCSS; however, CCSS may be presented at a higher cognitive demand.</p>	<ul style="list-style-type: none"> <li>① Add/subtract within 1,000,000</li> </ul>

Required Fluencies	
Grade	Required Fluency
Kindergarten	Add/subtract within 5
1st	Add/subtract within 10
2nd	Add/subtract within 20 (memorized facts) Add/subtract within 100
3rd	Multiply/divide within 100 (memorized facts) Add/subtract within 1000
4th	Add/subtract within 1,000,000
5th	Multi-digit multiplication
6th	Multi-digit division Multi-digit decimal operations
7th	Solve $px + q = r$ , $p(x + q) = r$



Created by Oklahoma Mathematics Consortium

<div> <div>5th Grade Math At-A-Glance</div> <div>Common Core State Standards</div> <div>   </div> </div>			
Critical Areas	What's New?	What's Removed?	What's Fluent?
<ul style="list-style-type: none"> <li>1 Addition and subtraction of fractions and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)</li> <li>2 Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths</li> <li>3 Understand concepts of volume and relate volume to multiplication and to addition based on their properties, such as having parallel sides, perpendicular sides</li> </ul>	<ul style="list-style-type: none"> <li>1 Write and evaluate numeric expressions with parentheses</li> <li>2 Multiply a fraction or whole number by a fraction</li> <li>3 Solve real world word problems involving multiplication of fractions and mixed numbers</li> <li>4 Fluently multiply and divide multi-digit whole numbers and decimals</li> <li>5 Extend understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions</li> <li>6 Round decimals using place value</li> <li>7 Volume</li> <li>8 Coordinate System</li> <li>9 Interpret and explain multiplication and division outcomes in relation to whole numbers and fractions</li> <li>10 Line plot to display measurements with fractions</li> </ul>	<ul style="list-style-type: none"> <li>1 Primes, factors, composites</li> <li>2 Compare and translate data displays</li> <li>3 Angles</li> <li>4 Comparing fractions and decimals</li> <li>5 Design data using investigations</li> <li>6 Money</li> </ul> <p>Note: Topics may appear to be similar between PASS and CCSS; however, CCSS may be presented at a higher cognitive demand.</p>	<ul style="list-style-type: none"> <li>1 Multi-digit multiplication using standard algorithm</li> </ul>

Required Fluencies	
Grade	Required Fluency
Kindergarten	Add/subtract within 5
1st	Add/subtract within 10
2nd	Add/subtract within 20 (memorized facts) Add/subtract within 100
3rd	Multiply/divide within 100 (memorized facts) Add/subtract within 1000
4th	Add/subtract within 1,000,000
5th	Multi-digit multiplication
6th	Multi-digit division Multi-digit decimal operations
7th	Solve $px + q = r$ , $p(x + q) = r$

Created by Oklahoma Mathematics Consortium



<div> <div>6th Grade Math At-A-Glance</div> <div>Common Core State Standards</div> <div>   </div> </div>			
Critical Areas	What's New?	What's Removed?	What's Fluent?
<ul style="list-style-type: none"> <li>1 Understand ratio concepts and use ratio reasoning to solve problems</li> <li>2 Apply and extend previous understandings of multiplication and division to divide fractions by fractions</li> <li>3 Apply and extend previous understandings of arithmetic to algebraic expressions</li> <li>4 Reason about and solve one-variable equations and inequalities</li> <li>5 Represent and analyze quantitative relationships between dependent and independent variables</li> </ul>	<ul style="list-style-type: none"> <li>1 Understand and use ratio concepts, reasoning, relationships</li> <li>2 Find and use common factors, multiples, GCF, LCM</li> <li>3 Understand and extend rationals- order, positions on the number line, absolute value, inequalities</li> <li>4 Read, write, and evaluate expressions- equivalent, vocabulary</li> <li>5 Represent analyze quantitative relationships between dependent and independent variables</li> <li>6 Find area, surface area, volume of 2 and 3 dimensional figures, nets</li> <li>7 Understand statistical</li> <li>8 Display various data plots</li> </ul>	<ul style="list-style-type: none"> <li>1 Integer operations</li> <li>2 Primes, composites, patterns</li> <li>3 Characteristics of 3-D figures</li> <li>4 Congruent and similar figures</li> <li>5 Circles</li> <li>6 Converting measurements</li> <li>7 Counting principle</li> </ul> <p>Note: Topics may appear to be similar between PASS and CCSS; however, CCSS may be presented at a higher cognitive demand.</p>	<ul style="list-style-type: none"> <li>1 Multi-digit division</li> <li>2 Multi-digit operations with decimals</li> </ul>

Required Fluencies	
Grade	Required Fluency
Kindergarten	Add/subtract within 5
1st	Add/subtract within 10
2nd	Add/subtract within 20 (memorized facts) • Add/subtract within 100
3rd	Multiply/divide within 100 (memorized facts) • Add/subtract within 1000
4th	Add/subtract within 1,000,000
5th	Multi-digit multiplication
6th	Multi-digit division • Multi-digit decimal operations
7th	Solve $px + q = r$ , $p(x + q) = r$ Operations with rationals • Solve multi step problems with rationals
8th	Solve simple $2 \times 2$ systems by inspection • Know the formulas for volume Solve one variable linear equations

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## Creek Elementary School

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**Professional Development Resources/Estimated Cost(s):**

- Provide initial and on-going professional development in the district adopted, state board approved comprehensive Mathematics curriculum (Everyday and Connected Math)
- Provide initial and on-going professional development to allow teachers to seamlessly weave Study Island and Mathematic games and activities into their weekly instructional routines
- Professional Learning Communities
- Instructional Coaches
- Specific Oklahoma Release Test Items and Blue Prints will be provided to all staff
- Common Core objectives and Crosswalks will be given to all staff
- Pacing Guides

**Person(s) Responsible:**

- Classroom Teacher
- Principal
- Director of Professional Development
- Interventionist
- Instructional Coaches
- Parents
- Students

**Means of Evaluation:**

- Utilize Study Island software student progress data to monitor growth
- Study Island Benchmarks
- On-Going analysis of assessment results to gauge, monitor, and improve program effectiveness
- 2014 OCCT Scores
- Progress monitoring during PLCs and meetings with principal
- Anecdotal Notes
- Teacher Assessments
- Teacher Observation

## Creek Elementary School

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### Action Plan for Participation Rate

**Annual, Measurable Objective(s):**

Unless there are unforeseen circumstances beyond our control, every students in Grades 3rd through 6<sup>th</sup> Grade will participate in the statewide assessments.

Specific subgroups to address based on analysis of A-F Report Card Report and assessment administration data:

**Actions/Strategies/Interventions:****School Messenger for reminder of testing dates**

- Newsletters/School Website
- Incentives for participation/attendance/effort
- Promote Self Efficacy in all areas of curriculum and school day
- School Assemblies promoting excellence in Character and Grades

**Timeline:**

- Beginning in August and continuing throughout the school year

**Professional Development Resources/Estimated Cost(s):**

- Professional Learning Communities
- Educate Parents via the following avenues:
  - Back-to-School Night
  - Parent Nights
  - Parent Teacher Organization
  - Thursday Folders \$ 400.00

**Person(s) Responsible:**

- Classroom Teacher
- Principal
- Students
- Parents

**Means of Evaluation:**

- Information from Oklahoma School Accountability Data Report
- Responses from Parents

## Creek Elementary School

### Action Plan for Attendance

**Annual, Measurable Objective(s):**

Students will raise attendance rate in 2015 from 95.4 % to 97 % (95.3 last year)

Specific subgroups to address based on analysis of A-F Report Card Report and student performance data over the last three years:

N/A

**Action/Strategies/Interventions:**

- Incentives for Attendance (Doing the Right Stuff weekly drawing)
- Promote Self-Efficacy
- Be an attendance role model
- Enlist support from school resource officer and the SBSW.
- Educate parents through newsletters, conferences, phone calls home, PTO Nights, School Messenger, School Web site, and Home visits
- Discuss at Kindergarten Round Up
- Classroom Meetings

**Timeline:**

- Beginning in August and continuing throughout the school year

**Professional Development Resources/Estimated Cost(s):**

- Newsletter
- District Attendance Committee
- School Messenger

**Person(s) Responsible:**

- Classroom Teacher
- Attendance Secretary
- Principal
- Attendance Committee
- School Resource Officer
- SBSW
- Students
- Parents

**Means of Evaluation:**

- Data from Quarterly/Yearly Attendance Reports
- Information from Oklahoma School Accountability Data Report

### **Action Plan for Parental Involvement**

#### **Annual, Measurable Objective(s):**

- Decision Making
  - More Parents will participate in the Planning Committee
  - Open Door Policy will be printed
  - Numbers of parents attending PTO Joint Meetings will increase
- Communication
  - Parent Conferences (100%)
  - Newsletters (Will provide activities/instructional strategies to work with children at home)
  - School Messenger will be utilized
  - School Web Site (Offer other websites on ours to help with children)
  - We will offer a training on the parent portal of Power School
  - Progress/Report Cards will be discussed with parents if child has a “D” or an “F”
  - Thursday Folders will be used consistently at all grade levels
  - Teachers shall make contact with a minimum of two parents each week, and must contact all class members in each nine week period.
  - Teachers will make contact with the parents to invite them to assemblies if their child is receiving an award.
- Participation
  - Attendance at Assemblies will increase
  - PTO Membership will increase
  - Volunteer Hours will increase
  - Kindergarten Round Up will be used to disburse literature
  - Extended Learning Opportunities will be provided



## Creek Elementary School

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<b>Action/Strategies/Interventions:</b> <ul style="list-style-type: none"><li>➤ Encourage parents to play an integral role in assisting their child's learning</li><li>➤ Conduct Parent Training on improving students' achievement and test taking strategies</li><li>➤ Have an open-door, non-judgmental policy</li><li>➤ Provide opportunities and an invitation for parents to participate at school</li><li>➤ Require a minimum of one academic parent contact per nine weeks</li><li>➤ Keep School website current</li><li>➤ Teachers will provide newsletters every week that inform the parents of what is being studied in the classroom and gives the parents ideas as to how to help</li><li>➤ Require Staff to meet with all parents in person or via phone at both District parent conference dates</li><li>➤ School Messenger</li><li>➤ Volunteers shall be called when the background checks are completed</li><li>➤ The LRS will create and send a monthly newsletter to parents</li><li>➤ Parent and Student Surveys will be completed</li></ul>
<b>Timeline:</b> <ul style="list-style-type: none"><li>➤ Beginning in August and continuing throughout the school year</li></ul>
<b>Professional Development Resources/Estimated Cost(s):</b> <ul style="list-style-type: none"><li>➤ Educate staff on effective parent communication</li><li>➤ Thursday Folders \$ 400.00</li></ul>
<b>Person(s) Responsible:</b> <ul style="list-style-type: none"><li>➤ Classroom Teacher</li><li>➤ Principal</li><li>➤ Parents</li><li>➤ Counselor</li><li>➤ Students</li></ul>
<b>Means of Evaluation:</b> <ul style="list-style-type: none"><li>➤ Number of Parent Volunteers</li><li>➤ PTO Numbers and Hours Recorded</li><li>➤ Parent Survey Results</li><li>➤ Attendance at Assemblies/Conferences/Other Parent Nights</li><li>➤ Sign-In Sheets</li></ul>

# Creek Elementary School

## Action Plan for Professional Development

### Annual, Measurable Objective(s):

- All teachers will continue to require on-going, sustainable professional development and support establishing professional learning communities both within and across grade levels that focus on state board adopted curriculum implementation, data driven instructional delivery, prescriptive intervention, and lesson planning that is geared toward the district's essential vision using a common language to support our growth
- New teacher development with ongoing opportunities
- All staff members will develop a professional development/SMART goal to enhance their pedagogy skills
- All staff will meet/exceed the minimum District professional development points required
- Ongoing professional development necessary in Every Day Math, Literacy Assessment, and Connected Mathematics.
- Literacy Assessment training will be provided
- All teachers and principals will receive a refresher course dealing with the Muskogee Literacy Framework
- Ongoing professional development in Reading and Writing in Content Area utilizing the Muskogee Literacy Framework and Writing Curriculum maps will be provided.

### Action/Strategies/Interventions:

- Provide professional development in differentiated instruction
- Participation in on-going professional development and collaboration will assist teachers in applying the pedagogies and strategies that will have the greatest impact on student achievement
- Staff will set short and long term teaching goals and produce evidence/artifacts of implementation
- Muskogee Literacy Framework Training
- Support Site Councils and Professional Learning Communities
- Provide on-going support in formative and summative data analysis
- Collaborate with Director of Professional Development concerning specific needs for building

### Timeline:

- Beginning in August and continuing throughout the school year

### Professional Development Resources/Estimated Cost(s):

- Support of Professional Learning Communities with resources \$500
- Disburse professional articles
- Participate in all district professional development days
- Provide opportunities for teachers to participate in professional development activities outside of the district
- Muskogee Literacy Framework Training
- Every Day/Connected Math Training

### Person(s) Responsible:

- Classroom Teacher
- Principal
- Instructional Coaches
- Director of Professional Development
- Executive Director of Curriculum and Instruction

### Means of Evaluation:

- Increased student achievement
- Receipt of professional development goals of staff members and self reflection at end of year
- All staff meets/exceeds district requirements on professional development reports
- Presentation of newly gained information to colleagues in school meetings

# Creek Elementary School

## Professional Learning

List the professional learning activities in the past two years that were focused on school improvement. Include the number of district staff members in attendance and where the activities were offered.

Professional Learning Activity, Content Description and Length of Training	Date(s)	Number of Participants	On-site (school) or Off-site (central office, conference or other)
District Training day TBA	Aug. 2013 and 2014	25	District conference at Civic Center
TBA Convocation	Aug 2013	25	District
Improving Formative Assessments Through Authentic Assessments and Rubrics	Ongoing 2013-14	25	On-site District Coaches and Site LRS
Research Based Strategies	Ongoing 2013-14	25	On-site District Data Coach
STEM	Aug. 2013	20	On-site by Staff/Hallum
Everyday and Connected Math	2013-2014	All Teachers	Site LRS and District Math Coach
Muskogee Literacy Framework	2013-2104	Teachers Administration	PLC/Site LRS
MPS Website/Sharepoint	2013-2014	Teacher Administration	Site Web Master

## Parental Involvement

Describe parental/community involvement in your district. List the major activities for the past two years.

Parental Involvement Activity	Date(s)	Number of Participants
Title One Parent Night (two each year, one each semester)	Spring and Fall 2013 and 2014	100
Parent/Teacher Conference (two each year, one each semester)	Spring and Fall 2013 and 2014	100% contact with all parents each conference
PTO Meetings each Quarter	Fifth week of each nine weeks	35 average each meeting
Chili Supper and Auction each year	Nov.	500 + each year
JA in a Day	May	20 community members and all staff and

# Creek Elementary School

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		students
JA BizTown	Oct. each year	10 volunteers and all 6 <sup>th</sup> grade students
Open House each year at the beginning of school	Aug.	500 +

## Creek Elementary PARENTAL INVOLVEMENT POLICY

### PART I. GENERAL EXPECTATIONS

Creek Elementary agrees to implement the following statutory requirements:

- The school that receives Title I, Part A funds will put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this school site parental involvement policy into its district plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the schoolwide or targeted site plan is not satisfactory to the parents of participating children in the Title I, Part A program, the school will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school will involve the parents of children served with Title I, Part A funds in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –*

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

## **PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY COMPONENTS**

2. Creek Elementary will build parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the parents and the community to improve student academic achievement, through the following activities specifically described below:

A. The school will, with the assistance of the district, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators.
- how to communicate with the school staff utilizing the Thursday folder
- how to use the district web site to monitor student academic performance

B. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

## Creek Elementary School

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- providing one-on-one training on the district web site to monitor grades, read the on-line parent newsletter, and ways to help students to become better readers
- C. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- having a building wide open house at the beginning of school to educate parents on the services provided at school, the expectations of students and how to help their student be successful in school, one-on-one conferences in the fall and spring to discuss with parents their student's progress and ways to help at home, parent days to encourage parents to get involved with the school, and how to help the school provide a better education for their child with their efforts.
- D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- inviting parents to attend the Kindergarten Round-up each spring, host visits from Head Start and the ECC programs.
- E. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
- monthly newsletters, the school marquee, newspaper notices, school call system, and personal request and invitations from the classroom teachers through notes home or student participation in requesting parents attend.
- F. The school will take the following actions to provide other such reasonable support for parental involvement activities as parents may request.

parents may make request at any time for additional activities they feel are needed to make Creek Elementary a better school to meet the needs of students and parents to the staff.

### 3. Creek Elementary will:

- A. Convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program.
- B. Offer a flexible number of meetings (the school may use Title I funds to pay related expenses, such as child care, transportation or home visits).

# Creek Elementary School

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- C. Involve parents in planning, review, and improvement of Title I programs.
- D. Provide timely information about title I programs to parents; describe the curricula, the student assessments and proficiency levels students are expected to meet; respond promptly to parent suggestions and provide opportunities for regular meetings where parents can provide input.
- E. Provide parents with an opportunity to submit dissenting views to the district if a school's program is not acceptable to them.

## **PART III     DISCRETIONARY     SCHOOL     SITE     PARENTAL     INVOLVEMENT     POLICY COMPONENTS**

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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## Reform Initiatives

List major initiatives or reform efforts that have been implemented in the last three years. (Examples are: Comprehensive School Reforms, state initiatives, block scheduling, academic after- school programs.)

School Year	Initiative or Reform Effort
2008-2009	Creation of Leveled Libraries for Classrooms
2011-2012	SDE School Improvement Plan Developed and Implemented
2010-2011	Intervention during the school day
2011-2012	
2011-2012	Unwrapping and Transitioning to the Common Core Standards
2012 – 2013	Every Day/Connected Math
2012 – 2013	Assessment Training for Muskogee Literacy Framework
2012 – 2013	TLE Training
2012 – 2013	Literacy Framework/Best Practices Training
2012 – 2013	Common Core Professional Development
2012 – 2013	New Software Training/and Refresher training for other software
2012 – 2013	Reading and Writing in Content Area utilizing the Muskogee Literacy Framework and Writing Curriculum Maps
2013-14	Fulltime Teacher Trainer

Please add other pertinent information related to reform initiatives as needed.

Various styles of writing need to become embedded in all subject areas. Students must journal daily. English/Language Arts Common Core Standards will be used at all grade levels with fidelity. Usage of Appendices in the Standards will provide models for instruction. Transition to the Common Core will be a focus as we implement the newly adopted Mathematics program.

The following will be the model for standards-based performance:

- Selecting an assessment topic/unit of study
- Identifying matching Common Core and supporting standards
- Unwrapping the Common Core Standards and creating a graphic organizer
- Determining Big Ideas
- Writing Essential Questions
- Designing Performance Tasks
- Developing Performance Tasks (Students have multiple opportunities to demonstrate their understanding of the standards, and the level of rigor must increase as students progress through them)
- Identifying Interdisciplinary Standards
- Creating an Engaging Scenario
- Developing Scoring Guides



## Creek Elementary School

### Action Plan for Gifted and Talented Students

#### Annual Measurable Objectives:

- Provide educational experiences that will enable each gifted and talented student to demonstrate advanced skills in self-directed learning, higher level thinking, problem solving, research and communication through innovative products and performances that show depth and complexity

#### ➤ Action Strategies/Interventions:

- Provide learning experiences that support student generated knowledge through engaging pedagogy, independent study, and courses that emphasize pacing, depth and complexity, and lead to exemplary products and presentations
- Utilize instructional deliveries that will create a learning environment that is open-ended, student directed, and problem and inquiry based
- Provide opportunities for students to participate in guided and independent research
- Teachers will create collaborative grouping that leads to student generated knowledge
- Provide an open-ended, student centered instructional environment that encourages student generated knowledge
- Teachers will design learning centers/stations
- Teachers will use Socratic questioning
- Themes and inter-disciplinary instruction
- GT school based Coach will participate in District wide Professional Learning Community to share ideas, best practices, and to plan differentiated activities.

#### ➤ Timeline:

- Beginning in August and continuing throughout the school year

#### ➤ Professional Development Resources/ Estimated Cost(s):

- Instructional Coaches
- Research Based articles
- Professional Learning Communities
- District Professional Development
- Expertise of GT Coach in building

#### ➤ Person(s) Responsible:

- Classroom Teacher
- Principal
- Instructional Coaches
- GT Teacher
- Director of Professional Development

#### ➤ Means of Evaluation:

- Teacher Lesson Plans
- CRT
- Products and Presentations
- Principal Walk throughs and reflective discourse

## Creek Elementary School

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### ➤ Action Plan for Technology

#### ➤ Annual Measurable Objectives:

- Technology will be integrated as an authentic part of everyday learning to improve student outcomes
- Participate in I-Search and Web Quest Activities
- Provide a means to communicate globally (Skype)
- Teachers will use technology fluidly and almost transparently to accomplish curriculum goals
- Students will master goals as defined in the district's technology plan

#### ➤ Action Strategies/Interventions:

- Students will use I-Search/Web Quest, Virtual Field Trips, Blogging, Skype, Webinars, United Streaming, and distance learning to participate in authentic learning opportunities
- Instruction will be provided with training as to how to access district software at school and home in order to maximize individual learning goals
- Teachers will monitor students' progress toward goals
- Students will create authentic products using technology
- Continue usage of Activotes if available
- Teachers will create digital-rich classrooms
- Students will learn keyboarding skills in 2<sup>nd</sup> grade

#### ➤ Timeline:

- Beginning in August and continuing throughout the school year

#### ➤ Professional Development Resources/ Estimated Cost(s):

- Require follow up training sessions to ensure broader depth of knowledge
- Adhere to District's requirement of (2) two or more points annually
- Intensive Staff Development to new teachers
- Prescriptive technology professional development unique to teacher's/building's specific needs

#### ➤ Person(s) Responsible:

- Teacher
- Principal
- Instructional Coach
- Director of Professional Development

#### ➤ Means of Evaluation:

- Products
- Professional Learning Communities' Meeting Minutes
- Lesson Plans
- Increased Achievement
- Principal Observations/Walkthroughs and Reflective Discourse

## The following is from **BILL NO. 2625**

SUBJECT: Reading Sufficiency Act

1. Each student enrolled in kindergarten in a public school in this state shall be screened for reading skills including, but not limited to, phonological awareness, letter recognition, and oral language skills as identified in the Priority Academic Student Skills (PASS) subject matter standards adopted by the State Board of Education. A screening instrument approved by the State Board shall be utilized for the purposes of this section.

2. For those kindergarten children at risk for reading difficulties, teachers shall emphasize reading skills as identified in the PASS subject matter standards, monitor progress throughout the year and measure year-end reading progress.

3. Classroom assistants, which may include parents, grandparents, or other volunteers, shall be provided in kindergarten classes to assist with the screening of students if a teacher aide is not already employed to assist in a kindergarten classroom.

B. 1. Each student enrolled in kindergarten, first, second and third grade of the public schools of this state shall be assessed at the beginning of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension.

2. Any student who is assessed and found not to be reading at the appropriate grade level shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. Beginning with students entering the first grade in the 2011-2012 school year, the program of reading instruction shall include provisions of the READ Initiative adopted by the school district as provided for in subsection O of this section.

3. Throughout the year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success.

C. The State Board of Education shall approve screening instruments for use at the beginning of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year as required in subsections A and B of this section; provided, at least one of the screening instruments shall meet the following criteria:

## Creek Elementary School

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1. Assess for phonological awareness, phonics, reading fluency, and comprehension;
2. Document the validity and reliability of each assessment;
3. Can be used for diagnosis and progress monitoring;
4. Can be used to assess special education and limited-English-proficient students;
5. Accompanied by a data management system that provides profiles for students, class, grade level and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes and for periodic and post assessments to be used for students at risk of reading failure. The State Board shall ensure that any assessments approved are in alignment with the PASS subject matter standards.

D. The program of reading instruction required in subsection B of this section shall align with the PASS subject matter standards, shall include provisions of the READ Initiative adopted by the school district as provided for in subsection O of this section beginning with students entering the first grade in the 2011-2012 school year and may include, but is not limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension;
2. If necessary, tutorial instruction after regular school hours, on Saturdays and during summer; however, such instruction may not be counted toward the one-hundred-eighty-day or one-thousand-eighty-hour school year required in Section 1-109 of this title; and
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction.

E. The program of reading instruction shall continue until the student is determined by the results of approved reading assessments to be reading on grade level.

F.

1. Every school district shall adopt, and implement a district reading sufficiency plan which has had input from school administrators, teachers, and parents and if possible a reading specialist, and which shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated annually. School districts shall not be required to electronically submit the annual updates to the Board if the last plan submitted

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to the Board was approved and expenditures for the program include only expenses relating to individual and small group tutoring, purchase of and training in the use of screening and assessment measures, summer school programs and Saturday school programs. If any expenditure for the program is deleted or changed or any other type of expenditure for the program is implemented, the school district shall be required to submit the latest annual update to the Board for approval. The district reading sufficiency plan shall include a plan for each site which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized as required in this section, and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

2. Each school site shall establish a committee, composed of educators, which if possible shall include a certified reading specialist, to develop the required programs of reading instruction. A parent or guardian of the student shall be included in the development of the program of reading instruction for that student.

3. The State Board of Education shall adopt rules for the implementation and evaluation of the provisions of the Reading Sufficiency Act. The evaluation shall include, but not be limited to, an analysis of the data required in subsection S of this section.

G. For any third-grade student found not to be reading at grade level as determined by reading assessments administered pursuant to this section, a new program of reading instruction, including provisions of the READ Initiative adopted by the school district as provided for in subsection O of this section, shall be developed and implemented as specified in this section. If possible, a fourth-grade teacher shall be involved in the development of the program of reading instruction. In addition to other requirements of the Reading Sufficiency Act, the plan may include specialized tutoring.

H. Beginning with students entering the first grade in the 2011-2012 school year, if the reading deficiency of a student, as identified based on assessments administered as provided for in subsection B of this section, is not remedied by the end of third grade, as demonstrated by scoring at the unsatisfactory level on the reading portion of the statewide third-grade criterion-referenced test, the student shall be retained in the third grade

1. Any student who demonstrates proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section shall not be subject to the retention guidelines found in this section. Upon demonstrating the proficiency through the screening, the district shall provide notification to the parent(s)

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and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.

2. If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section, the district shall immediately begin a student reading portfolio as provided by subsection K of this section and shall provide notice to the parent of the deficiency pursuant to subsection I of this section.

3.

a. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade, the student may qualify for automatic promotion to the fourth grade upon scoring at the "limited knowledge" level on the reading portion of the statewide third-grade criterion-referenced test.

b. Prior to promotion, however, the district shall provide notice to the parent(s) and/or guardian(s) of the child that the child is not yet reading at grade level in reading and provide the parent(s) and/or guardian(s) of the child the option for retention should they so desire. The notice shall contain, at a minimum, the most recently identifiable grade level on which the student is actually proficient, the opportunities for summer reading programs, school and/or community based reading tutoring, vendors which provide reading tutoring and the rights to the continuing intensive remediation pursuant to this paragraph.

c. A student so promoted shall be entitled to intensive remediation in reading until the student is able to demonstrate proficiency in reading at the grade level in which the student is enrolled. An intensive remediation plan shall be developed by a "Student Reading Proficiency Team" composed of:

- (1) the parent(s) and/or guardian(s) of the student,
- (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,
- (3) a teacher in reading who teaches in the subsequent grade level,
- (4) the school principal, and
- (5) a certified reading specialist, if one is available.

4. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments administered that meet the acquisition of reading skills criteria pursuant to subsection B of this section, has not accumulated evidence of third-grade proficiency through a student

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portfolio as provided in subsection K, or is not subject to a good cause exemption as provided in subsection K, then the student shall not be eligible for automatic promotion to fourth grade.

5.

a. For the 2013-14 and 2014-15 school years, a student not qualified for automatic promotion under paragraph 4 of this subsection may be evaluated for "probationary promotion" by a "Student Reading Proficiency Team" composed of:

- (1) the parent(s) and/or guardian(s) of the student,
- (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,
- (3) a teacher in reading who teaches in the subsequent grade level,
- (4) the school principal, and
- (5) a certified reading specialist.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school district superintendent and the superintendent approves the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section, for the corresponding grade level in which the student is enrolled or transitions to the requirements set forth by the Achieving Classroom Excellence Act.

6. Beginning with the 2015-16 school year, students who score at the unsatisfactory level on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption as provided in subsection K of this section shall be retained in the third grade and provided intensive instructional services and supports as provided for in subsection N of this section.

7. Each school district shall annually report to the State Department of Education the number of students promoted to the fourth grade pursuant to paragraphs 1 and 3 of this subsection. Following the 2013-14 and 2014-15 school years, each school district shall report the number of students promoted to a subsequent grade pursuant to the provisions in paragraph 5 of this subsection. The State Department of Education shall publicly report the aggregate and district specific number of students promoted on their website and shall provide electronic copies of the report to the Governor, Secretary of Education, President Pro Tempore of the Senate, Speaker of the House of Representatives and to the



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respective chairs of the committees with responsibility for common education policy in each legislative chamber.

8. Nothing shall prevent a school district from applying the principles of paragraphs 4 and 5 of this subsection in grades kindergarten through second grade.

- I. The parent of any student who is found to have a reading deficiency and is not reading at the appropriate grade level and has been provided a program of reading instruction as provided for in subsection B of this section shall be notified in writing of the following:

1. That the student has been identified as having a substantial deficiency in reading;
2. A description of the current services that are provided to the student;
3. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency;
4. That the student will not be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is otherwise promoted as provided for in subsection H of this section or is exempt for good cause as set forth in subsection K of this section;
5. Strategies for parents to use in helping their child succeed in reading proficiency;
6. That while the results of the statewide criterion-referenced tests administered pursuant to Section 1210.508 of this title are the initial determinant, it is not the sole determiner of promotion and that portfolio reviews and assessments are available; and
7. The specific criteria and policies of the school district for midyear promotion implemented as provided for in paragraph 4 of subsection N of this section.

J. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

K. For those students who do not meet the academic requirements for promotion and who are not otherwise promoted as provided for in subsection H of this section, a school district may promote the student for good cause only. Good-cause exemptions for promotion shall be limited to the following:

1. Limited-English-proficient students who have had less than two (2) years of instruction in an English language learner program;
2. Students with disabilities whose individualized education program (IEP), consistent with state law, indicates that the student is to be assessed with alternate achievement standards through the Oklahoma Alternate Assessment Program (OAAP);
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

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4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;
5. Students with disabilities who participate in the statewide criterion-referenced tests and who have an individualized education program that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade; and
6. Students who have received intensive remediation in reading through a program of reading instruction for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two (2) years.

L. A student who is otherwise promoted as provided for in subsection H of this section or is promoted for good cause as provided for in subsection K of this section shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The school district shall assist schools and teachers to implement reading strategies for the promoted students that research has shown to be successful in improving reading among low-performing readers.

M. Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions as described in subsection K of this section shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. In order to minimize paperwork requirements, the documentation shall consist only of the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;
2. The principal of the school shall review and discuss the documentation with the teacher and, if applicable, the other members of the team as described in subsection H of this section. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and
3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

N. Beginning with the 2011-2012 school year, each school district shall:

1. Conduct a review of the program of reading instruction for all students who score at the unsatisfactory level on the reading portion of the statewide criterion-referenced test administered pursuant to Section 1210.508 of this title and did not meet the criteria for one of the good-cause exemptions as set forth in subsection K of this section. The review shall address additional

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supports and services, as described in this subsection, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each retained student;

2. Provide to students who have been retained as set forth in subsection H of this section with intensive interventions in reading, intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research-based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:

- a. small group instruction,
- b. reduced teacher-student ratios,
- c. more frequent progress monitoring,
- d. tutoring or mentoring,
- e. transition classes containing third- and fourth-grade students,
- f. extended school day, week, or year, and
- g. summer reading academies as provided for in Section 1210.508E of this title, if available;

3. Provide written notification to the parent or guardian of any student who is to be retained as set forth in subsection H of this section that the student has not met the proficiency level required for promotion and was not otherwise promoted and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency;

4. Implement a policy for the midyear promotion of a retained student who can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that school districts may use in reevaluating any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the unsatisfactory level on the statewide third-grade criterion-referenced test and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school. A midyear promotion shall be made only upon agreement of the parent or guardian of the student and the school principal;

5. Provide students who are retained with a high-performing teacher who can address the needs of the student, based on student performance data and above-satisfactory performance appraisals; and

6. In addition to required reading enhancement and acceleration strategies, provide students who are retained with at least one of the following instructional options:

- a. supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school,

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- b. a parent-guided "Read at Home" assistance plan, as developed by the State Department of Education, the purpose of which is to encourage regular parent-guided home reading, or
- c. a mentor or tutor with specialized reading training.

O. Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency. The READ Initiative shall:

1. Be provided to all kindergarten through third-grade students at risk of retention as identified by the assessments administered pursuant to the Reading Sufficiency Act. The assessment used shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
2. Be provided during regular school hours in addition to the regular reading instruction; and
3. Provide a state-approved reading curriculum that, at a minimum, meets the following specifications:
  - a. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
  - b. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
  - c. provides a scientific-research-based and reliable assessment,
  - d. provides initial and ongoing analysis of the reading progress of each student,
  - e. is implemented during regular school hours,
  - f. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,
  - g. establishes at each school, where applicable, an Intensive Acceleration Class for retained third-grade students who subsequently score at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one (1) school year. The Intensive Acceleration Class shall:
    - (1) be provided to any student in the third grade who scores at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests and who was retained in the third grade the prior year because of scoring at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests,
    - (2) have a reduced teacher-student ratio,
    - (3) provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth-grade state standards in other core subject areas,

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- (4) use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
- (5) provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
- (6) include weekly progress monitoring measures to ensure progress is being made, and
- (7) provide reports to the State Department of Education, in the manner described by the Department, outlining the progress of students in the class at the end of the first semester,

h. provide reports to the State Board of Education, upon request, on the specific intensive reading interventions and supports implemented by the school district. The State Superintendent of Public Instruction shall annually prescribe the required components of the reports, and

i. provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. A transitional setting shall specifically be designed to produce learning gains sufficient to meet fourth-grade performance standards while continuing to remediate the areas of reading deficiency.

P. In addition to the requirements set forth in this section, each school district board of education shall annually report to the parent or guardian of each student in the district the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The school district board of education shall report to the parent or guardian of each student the results on statewide criterion-referenced tests. The evaluation of the progress of each student shall be based upon classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting shall be provided to the parent or guardian in writing.

Q.

1. Each school district board of education shall annually publish on the school website, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- a. the provisions of this section relating to public school student progression and the policies and procedures of the school district on student retention and promotion,
- b. by grade, the number and percentage of all students in grades three through ten performing at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests,

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- c. by grade, the number and percentage of all students retained in grades three through ten,
- d. information on the total number and percentage of students who were promoted for good cause, by each category of good cause as specified above, and
- e. any revisions to the policies of the school district on student retention and promotion from the prior year.

2. The State Department of Education shall establish a uniform format for school districts to report the information required in this subsection. The format shall be developed with input from school districts and shall be provided not later than ninety (90) days prior to the annual due date. The Department shall annually compile the information required along with state-level summary information, and report the information to the public, the Governor, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives.

R. The State Department of Education shall provide technical assistance as needed to aid school districts in administering the provision of the Reading Sufficiency Act.

S. On or before December 1 of each year, the State Department of Education shall issue to the Governor and members of the Senate and House of Representatives Education Committees a Reading Report Card for the state and each school district and elementary site which shall include, but is not limited to, trend data detailing three (3) years of data, disaggregated by student subgroups to include economically disadvantaged, major racial or ethnic groups, students with disabilities, and English language learners, as appropriate for the following:

1. The number and percentage of students in kindergarten through third grade determined to be at risk for reading difficulties compared to the total number of students enrolled in each grade;
2. The number and percentage of students in kindergarten who continue to be at risk for reading difficulties as determined by the year-end measurement of reading progress;
3. The number and percentage of students in kindergarten through third grade who have successfully completed their program of reading instruction and are reading on grade level as determined by the results of approved reading assessments;
4. The number and percentage of students scoring at each performance level on the reading portion of the statewide third-grade criterion-referenced test;
5. The amount of funds for reading remediation received by each district;
6. An evaluation and narrative interpretation of the report data analyzing the impact of the Reading Sufficiency Act on students' ability to read at grade level; and
7. Any recommendations for improvements or amendments to the Reading Sufficiency Act.

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The State Department of Education may contract with an independent entity for the reporting and analysis requirements of this subsection.

T. Copies of the results of the assessments administered shall be made a part of the permanent record of each student.