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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B0 - 0166 CAPITOL HILL ES - Priority

Project Period: 7/1/2017 - 6/30/2018

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Schoolwide Plan

Plan submission due dates:	Non-Designated Title I Schools - May 1, 2018
	School Improvement Designated Sites - October 1, 2017
Program:	Title I, Schoolwide Plan/School Improvement Plan
Purpose:	A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.
Legislation:	ESSA, Section 1114
Regulations:	Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
	LEA and School Improvement, Non-regulatory Guidance, June 2006
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal	Carson Cramer
Person Completing Plan	Carson Cramer

Name	Carson Cramer
Constituent Group	Site Principal

Name	Michelle Dominguez
Constituent Group	Principals

Name	Kaitlyn Garrison Starkey
Constituent Group	Teachers

Name	Jan Davis
Constituent Group	Teachers

Name	Julio Fajardo
Constituent Group	Teachers

Name	Jocelyn Payne
Constituent Group	Teachers

Name	Nereida Castro

Constituent Group	Paraprofessionals

Name	Guillermo Rivera
Constituent Group	Community

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (567 of 2000 maximum characters used)

Capitol Hill Elementary needs to hold professional development training in the following areas: Balanced Literacy, Positive Behavior Interventions and Support, Differentiated Instruction and Guided Reading. Training should also include understanding children of poverty and trauma-informed classrooms. We have novice staff members who are learning to craft effective lessons and meet the needs of the whole child, while maintaining high levels of student engagement. We must implement the curriculum with appropriate rigor to match the Oklahoma Academic Standards.

Step 3: Create School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school environment and organization.

Oklahoma Nine Essential Elements, #7, #9

Describe the process for creating and using a school profile. (697 of 2000 maximum characters used)

The focus areas for Capitol Hill Elementary are reading and math and how to increase the proficiency levels of both. Parental involvement needs to be increased from the past school year. We need to add more opportunities for parents to attend school for academic purposes. Need parental input on how to curb the challenging behaviors faced in the school year 2017-18. During the Title I Annual Meeting the data of student behavior will be shared and parents will have an opportunity to participate in discussion about school discipline practices. Increase student and staff attendance by 25% from the 16-17 school year. This data will be shared during the Annual Title I Meeting.Capitol Hill

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative academic data (benchmarks, common formative assessments, progress monitoring), and non-academic data (student surveys, attendance, suspensions, graduation rates, etc.) should be used.

Oklahoma Nine Essential Elements, #2, #4

Describe school's available data sources. (1059 of 2000 maximum characters used)

The school's available data sources are as follows: Fountas and Pinnell Benchmark Reading System was used as benchmarks for the Beginning of the Year (BOY), Middle of the Year (MOY) and the End of the Year (EOY) assessments, district Mastery Connect snapshots in Reading/Math/Science/Social Studies for grades 3-6, district performance assessments, and progress monitoring was our in-between assessment to monitor student progress from the prescribed interventions chosen for each Tier group. World Class Instructional Design Assessment (WIDA) measured our English Language Learners and prescribed a program of instruction called and Language Instruction Education Plan (LIEP). Unit Assessments from Benchmark Literacy, teacher made Mini Assessments reconstructed from the items specification provided by the OSDE, Oklahoma Core Curriculum Tests are used as benchmarks for pre-planning of curriculum and instructional choices, and Early Literacy Quick Assessment (ELQA) for Pre-Kindergarten. Discipline and attendance data is tracked using Infinite Campus.

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (1080 of 2000 maximum characters used)

Benchmark testing occurs three times a year and is administered 1-on-1 by the classroom teacher, as is the ELQA. Mastery Connect Snapshot assessments are given whole group using the computer lab or Chromebooks. Teachers use mini assessments to collect data for reading comprehension and fluency and math for basic operations. Once the data is collected, teachers and administrators review the data during professional learning community meetings (common planning time) or during staff meetings to make instructional and curriculum choices as seemed necessary for student proficiency. Progress monitoring data through unit assessments, performance tasks, and individual RTI data is collected by classroom teachers and analyzed in PLCs or grade level planning meetings. This monitoring tool will allow teachers to move students in groups based on the tiers (Tier I, II & III) for reading and math. All classrooms will utitlize small group instruction and teachers will differentiate their instructional practices to meet the needs of students while maintaining academic rigor.

Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

(1964 of 5000 maximum characters used)

Free Breakfast for all students and free lunch for all students ensures that all students are offered meals. Friday Backpacks (weekend food bags) are given to qualified students as a result of a partnership with the Oklahoma Regional Food Bank. Community Partner OCCC provides free after school tutoring students in second grade. Additional tutors are provided for at risk students through Whiz Kids, a nonprofit organization. School professional development is provided by the leadership team and PBIS teams for common procedures at Capitol Hill Elementary. Training includes expectations in teaching students procedures for the school. Daily Rise N Shine school community gatherings are utilized to review expectations and celebrate success. Weekly class leadership for Rise N Shine. Students receive weekly "Scholar of the Week" certificates, and monthly awards for ddemonstrating positive character traits. Parent Liaison helps coordinate with the CHES P.T.A., and assist with parental concerns. Family literacy night, math mania night and a school book fair are held in the evenings so that working parents can participate in events. Administration and the leadership team meet and discuss the school climate and environment during team meetings. When planning the budget items programs to increase student achievement and the school environment are discussed and funds allocated to keep successful programs in place. Success is determined by the amount of gains in student academic achievement or decrease in behavioral referrals. CHES Smart Goals include students gaining at least 1 year in reading and a minimum of 10% increase in math. Professional development is aligned to school goals; tutoring to support Reading Sufficiency Act and other identified weaknesses. Guidance counselor works in conjunction with teachers, students, and families to provide guidance lessons and connect families with available community resources/wrap around services.

Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

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

Guiding Questions

Evidence-based Strategies
- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment
- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time
- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment
- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology
- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.

- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?

- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (4774 of 5000 maximum characters used)

Teachers participate in continuing education centered around best educational practices relating to instructional practices, engagement strategies, positive classroom management. Teachers in the building are working to refine and improve instructional practice through chunking content, organizing students into groups for collaboration, incorporating hands-on practice, utilizing the Gradual Release of Responsibility model, and scaffolding to assist below-grade level students in meeting grade level expectations. We will utilize mini-lessons/chunking, modeling, guided practice, independent practice, conferring, small and whole group instruction, and differentiation as our common, building-wide instructional practices. Data about the effectiveness of instruction is collected through formative and summative student assessments (ex. Mastery Connect assessments, Fountas and Pinnell Benchmark Assessments, exit tickets), observational data (walkthoughs, peer observations, and Marzano's formal/informal observations, anecdotal records), and student work samples. Objectives and learning targets should be identified in lesson beginning and closure, as well as posted in the classroom. Teachers are provided support for these practices through professional development at faculty meetings, PLCs, and through observation feedback/coaching cycles.All teachers have curriculum maps and implementation guides that connect the curriculum and student learning objectives to the Oklahoma Academic Standards. Daily academic standards are noted in all teacher lesson plans and monitored by administration weekly. Teachers meet twice weekly with their grade level teams, once in PLCs and once for common planning. Vertical teams are utilized at faculty meetings and other PD days to improve building consistency with instructional practices and expectations. Effective teachers are identified as grade level team leads and content ares specialists, who are then used as mentors and professional development leaders within the building. Team leads/administrators attend training through workshops and conferences, then present effective strategies and instructional practices to the school. They implement these best practices and high-yield strategies in their own classrooms, to serve as a model and support for others. Project 515 funds will allow principal and three teachers to attend a major conference (Association for Supervision and Curriculum's Empower Conference) and bring innovative, research-based literacy practices to Capitol Hill Elementary. Student have opportunities for academic assistance outside school through programs like Whiz Kids and tutoring at OCCC. Supervising teachers serve at the go-between for teachers and mentors/tutors, communicating needs and supports. School funded opportunities include intersession for below-grade level students during school breaks. Students in grades 4-6 also have the opportunity to participate in sports with the Police Athletic League. Our school will be holding academic centered events after school, such as Reading Night and Math Night. PreK students are invited to Early Birds events at CHES. Participation in these programs is monitored through attendance sheets and encouraged through giveaways of educational materials and snacks.Benchmark assessments are done through Fountas and Pinnell Benchmark Assessments, which includes running records, as well as phonics and phonemic awareness assessments. Teachers use this data to inform instruction, develop guided reading and RTI plans, differentiate instruction, and group students for guided reading groups. School-wide programs are analyzed in PLCs and faculty meetings based on student evidence, and supplemented as needed to support student growth and proficiency. Technology has been under utilized in the building previously. To make it more accessible for students, additional chromebooks purchased with Project 515 funds will provide opportunities for all students to use technology more frequently. Chromebooks will be used to access Lexia, which is a literacy program that toggles to each individual student based on their needs. Teachers will receive training on how to monitor student usage and utilize features such as the printable skill-builder lessons, which are recommended when individual students continually struggle with a specific skill. Chromebooks will also be utilized to access Myon, an online library where students can find and read ebooks based on their reading level and interests. Providing in time for students to read to self and listen to reading is a cornerstone of balanced literacy, and provides students opportunities to practice/apply reading skills they learn in whole and small groups.

Monitoring/Compliance Documentation

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

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bacherlor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualifed Teachers. (572 of 5000 maximum characters used)

We review their credentials at the school site and our Human Resources Department screens applicant's certification too. Emergency Certified teachers were used this year to help fill the vacancies at Capitol Hill Elementary. All new teachers are given a mentor teacher for guidance, and further supported through the school's full-time instructional coach. Parents were notified when teachers left their position and substitutes were used. Workshops to assist emergency certified teachers are held through the district's curriculum department at no cost to the teacher.

Monitoring/Compliance Documentation

- ''Parents Right to Know'' notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions
- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation
- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (1834 of 5000 maximum characters used)

Yearly professional development plan was developed based on school/student data, teacher feedback, and school goals. Teachers reported to duty a day early for intensive training centered around literacy instruction and implementing new literacy program effectively (Benchmark Literacy). Based upon discipline data tracked by Infinite Campus, decreasing student misbehavior was a critical need. Students were missing significant amounts of instruction due

to suspensions. Recognizing the need for system-wide change, faculty participates in monthly training covering aspects of PBIS (Positive Behavior Intervention Supports), positive classroom management practices, trauma-informed teaching, and complex Post-Traumatic Stress Disorder. Instructional support in professional development for staff is focused on improving instruction through utilizing of high-yield instructional strategies. differentiation, increasing student engagement with academic content, and using a variety of instructional delivery methods. Administrators, the instructional coach, and teacher leaders share responsibility of leading professional development, which allows for greater staff buy-in and commitment to initiatives because PD is lead by both peers and school leadership. Project 515 funds will support professional development by providing an opportunity for principal and teacher leaders to attend a professional education conference held by ASCD, and reputable education organization known for research-based practices. The expertise and strategies gained from attending the conference will be shared with staff members in grade level common planning time, PLCs, and faculty meetings. Implementation of professional development is monitored, and feedback is given, during classroom walkthroughs, peer observations, and PLC discussions.

Monitoring/Compliance Documentation

- agendas and attendance records of professional development

- documented monitoring and follow-up of professional development activities

- summaries of professional development

- site professional development plan

- individual professional development plans

- charts or graphs created to collect the professional development data

Teacher Recruitment/Retention - ESSA, Section 1114(b)(7)(A)(iv)

Employing qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide/school improvement plan should describe the strategies it will use to recruit and retain effective teachers, particularly in high need subjects.

Oklahoma Nine Essential Elements, #8

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with a neighboring school district to recruit teachers?
- Have future teachers in the community been identified?
- How have teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of new teacher orientation?
- How does an established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new and experienced teachers?
- How are teachers included in decision making, planning and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Describe the recruitment and retention plans. (1212 of 5000 maximum characters used)

The administrators review the applicant pool and those who desire an interest in the school. Candidates are screened, interviewed and given a tour of the school. Phone calls to area colleges and universities have proven to be helpful when seeking Highly Qualified candidates.Administrators and staff (certified & support) attend the district's teacher fairs and encourage those potential candidates to join the Capitol Hill Elementary team. New teachers attend the New Teacher Orientation offered by our school district. Within the site, new teachers are assigned a mentor and monitored by administrators, mentors, and the lead mentor teacher. Administrators meet periodically with new teachers to check for understanding of any academic or professional concerns. All teachers are supported by the site instructional coach.Current financial secretary is taking advantage of bilingual teacher pipeline offered by the Oklahoma City Public Schools Foundation, which pays for her college courses as she works to become a teacher.Surveys are used to solicit teacher input when making school decisions relating to resource allocation, professional development topics, and parental involvement opportunities.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies)

- evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration)

Parent and Family Engagement - ESSA, Section 1116(a)(2)

Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Oklahoma Nine Essential Elements, #5

Guiding Questions
- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement. (3002 of 5000 maximum characters used)

Parent Compacts are given out annually at Back to School Night and the first Parent Teacher Conferences. Teachers explain to parents the importance of the compact. We have allocated ink, toner and paper to cover the cost of printing.We measure the level of parent participation by the sign in sheets for conferences and parent involvement activities. Parents are given opportunities to attend Smart Start for children 2+ and Reading/Math night. Parents and students have time during and after school to gain valuable knowledge how they can partner with our school in regards to their child's academic performance. Conferences are held in both morning/afternoons, and in the evening to accommodate as many families as possible. During parental involvement nights, parents are offered educational games and materials to incentive attendance and support learning at home. Attendance is tracked using sign in sheets with the goal of continuously improving attendance from parents and students.Teachers communicate with parents through daily or weekly homework logs or behavior sheets; whichever is deemed necessary for the acceleration and benefit for their child. Folders are sent home daily with homework or notes to inform parents of upcoming events. We also use the district's blackboard connect/auto dialer to aid to update parents on pertinent information.Infinite Campus allow parents to keep track of their child's progress throughout the year through the parent portal, in addition to printed report and progress reports. Meet The Teacher Night was the first opportunity to connect with families and establish partnerships between school and home. Each grade level provided information for families to help their child be successful for the school year. Students have access to both Myon and Lexia, two literacy based educational programs, outside of school. Login information was distributed at fall conferences.Parents are encouraged to volunteer as classroom helper, morning greeter, PTA member, etc. Parents are welcome to attend breakfast and daily Rise and Shine assembly with their children. Parents attend Friday Rise and Shine assemblies to watch the leading class do their Friday Finale (sharing of their learning for the week) and honor our Scholars of the Week. Parents are informed of school events through calls, tests, and class/school newsletters.Our Parent Liaison helps bridge the Home/School connection. The Liaison is bi-lingual and

facilitates meetings by interpreting with our parents. The Liaison tracks involvement by managing the sign in sheets for each activity and will administer surveys for parents to complete. Our community partners are as follows: The Linked Church, Tinker Federal Credit Union, Capitol Hill Methodist Church, No Boundaries International, Foster Grandparents, Puckett's Wrecker Service, Whiz Kids, OCCC, and Fowler Dodge. Our partners support us either through financial or volunteer support to our staff and students.

Monitoring/Compliance Documentation

- copy of the ''Notification to Parents of the Annual Parent Title I Informational Meeting''

- agenda and attendance list for the ''Annual Parent Title I Informational Meeting''

- parent survey or other evaluation tool regarding parent involvement activities

- examples of site/parent communication

- copy of notification to parents regarding student achievement reports and test scores

- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Capitol Hill ES Family Engagement Examples-20170915014825-95687.pdf

Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions
- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (1545 of 5000 maximum characters used)

Meet the teacher night is held each year so parents to meet their child's teacher and review the expectations for the school year. Each grade level will partner with a grade level behind and above to partner read and tutor in math. Vertical team meetings occur monthly to review the curriculum and to close any gaps that are revealed through data collections. A common language is established throughout the school to keep confusion down when students transition to the next grade level. New reading curriculum (Benchmark Literacy) and school-wide expectations for literacy instruction allows for streamlining both academic content and classroom procedures across the grade levels. New students will be orientated by their teacher, grade level and vertical teams. PBIS protocols, which were introduced to teachers during preplanning professional development, help to define common language and make sure expectations are clear to staff and students. These procedures are reviewed with students during Rise and Shine assemblies, as well as in classrooms. Posters are created and we plan to utilize the poster printer to make visual displays of our PBIS expectations matrix. These posters will serve as visual cues and reminders about expectations. This will help the entire school to use common langauge and reinforce desired expectations across all grade levels.To help ease transition from 6th grade to middle school, 6th grade has been departmentalized, allowing students to transition between classrooms for different subjects.

Monitoring/Compliance Documentation
- copies of letters, flyers, and/or mailings notifying parents of transition activities
- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)

Teacher Inclusion in Data Decisions

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions

- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (1482 of 5000 maximum characters used)

Teachers are given training on ways to disaggregate data and use it to identify educational needs and craft effective lessons. Initial training revolved around using Fountas and Pinnell benchmark assessments to group students for guided reading, and analyzing student reading errors to identify necessary instructional needs. Growth and proficiency toward the Oklahoma Academic standards are monitored through anecdotal records, classroom assignments, benchmark assessments, and classroom/unit assessments. Students will be assessed according to district guidelines with quarterly benchmarks. That data will be reviewed and discussed to help teachers and administrators make decisions that will drive student acceleration. Teachers will progress monitor according to guidelines set forth by the curriculum department. This information will impact how teachers will deliver instruction during the Tier I, II & III sessions for Reading and Math.Teachers are given a "yearly assessments at a glance" calendar to help track when assessments are to be given. These dates are also listed on the staff blog and Outlook calendar. Data from these assessments is analyzed during faculty meetings and PLCs to identify areas of need on individual and school basis. Looking at student data and analyzing strengths and weakness will allow teachers to design instruction that meets the needs of students in addition to academic standards that align with the Oklahoma Academic Standards.

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar

Student Interventions - ESSA, Section 1114(b)(7)(A)(iii)(I)-(III)

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

Oklahoma Nine Essential Elements, #3, #4

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- What steps will be taken for identifying students for academic and behavioral interventions?
- How will the site determine appropriate instructional strategies?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

School Improvement - required for sites in designation
- Include how Project 515 funds will be used to support Student Interventions, if applicable.
- What steps will be taken for identifying students for academic and behavioral interventions?
- How are students monitored and evaluated for these interventions?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (4188 of 5000 maximum characters used)

Teachers and administration regularly review individual student data, class data, and school data as a faculty, in small groups (grade level teams, vertical teams, and in various committees). School data and student performance is a guiding factor in allocating resources, determining professional development needs, and identifying students who are in need of academic intervention. Classroom teachers collaborate with English Language Development teachers to identify at-risk English Language Learners for pullout services. All teachers use differentiated instruction based on student needs through guided reading as part of balanced literacy instruction.New students will be orientated by their teacher, grade level and vertical teams. PBIS protocols, which were introduced to teachers during preplanning professional development, help to define common language and make sure expectations are clear to staff and students. These procedures are reviewed with students during Rise and Shine assemblies, as well as in classrooms. Posters are created and we plan to utilize the poster printer to make visual displays of our PBIS expectations matrix. These posters will serve as visual cues and reminders about expectations. This will help the entire school to use common langauge and reinforce desired expectations across all grade levels.Teachers receive training and are shown resources to support successful Response to Intervention cycles for below grade level students. Training and resources included: how to document RTI and progress

monitoring, how to write an RTI plan based on individual student needs, and researched based interventions using Leveled Literacy Intervention kits. Progress monitoring is done weekly for RTI students and is skill-specific based on targeted objective. Before school breaks, teachers of students in 3rd-6th grade identify at risk students using Fountas and Pinnell benchmarks to recommend for intersession, which is taught in a small group setting during fall, winter, and spring breaks. PBIS is implemented school-wide, and the PBIS team meets monthly to review discipline data and develop strategies for times of day or activities where there are multiple behavior issues. Behavior referrals are entered into Infinite Campus, and individual students who have multiple referrals are targets for positive behavior interventions and, if needed, Behavior Intervention Plans (BIPs). Specific problem behaviors are targeted and replacement behaviors are modeled and reinforced. Effectiveness of behavior interventions are tracked using charts, anecdotal records, and other applicable documentation. BIPs are evaluated and potentially refined or changed at least every 6-8 weeks. Students will behavioral issues may also be referred for wrap-around services, which include referral to outside counseling agencies. Teachers may also refer individual or small groups of students to receive counseling from the school's full time guidance counselor. A school social worker is on site 1-2 days a week and works collaboratively with teachers, families, and students that receive special education services.Lexia is an online literacy instruction program that will be used by all students in the school. Lexia toggles to individual student users, so it provides engaging, differentiated instruction that supports all learners. Each student has a weekly goal for how many minutes are spent using the program. Students that are further behind had greater time goals. Using Project 515 funds to purchase additional Chromebooks will allow more students the opportunity to meet their Lexia goals.Project 515 funds will also allow administrators and teacher leaders to attend breakout sessions related to culturally-relevant best teaching practices, academic and behavioral interventions, and effective PBIS implementation. These strategies will be brought back to the school by the participants and shared with school faculty and staff during professional development sessions and PLCs. Implementation and effectiveness will be evaluated in PLCs and staff meetings, classroom observations, data analysis, and reflective surveys.

Monitoring/Compliance Documentation

- written assessment and intervention plan

- evidence of monitoring and evaluation of students receiving additional assistance

- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The application has been approved.

Consistency Check   Lock Application   Unlock Application

Consistency Check was run on: 10/9/2017

LEA Data Entry submitted the application for review on: 10/9/2017

LEA Administrator submitted the application to OSDE on: 10/9/2017

Program Review completed on: 10/12/2017

Final Review completed on: 10/15/2017

Selectable Application Print

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

Requested Prints will be processed on the hour, from 8:00AM to 8:00PM, Monday Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

Request Print Job

☐ Schoolwide

Request Print

Requested Print Jobs

Requested by Terry Fraley on 11/7/2017 12:08:31 PM

Completed Print Jobs