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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - A0 - 0165 COOLIDGE 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

OSDE

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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

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Teachers

Name

K. Barton

Constituent Group

Teachers

Name

J. Harden

Constituent Group

Teachers

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. (1616 of 2000 maximum characters used)

The Coolidge Leadership Team meets Wednesday afternoons to review and discuss ways to create a cohesive learning environment. Professional Learning Community meetings are scheduled a minimum of once weekly. During PLC's teachers discuss data, student success and challenges, ways to improve instruction, vertical alignment, and professional development needs and resources. 2017-2018 faculty and staff will include 1 instructional coach & 1 interventionist to assist teachers with professional development Coolidge Smart Goals and struggling students. Coolidge Elementary Academic Goals for 2017-2018 All Students WILL achieve academically. Reading: Increase reading proficiency by at least one grade level. Math: Increase math achievement by 10% with 80% mastery of math facts on grade level. Student Attendance: Increase student attendance to 97%. Increase Faculty Attendance to 98%. How is data that is used to determine school needs collected and analyzed? Pull reports and discuss during PLC meetings, data folders, and faculty meetings, team grade level meetings, and parent teacher conferences. Identified struggling students will work with interventionist to as Tier 3 intervention for reading and/or math. The leadership team uses data to determine resources needed for the school to help students with their academic achievement. Google surveys are used to assist in technology software purchases. Purchase additional ChromeBooks for classroom use to be checked out by classroom teachers for student use. Purchase I-pads for classroom and teacher use. Data from technology is tracked weekly.

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. (1894 of 2000 maximum characters used)

Coolidge Elementary School is a school wide Title I site in the Oklahoma City Public School district. We serve students in grades PreK thru sixth grade. The total enrollment for Coolidge Elementary School 2017-2018 school year on September 11, 2017 747 students. 96% of the student body are eligible for free and reduced lunches. The student enrollment by ethnicity is 540 Latino, 32 American Indian, 3 Asian, 57 African American, 75 White, 38 Biracial for a total of 744 students. . The percentage of Special Education students is 10%. Average days absent per student is 9.6. 378 students are male, 366 are female. The Coolidge Leadership Team meets Wednesday afternoons to review and discuss ways to create a cohesive learning environment. Professional Learning Community meetings are scheduled a minimum of once weekly. During weekly PLC's teachers discuss data, student success and challenges, ways to improve instruction, vertical alignment, and professional development. Coolidge Elementary school had 88% parent participation at conferences. Average parental attendance for breakfast and Rise N Shine is 90 adults. Parental attendance at the Reading Sufficiency Act was only 57 adults signed the sign in sheet although there were 100 adults present. Coolidge Elementary follows OKCPS curriculum. Additional instructional strategies and programs include, but are not limited to, intensive small group tutoring through the small group instruction for at risk learners who are not identified as English Language Learners, Leveled Literacy Intervention for kindergarten through sixth grade, and an extended learning calendar in the form of Intercession. Student achievement is measured using F & P assessments, benchmark exams, teacher created assessments, and CRT tests. Coolidge Elementary utilizes OKCPS Response to Intervention protocols to address struggling learners.

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. (1987 of 2000 maximum characters used)

Data sources for quantitative and qualitative review include the OCCT, F & P assessments, Benchmark Assessments thru Mastery Connect formative tests, Unit Tests, grade level assessments, Student and Teacher Attendance, Anecdotal Records on student academic achievement and behaviors. Formative and Summative Assessments both below level, on level, and above level. Quarterly Grades (Report Cards) . Data is pulled from reports and student achievement is discussed during PLC meetings, and faculty meetings, team grade level meetings, and parent teacher conferences. The leadership team uses data to determine resources needed for the school to help students with their academic achievement. Google surveys are used to assist in technology software purchases. Data folders and kept for all students in K - 6th grade, Data from technology is tracked weekly. Master schedule is created with input from faculty. The schedule includes a 90 minute reading block, 60 minute math block, and 45 minute of interventions daily. Announcements are made prior to 8:20 a.m. during Rise and Shine assemblies to limit classroom interruptions. Grade levels review data and identify power standards. Data from assessments will be reviewed, discussed and used to guide planning and instruction. The Coolidge budget is discussed and decided by the Leadership Team. The budget is aligned specific needs of students by using the data and informal observations available to school personnel according to state and federal guidelines. The Coolidge leadership team meets once a week to discuss and plan current and future budget needs. The Title 1 budget is created to meet specific needs identified and research based. The leadership team loops information continuously with grade levels for feedback and planning. Smart Start and Early Bird sessions will be help to bridge the gap from early childhood to the first year of school. The leadership team met and decided on the budget for staffing

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. (1354 of 2000 maximum characters used)

Use of technology for interventions and progress based learning has increased for the building. Leveled literacy kits are used for both small group instruction both remediation and enrichment. Teachers are checking out mobile technology - I-pads, Chrome Books for class work and online programs. Title I assistants are vital to the small group interventions and project based learning. Manipulative are used as a supplement for whole group instruction and learning stations. During intercession the manipulative, technology, and learning resources are used to assist students in their learning. Weakness: Reading Benchmark 377 students are identified as At Risk thru the F & P assessment. Kinder: 7.6%, 2016 Data: Quarter 1 discipline events: 19, 1 suspension. Quarter 2 discipline events: 99, 15 suspensions, 3rd Quarter discipline events: 81 with 22 suspensions. Average days out: 1.7. How is data that is used to determine school needs collected and analyzed? Pull reports and discuss during PLC meetings, data folders, and faculty meetings, team grade level meetings, and parent teacher conferences. The leadership team uses data to determine resources needed for the school to help students with their academic achievement. Google surveys are used to assist in technology software purchases. Data from technology is tracked weekly.

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.

(2261 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. Skyline Ministries partners with Coolidge to provide uniforms for families facing emergency economic circumstances. Mid-America University sends 10 - 12 university students to tutor 3rd grade students during the spring semester one on one. Partners in Action have funded teacher appreciation as well as providing tri-fold boards for Science projects. Meyers Appraisals has provided incentives for students including bikes, soccer balls, sidewalk chalk, school t-shirts. QuanTEM Environmental Laboratory and QuanTEM Food Safety Laboratory provide new school uniform shirts for the school uniform closet. School professional development is provided by the leadership team, PBIS team for common procedures for Coolidge. Training includes expectations in teaching students procedures for the school and life principals. Daily Rise N Shine school community gatherings daily to review expectations

and celebrate successes. Weekly class leadership for Rise N Shine. Students receive monthly student of month for life principles. Parent Liaison is in the will be returning to coordinate and restart the Coolidge P.T.A., 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. Coolidge 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. In The Gap provides tutors and character education for Coolidge students to increase the percentage of students who demonstrate proficiency in reading.

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?

School Improvement - required for sites in designation

- 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 (5000 of 5000 maximum characters used)

The principal of the building is evaluated using the Marzano School Leader Evaluation tool. Additionally, the principal participates in book studies including Leveled Leadership. Procedures and processes are under continual review to redirect and focus on a student centered atmosphere. Discussions are held regarding large gaps from class to class in student achievement and grade to grade on student achievement. The goals and review of the goals are done frequently through PLC meetings, faculty meetings, and classroom walk-throughs. The #3 - Academic Performance Instruction. The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance. A master schedule is created with input from the scheduling committee. The schedule includes a 90 minute reading block and a 60 minute math block with a 45 minute intervention block. The schedule has reduced the amount of disruptions to instruction by limiting announcements during the instructional day. Morning announcements are made prior to 8:20 a.m. in the daily "Rise and Shine" assemblies and afternoon announcements will be made by 3:05 p.m. daily. Lesson plans are uploaded to the Google Drive weekly and reviewed by administration to ensure quality instruction. Core classroom instruction Grade levels review data and identify power standards. Vertical teams will then meet to discuss and review standards across grade levels. Data from assessments will be reviewed, discussed, and used to guide planning and instruction. Data from assessments are reviewed, discussed, and used to guide planning and instruction. The teacher will provide the first step in the intervention process. All classroom teachers will devote a minimum of 45 minutes per day to small group Reading instruction and interventions. Leveled Literacy Intervention Kits are used by all grade levels to provide differentiated instruction. Teachers utilize leveled literacy kits, leveled readers, MyOn, and Scholastic News for interventions and instruction. Administrators will also assist with professional development to infuse technology into classroom instruction and instruction in best teaching practices. We will use an assistant to work with classroom teachers to facilitate small group instruction with identified students. In order to motivate students and make the connection between effort and achievement, the leadership team agreed that students need to be regularly tracking their achievement in a student data binder. Acceleration Support will be offered in the form of offer intersession courses to students needing additional assistance in the areas of Reading and Mathematics. The intersession students will occur in March. Students will be identified for the intersession courses based on weekly assessments, benchmark exams, and classroom performance. Think Thru Math is used in grades 4 - 6 for differentiation in math. Lexia is used for intervention in literacy. Technology: Coolidge Common Procedures include procedures for use of technology. Students, faculty, and staff are trained in the common procedures for checking out and caring for technology so that it is used to increase student achievement. Coolidge will subscribe to three online programs to provide remediation, practice, and enrichment for students: BrainPop Complete (Brainpop, Brainpop Jr.) MyOn, and Star Fall, Lexia, Imagine Math. PBAI programs are researched based to increase student achievement. Each classroom is equipped with a SmartBoard and document camera. intensive interventions, after school tutoring, and center time. Increase skills for reading and math (Extended Learning Time) Research based instruction/practices Administrators will also assist with professional development to infuse technology into classroom instruction and instruction in best teaching practices. We will use an assistant to work with classroom teachers to facilitate small group instruction with identified students. Computer hardware includes: I-pads, Chrome Books, Computer labs (2). Software for technology includes StarFall, BrainPop, MyOn, and Think Thru Math. Coolidge will subscribe to three online programs to provide remediation, practice, and enrichment for students: BrainPop MyOn, and Star Fall, PBL Project & Beyond. Additional Chromebooks will be purchased for classroom use. All programs are researched based to increase student achievement. Administrators will assist with professional development to infuse technology into classroom instruction and instruction in best teaching practices. We will use an assistant to work with classroom teachers to facilitate small group instruction with identified students. Great Expectations and PBIS training will be implemented to improve student success. All Coolidge Faculty will be trained in utilizing technology in the classroom to support academic achievement including

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 bachelor'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 Qualified Teachers. (3042 of 5000 maximum characters used)

All teachers of core academic subjects and instructional paraprofessionals are highly qualified. Coolidge Elementary school has 100% of our teachers are professional are highly qualified according to district and state guidelines. All teachers will motivate students to learn with highly engaged lessons, differentiated instruction, and small group interventions. Teachers will have the support of grade level teams, professional learning community meetings, and administration to ensure success. All teachers conduct peer observations each quarter. OKCPS Human Resources does not hire a teacher unless they are highly qualified for the position. Highly effective teachers are recruited through university programs, Teach for America and Urban Teacher Preparation program. Implementation of the Marzano Evaluation system has provided teachers with the professional development needed to improve instruction. This indicator is assessed using formal and informal observations, peer observations, walk throughs, lesson plans, and frequent review of the data. Teachers do peer observations thru Instructional Rounds. Administration conducts walk throughs with feedback, review lesson plans using a rubric using Marzano and formal observations. Instructional Rounds occurs a minimum of once a month. Teachers received training for the Marzano model during grade level meetings and professional development provided by the district and the school. Coolidge Elementary is participating in the instructional coach program. One instructional coach was hired for training and support of teachers. A lead mentor teacher as well as lead literacy and lead math teachers have been identified in the building to work with both entry level and experienced teachers. Entry level teachers receive training not only from the district and administration, but also with their assigned mentor and instructional coach to give additional support and professional development to assist in developing their pedagogy skills. The instructional leader sets clear goals for the learning environment, allocates financial and fiscal resources to support instruction, provides input on the district curriculum, reviews lesson plans and evaluates teachers. Learning is given top priority and the instructional leader schedules time in the day to be in the classroom providing feedback to the teachers, praising student work, and acknowledging what teachers are doing. Grade levels review data and identify power standards. Power standards are standards which have enormous impact on student learning. Vertical teams then meet to discuss and review standards across grade levels. If a class has been taught for more than four (4) weeks by a non-highly qualified teacher parents are notified by letter in their child's Thursday folder. Grade levels review achievement data and identify power standards. Power standards are standards which have enormous impact on student learning. Vertical teams will then meet to discuss and review standards across grade levels.

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. (2265 of 5000 maximum characters used)

Professional development will be offered based on analysis of data and the needs identified by individual teachers during pre-conference meetings and growth plans developed by teachers. Numerous professional development opportunities will be offered throughout the year in the areas of Great Expectations, small group literacy centers, Response to Intervention training, differentiated instruction, integration of technology, reading strategies, math

strategies, student engagement, classroom management, Writers Workshop, Readers Workshop, Guided Reading, running records and work stations. These training will increase student motivation, student engagement, depth of knowledge, extend vocabulary, reduce student discipline referrals, and increase higher level thinking. Data for academics and behavior will be assessed and reviewed frequently to determine the most beneficial professional development needed in a specific area. Training's will be developed by not only administration but also by highly-qualified classroom teachers and the instructional coaches working with Coolidge Elementary. Coolidge Leadership Team meets every Wednesday to review and discuss ways to create a cohesive learning environment. Professional Learning Community meetings are scheduled weekly to discuss data, student successes and challenges, vertical alignment, professional development as well as ways to improve instruction. Programs are researched by the leadership team to provide remediation and intervention to struggling students. Teachers update data charts weekly. Instructional/pacing guides will be modified as needed. Data will drive decisions gathered from F&P assessments,, teacher created common assessments, benchmarks and the CRT. Administrators will assist with professional development to infuse technology into classroom instruction and instruction in best teaching practices. Administrators, lead mentor teachers, and instructional coaches will assist with professional development to infuse technology into classroom instruction and insure that classroom instruction implements best instructional strategies. Professional development will be provided by administration, instructional coaches, and teacher mentors for the leveled reading library.

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. (1903 of 5000 maximum characters used)

School leadership will attend job fairs sponsored by Oklahoma City Public Schools. Potential job openings are also sent to Teach for America, Urban Teacher Prep Academy, and word of mouth from student teachers from University of Central Oklahoma and Mid America University. The leadership team is also working with lead teachers to put the word out about potential openings at the school. All certified and support positions are posted on the OKCPS website. Future teachers have been identified through the UTPA program as well as student teachers from Mid America University and the University of Central Oklahoma. When a job is available it is posted on the OKCPS job site. New Teacher Orientation: A Coolidge New Teacher handbook was developed by the leadership team and the lead mentor teacher. New teachers or teachers that are new to the district meet with administration and/or the instructional coaches weekly to discuss ideas, concerns, requirements, upcoming events, and instructional strategies for students. Each grade level team has a lead teacher and there is a lead mentor for both reading and math instruction. The collaboration of new and experienced teachers help build the instructional skills of both. Instructional rounds allow teachers regardless of their experience level an opportunity to learn from each other. Allowing time for discussion afterwards helps calibrate strategies in the building so they are implemented with fidelity. OKCPS offers financial incentives to teachers for advanced degrees and years of service. Teachers who meet qualifications are encouraged to apply for leadership positions in the district including but not limited to the instructional coaching position. Teacher collaboration is encouraged through a common plan time within grade level teams. Lead and mentor teachers work

with administration to ensure that teachers are supported.

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. (3360 of 5000 maximum characters used)

Parent Liaison works with community and faculty members. The Parent Liaison will work with faculty and parents to increase community involvement. Community involvement opportunities include Smart Start twelve times during the school year for infants and toddlers not yet in school, Early Birds three Saturday's during the school year, Transition Day for 6th grade to learn about opportunities they will have in middle school, Math Night, Reading Night, Science Night, Health Fair, RSA night, Open House, Meet the Teacher, Super Kids Day, Talent Show, Friday Finales with classes leading them, Student of the Month, Quarterly Awards Ceremony, Parent Teacher Conferences. Parent communication is encouraged through weekly student folders, monthly newsletters, Blackboard Connect telephone messages, flyers, phone calls home, and conferences. Numerous meetings are scheduled throughout the year ranging from Meet the Teacher, Title 1 Parent Meeting, Parent Teacher Conferences, R.S.A. meetings, Reading Night, Math Night, Honor Choir, Robotics, a Health Fair as well as PTA meetings. Notification of all meetings go home in Thursday Folders as well as through the utilization of Blackboard Connect (phone/text/email). Monthly newsletters are sent in English and Spanish as well as being uploaded to the school Website. These newsletters inform parents as to upcoming events/opportunities for involvement as well as providing notification regarding individual student progress made during the week and at the end of each quarter. Attendance at these meetings is collected and incentives provided to families as a way to increase parental interaction/involvement between school and home. There is also a Coolidge website: <http://okcps.coolidge.schooldesk.net> and a Facebook page with information about the school. Coolidge Elementary will continue hosting Smart Start and Early Bird programs because these events are well attended in the community. Flyers are posted in the building and sent home with students, phone calls, text messages, and email messages are sent to families announcing the events. The school marquee also lists dates of upcoming events. Writing paper, handwriting paper, dry erase markers, wet erase markers, chart paper, writing journals, pencils, erasers, notebook paper, computer mice, pencil grips, scotch tape, dry erase tape, crayons, markers, manipulatives for counting, dice, plastic folders, grid paper,

rulers, colored pencils, paper, toner, ink for classroom use and with parent engagement/family night/math night/science night/reading night. Frog Family Fun Pack kits for engagement nights. Home and School Connections Reading for parents. pencils, books, Nickys folders for homework (parent notes, etc. \$1.20 each) book bags, bulletin board paper for community boards and data boards for parents, highlighters, books for Reading and Math Night, play dough, grid paper, manilla folders for board games, snacks for parent involvement, Snacks for literacy night, math night, books for Smart Start Community Partners: J.A. in a day, In the Gap character development Fridays, PALS for 6th athletics, Sons of the American Revolution provide life history lessons that are aligned with OKCPS curriculum and state standards. Mid-America University brings students to tutor/mentor 3rd grade students identified as as risk.

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.

Choose File no file selected

Uploaded Files:

[123 Play With Me English CLDG-20170911125755-10191.pdf](#)
[123 Play With Me Spanish cldg sp-20170911125803-10191.pdf](#)
[Coolidge Elementary COMPACT-20170911123657-10191.doc](#)
[Coolidge Elementary Parent Iinvolvement Policy-20170911114920-10191.doc](#)
[Coolidge Elementary Parent Iinvolvement Policy-20170911123709-10191.doc](#)
[Coolidge SMS Delivery of Title 1 notification to Parents-20170911123559-10191.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. (1987 of 5000 maximum characters used)

Prek in the building. Smart Start, Early Birds Smart Start/Early Birds:OKCPS Early Childhood Department works in cooperation with Smart Start Central Oklahoma to provide Early Birds and Smart Starts in schools (parenting classes to support children entering school ready to learn). Smart Start meets twice a month at Coolidge Elementary and is well attended. In addition, Early Birds meet three times a year at Coolidge Elementary with sessions in Spanish and English. Notices are posted in the school, sent home with students in Thursday folders, parents are called in English and Spanish, email messages and text messages are sent announcing the upcoming events. Coolidge Elementary will continue hosting Smart Start and Early Bird programs because these events are well attended in the community. Flyers are posted in the building and sent home with students, phone calls, text messages, and email messages are sent to families announcing the events. The school marquee also lists dates of upcoming events. There are four prekindergarten classes in the building. All day preschool is available to neighborhood students on a first come first serve basis. Preschool students have breakfast and lunch in the school cafeteria, and attend P.E. , music, art, computers, and library once a week. 6th transition to middle school: The counselors from the middle school come to Coolidge in the spring to meet with students and go over course selection for the next year. Students are encouraged to attend the middle school Open House in the spring. Coolidge has increased our focus during PLCs to focus discussion on student achievement which included identifying key transition points to eliminate unnecessary overlaps and close curricular and classroom gaps. Lesson plans are looked at by administration and revised each quarter by all teams after evaluation of student learning needs. This sustains and increases our level of effectiveness in curriculum vertical transitions.

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. (3354 of 5000 maximum characters used)

The master schedule is created with input from the scheduling committee. The schedule includes a 90 minute reading block and at least 60 minute math block for students. Administration has reduced the amount of disruptions to instruction by limiting announcements during the instructional day. Morning announcements are made prior to 8:20 in the daily "Rise and Shine" assemblies and afternoon announcements will be made by 3:05 p.m. Teachers are required to have bell work beginning at 8:20 a.m. Lesson plans are uploaded to the Google Drive weekly and are reviewed by administration to ensure quality instruction. At risk learners are identified and interventions are included in the lesson plans. Leadership team meets Wednesdays to review and discuss ways to create a cohesive learning environment. Professional Learning Community meetings are scheduled weekly to discuss data, student successes and challenges, ways to improve instruction, alignment, and professional development. Student data is analyzed on a weekly basis to identify student achievement gaps. Do teachers receive professional development on the multiple ways to disaggregate data? PLC Meetings and with lead teachers. PLC meetings are held weekly. RTI interventions/data collection 2x per month. In addition the leadership team reviews data. Leadership team meets weekly - focus on data 1 - 2 times per month. Literacy coaches have been included in the budget to assist with professional development opportunities for teachers. Professional development is available online as well as in meetings that include make and take, and modeling of strategies. PLC meetings are held weekly and include instructional walks so that teachers have an opportunity to observe teaching strategies across grade levels. Mastery Connect will be implemented in the 2016-2017 school year. Teachers will analyze data from student assessment to determine interventions needed and develop strategies for those interventions. A post test will then be given to students to determine if the interventions were successful. Administrators, lead mentor teachers, lead instructional teachers, and instructional coaches will work with the teachers to develop the interventions necessary for student achievement. How will teachers apply student data to strengthen classroom instruction? Leveled Literacy Intervention and small group instruction for students identified through formal and informal assessments needing interventions for reading and math. Mastery Connect data will be analyzed to determine interventions needed for students. Lesson plans are discussed and revised after evaluation of student learning needs. Data reviews and benchmark reflections are part of the learning environment at Coolidge. In addition to the district data reviews, administrators meet with all teachers to review data on student achievement based on the Oklahoma Standards. The school schedule was developed so that all grades PreK - 6th have a scheduled time to meet weekly with administrators to discuss data and teaching strategies. Common assessments and district benchmarks are analysed to determine gaps in learning and intervention strategies. After gaps in learning have been identified and strategies determined classroom teachers work together to provide interventions to students.

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. (2027 of 5000 maximum characters used)

Teachers, administrators, and paraprofessionals have opportunities for professional development on site as well as online. The district and site professional development includes Great Expectations, PBIS, technology, reading and math strategies, and leveled literacy interventions. Paraprofessionals are invited and encouraged to participate in all site based professional development opportunities. Professional development is offered based on analysis of data and the needs identified by individual teachers during pre-conference meetings and growth plans developed by teachers. Response to Interventions, Positive Behavior Interventions and Supports, Differentiated Instruction and flexible groups RTI - What training have teachers received on individualized instruction and/or varied instructional strategies? Leveled Literacy Intervention Kits are used for tier interventions. PBL Project & Beyond for use with Gifted and students interventions. Imagine Math and Rocket Math are used for math interventions. Students are monitored and evaluated through common assessments, district benchmarks, and annual OCCT testing. Positive Behavior Interventions and Supports and Response to intervention are used to assist in identifying students who require academic and behavioral interventions. Behavior plans are developed for individual students with the assistance of the classroom teacher, parental input, special education teachers, PBIS Team, and administration. Appropriate instructional strategies are research based and

directed by the district. Administrators and instructional coaches are trained by the district. The Marzano evaluation tool, student data, and classroom instructional rounds will be used to determine if the academic strategies and behavioral strategies are effective. Gifted students are identified thru district testing. Interventionist works with gifted students on a weekly basis. Technology including Chromebooks and I-pads are used in the classroom for differentiated instruction.

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: | 9/14/2017 |
| LEA Data Entry submitted the application for review on: | 9/14/2017 |
| LEA Administrator submitted the application to OSDE on: | 9/26/2017 |
| Program Review completed on: | 10/5/2017 |
| Final Review completed on: | 10/9/2017 |

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

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[Requested by Terry Fraley on 11/7/2017 11:56:31 AM](#)

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