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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - F6 - 0268 HILLCREST 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

**Program
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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	William Lynch
Constituent Group	Technology Representative
Name	Mitsy Shaklee
Constituent Group	Technology Representative
Name	Elivia Jasso
Constituent Group	Parents
Name	Jennifer Diaz
Constituent Group	Teachers
Name	Lucy Alvarez
Constituent Group	Parents
Name	Ana Vargas
Constituent Group	Paraprofessionals
Name	Allen Valtierra
Constituent Group	Students
Name	Esmeralda Dehuma
Constituent Group	Students

Name

Gary Duncan

Constituent Group

Teachers

Name

John Soderquist

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. (959 of 2000 maximum characters used)

We would like to see Hillcrest become the hub of our community where children are actively engaged in rigorous learning activities, parents volunteer and become part of their child's educational process and community partnerships flourish. Teachers have high expectations for all learners and utilize best practices in the classroom. Data is used to plan teaching and learning for both staff and students. We eventually would like to see instruction individualized based on student need and will begin with various differentiation strategies. There is a positive environment and school-wide procedures in place. All students, staff and parents are on the same page when it comes to school-wide procedures. Students are feel safe, healthy, happy and are growing academically, socially and emotionally. We work as a team to ensure all student needs are met starting at the most basic level by partnering with community and providing wrap-around services.

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. (1113 of 2000 maximum characters used)

To create a school profile, it is crucial to start with a leadership team that has representation from all stakeholders. This should be a "picture" or a snapshot of what is occurring on a day to day basis. Student data should be used in creating the profile. This data should include student performance in Reading, Math, Writing and all subject areas, discipline information, attendance information and observational information from staff, students, parents and community. The school-wide curriculum should be assessed to determine if it is meeting the needs of all learners. School resources should be reviewed. Teacher and administrative professional development strengths and weaknesses should be assessed. School climate and safety should be reviewed through student, parent, staff and community interviews or surveys. Parent and community involvement should be assessed. After reviewing all of these various data points, the school leadership team can come up with a picture or a snapshot of the school's profile and this profile can be used to encourage partnerships, disseminate to stakeholders and

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. (568 of 2000 maximum characters used)

Oklahoma City Public Schools uses STAR 360 Reading and Math and edusoft benchmarks to assess student performance. This data can be accessed and organized into reports and graphs by teachers and administrators. OCCT (State Testing) data is available and accessible on-line by principals through the measured progress website. Progress monitoring is completed through the STAR 360 systems. Attendance data and discipline data is available through terms. Teacher assessments (formative, summative and mini) are utilized throughout each grade level and are available.

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. (430 of 2000 maximum characters used)

Data should be collected from of STAR (Math and Reading), OCCT (all tested areas), attendance, discipline data and other informal data sources. Leadership or other PLC teams should review and analyze data and create lists of strengths, weaknesses/areas of change and critical needs. Teachers should discuss data through open collaboration and important data points (Math, Reading, Attendance and Discipline) can be disseminated.

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.

(0 of 5000 maximum characters used)

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 (3261 of 5000 maximum characters used)

Scientifically based strategies currently used in the classroom are questioning strategies (ask, wait, call/ higher level question / DOK- raising level of questioning). Currently there are several scientifically-based strategies that are used including technology integration with i-Pads, laptops and new for 2017 chrome books, SIOP, multi-sensory phonics, EveryDay Math, Great Expectations, Balanced Literacy using Benchmark Literacy resources, Flexible reading and math groups, FOSS Science and ELD strategies. Teachers are required to use small group work and instruction which has increased differentiation, personalized learning and engagement. Teachers are using small groups daily for guided reading instruction. Writing workshop is being implemented and writing should occur across all content areas. Teachers are additionally incorporating hands-on activities, flexible grouping, differentiated instruction, personalized learning, positive behavior interventions and project based learning. These strategies will be monitored through walk-throughs which are documented in walk-through folders and observations which are documented through i-observation by administrators. Teachers will post student friendly "I can" statements and we have lead teachers in Reading, Writing, Math, LA, Social Studies and Science that will attend summer training in a train the trainer model. Additionally, we will have an instructional coach to assist. The OKCPS Curriculum department has aligned all district standards and curriculum to OK State standards in May of 2016 and these will be available to the teachers in June of 2016. New curriculum and resources were provided at the district level for these standards beginning in the fall of 2017. Lead teachers and the instructional coach will be trained in curriculum and standard alignment. Upon review of districts work, teachers will create curriculum maps or pacing calendars if needed (our district has provided these in the past). Teachers will collaborate weekly in grade level teams and monthly in vertical teams ensuring the curriculum taught is aligned to standards and student data is reviewed. OKCPS offers four extended year programs: fall intersession, winter intersession, spring intersession and summer reading academy. OKCPS uses Fountas and Pinnell assessments as well as, comprehensive benchmark snap shots and performance assessments. Mastery Connect is now available for all schools as a resource. Student performance data is analyzed in weekly PLC meetings. All classrooms have Smart Boards, document cameras and many have student response systems (clickers). In addition our school has two laptop carts, two iPad carts and this year, chrome book carts for check-out. Teachers integrate technology into lessons to engage learners. We are working on implementing a "Balanced Approach" to reading this year. We use Benchmark Literacy along with our recently purchased book room in an effort to provide access to leveled readers for all teachers and students. Everyday Math curriculum is now incorporated in our district's Math Bundles along with other resources and manipulatives from Hand 2 Mind. All students have access to hands-on Title I materials for Math and Reading.

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. (2021 of 5000 maximum characters used)

All teachers and Para Professionals are highly qualified as required by our district and state. If for some reason we must have a substitute that is not highly qualified then the parents are notified. We use a specific template based off an example from the state and district to notify our parents of any persons working with students that are not highly qualified. This is a very rare occurrence. Additionally, we use the Marzano teacher evaluation system is made-up of indicators that are effectively research-based practices. Teachers are evaluated on these best practices. The evaluation process is a yearly on-going process that is made-up of formal and informal evaluations (both announced and unannounced), walkthroughs, pre and post conferences and continual collaboration about Marzano/TLE during PLC and staff meetings. Additionally, at Lee we keep walk-through folders in each classroom. These folders contain a calendar, a copy of the Marzano Instructional Map, Peer Conference forms and a copy of Great Expectations Practices. Administrators complete walk-throughs and leave feedback on in the folder weekly. This feedback documents best practices observed or ideas for implementation of best practices. Finally, Our district has practices in place to ensure ineffective teachers are not transferred from building to building. District teachers must interview with other principals and "offer" a position. Before, offering/accepting a transfer; principals must check files of employees (which include evaluations) and have approval from central office. Central office simply does not support or permit a principal to transfer an ineffective teacher. Hiring committees are developed and complete resume/experience checks, references checks and a first interview, if the committee determines the candidate would be a strong instructional practitioner and a good fit with the climate and culture of the school a more formal interview is conducted and the principal speaks to the latest employer.

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. (2597 of 5000 maximum characters used)

The building administrator is starting year 2 at our school, along with the icoach and remedial specialist we have for the 2017-18 school year they have created a flexible needs-based professional development calendar. We know that it must be flexible as it is based on student and teacher need by data analysis. The leadership team as well as, all teachers will have input in their professional development. We are implementing a new reading program this

year and are working on the climate of our school. We will focus a great deal of our professional development plan around the areas of PBIS (positive behavior interventions), balanced literacy using Benchmark Literacy resources, guided reading, small group work, active/hands-on learning, student engagement, differentiated instruction and flexible grouping. We will also continue to use Great Expectations 17 best practices as a resource as these practices lead to increased rigor. These practices align with Marzano's strategies which is our district's model of instruction. In an effort to increase rigor, as the new OKCPS and Oklahoma standards require we will be working with the curriculum department, great expectations, K-20 center and other district resources. The principal will be returning to OU/K-20 Leadership training. A select group of staff members have been trained through Summit Personalized Learning. The remedial specialist, icoach, computer lab assistant, principal and selected teachers are working with personalized learning with our upper grade students. Through the use of technology (chrome books), professional development and implementing personalized learning curriculum with fidelity. Professional development is monitored through feedback surveys from teachers and implementation monitoring through walk-throughs and observations. Teachers are supported by the administrators, the instructional coach and through peer feedback. Teachers and administrator professional development plans will be implemented in the next year as we move forward with new administration. Our school has set aside funds for stipends so that teachers may be paid for their time for professional development. Professional development should effect instruction and will be tracked through student data. Team leaders, building lead teachers, peer coaching and teaming, instructional coaching and administrators will support teachers in implementation of professional development and assist teachers in sustaining implemented professional development. Walkthroughs will be completed often with frequent positive feedback.

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. (2288 of 5000 maximum characters used)

OKCPS school district hosts an annual job fair. The district promotes the job fair among local universities as well as with out of state colleges. The principal utilizes district website to identify potential candidates and sets interview schedule. Members of the building Instructional Leadership Team participate in conducting interviews and selecting teachers. Teachers and paraprofessionals must meet highly qualified status. Through the use of Title funds in 2017-18 we will be able to have additional staff members working in our school in an effort to increase student achievement. We have an icoach that will assist with professional development and teacher coaching, a technology (or computer lab) assistant that will assist with technology integration, a remedial specialist that will work with students in reading and math as needed, a bilingual assistant that will help serve our ELL population, a teacher assistant that will assist students in the classroom and a parent liaison that will provide out-reach to families and community. Retention: OKCPS offers a teacher orientation prior to the beginning of school each year. Teachers are offered training and support opportunities throughout the year at the district level. Within the building, Willow Brook builds in support systems for new teachers. Any teacher new to the building is assigned three support team members. The assignments are made utilizing a teacher from the same grade level, a teacher from the same hallway (proximity), and a teacher from another part of the building. The three support members are responsible for assisting the new staff member in basic school operations as well as providing support through identification and attendance of professional development. The support members work closely with each new member through classroom visit and informal discussion.

Principals gather information on needed training support through walk-through observations, conversations, academic data, surveys and discipline data. Professional development may consist of small group training on trend items or one-to-one training on specific area of weakness. Each staff member selects a personal and professional goal yearly. Goals are monitored for progress recording in Teacher Leader Effectiveness (TLE).

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. (3245 of 5000 maximum characters used)

Parental involvement is crucial. In the recent years our leadership team has learned a great deal about how to successfully involve parents. We know that it is crucial to have many opportunities for parents to come into our building. Hillcrest previously averaged approximately 2 parental involvement events per year and participation was average to low. Last year we had over 8 events with excellent participation. We plan to keep this up in the coming school year. Our Parent Liaison works with teachers, parents and community in an effort to increase engagement and student achievement. We know that great participation can occur when the guidelines/procedures/expectations are followed. When notifying parents two notes must be sent home, two call-outs are sent, the information will be posted on the website, a message through our mobile app school connect will be sent, parents will receive a calendar of events and verbal reminders are given at dismissal times. Parents are additionally encouraged to come as we have some type of student performance at each parent out-reach activity. Snacks are served and resources/ materials are provided such as books for students to read with their families or academic activities. This year we will have a Parent Liaison that will assist us in organizing events, assisting in developing communication with parents and building our volunteer program. We will begin to provide grade specific parental involvement so that parents are well informed about their child's academic goals, expectations and how they can help their students be successful. Each grade level will be charged with hosting at least one parent-outreach activity in the school year. Grade level teams will need to secure a translator and plan activities that will not only inform parents about school but teach parents how to help their child at home. Parents should also be given tips on parenting, homework, behavior points, and how to support the school. Grade level teams will be responsible for following procedures for notifying parents and have students prepared to perform/present some type of presentation. This can be a poem, song or any activity in which the students are showcased. We will also host parents every day for classes or activities during National Parental Involvement week in November of each year. Through our parent surveys (that will be given in the fall and the spring), our parents help determine what activities they would like to

see at our school. We will have some type of performance from each grade level either at a grade level parent involvement night or another scheduled event such as a Christmas program, Talent Show or Spring Fling. Other parent involvement activities in addition to the grade level hosted parent involvement nights, grade level music programs and national parental involvement week may include: "Meet the Teacher", Open House (or another whole school activity), Title I Night- Reading Night- we will share our Title I plan and introduce our Reading Challenge, "Trick or Read Night", Fall Carnival, Talent Show, Mother's Day Tea, Family Cookout, school wide beautification day, Turkey Bowling Literary Night and Super Kids Day (Parents will be volunteering this day).

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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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. (1999 of 5000 maximum characters used)

Transitions: Pre-Kindergarten - Kindergarten and 6th grade to middle school are our sites transitions. Hillcrest will host Smart Start for students that are 0-5 years of age, four times per year to monthly. Early Birds is available through the district for all parents. Pre-K will host a Preview Day in spring for students enrolled in the fall. We also will offer Smart Start Classes to families in our area. These classes will be for parents and children age birth to five years old and will focus on pre-reading skills, playing with your child, setting a schedule and other helpful information for parents. It is our hopes to offer at least 2 per semester and hope that we are able to offer more. Additionally, Hillcrest will have a school-wide Preview Day where each grade level travels to the grade level above. Students will become familiar with the teachers, classrooms, goals, procedures and expectations of the grade level for a more seamless transition. Pre-K and Kindergarten parents will host a parent night that will inform parents of the expectations of their students' transition. Each grade level will create a "Top 10 List" in the spring. This list will be the top 10 things (any subject area) that the teachers would like students to know coming into the grade level. These lists will be made in horizontal teams and shared out in vertical teams or as a whole staff. Teams will create lesson plans / activities to address the "Top 10 List" during the last four weeks of school. These plans will be discussed in PLCs. 6th graders take a trip to visit the middle school for the following school year. This year our sixth grade has started Summit Personalized Learning Curriculum with use of chrome books. The students will continue this program when they go to 7th grade at Jefferson. The administrators from both Hillcrest and Jefferson are currently planning together to ensure all Hillcrest students have a smooth transition and are able to continue personalized learning.

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. (2014 of 5000 maximum characters used)

Most assessments are required by the state or the district. Teachers analyze results from these assessments and make decisions in grouping, planning lessons, creating interventions and selecting which supplemental materials to use and when. Mini-assessments are created or selected by teachers. The type of mini-assessments and frequency of mini-assessments are decided by teachers in horizontal grade level groups. The most important strategy/process having to do with academic assessments is taking the time to analyze results in PLC data meetings, planning interventions and instruction including grouping and then revisiting the data and the success or failures interventions in future PLCs and re-grouping as needed. Each quarter our staff will spend time during PLCs to analyze comprehensive benchmark snapshot data through Mastery Connect next year. This is how our FLEX groups are made. The school administration and icoach will assist teachers in working through student data to develop small flexible groups. Students scoring in the bottom 25% of our students in each grade level are pushed into the bottom quartile group with 50-55 minutes of small group instruction with 3-4 certified teachers. Additionally, for language and communication along with monitoring STAR and benchmarks administration conducts walk-throughs and surveys students weekly to ensure a common language is being taught and word walls, vocabulary instruction and oral language are in use. Timely assistance will be provided based on data and teacher input as students participate daily in small groups by Para Professionals (bilingual and teacher assistant), the Remedial Specialist, Special Education Teachers, ELL Teachers and classroom teachers for direct small group instruction. The technology assistant will work with teachers and students in an effort to provide online interventions. Additionally, students go to class early to work on skills shown to be deficient as identified by our quarterly SMART Goals.

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. (2386 of 5000 maximum characters used)

Each quarter our staff will spend time during PLCs to analyze benchmark and STAR data (and possibly Mastery Connect next year). This is how our FLEX groups are made. Students scoring in the bottom 25% of our students in each grade level are pushed into the bottom quartile group with 50-55 minutes of small group instruction with 3-4 certified teachers. Additionally, for language and communication along with monitoring STAR and benchmarks administration conducts walk-throughs and surveys students weekly to ensure a common language is being taught and word walls, vocabulary instruction and oral language are in use. Special Education students will be served in Reading in the 50-60 minute FLEX time by the Special Education teacher. A Math Lab is conducted every afternoon for an hour and a half for students to receive assistance in Math. Additionally, as needed time will be scheduled with the Special Education teacher. Timely assistance will be provided based on data and teacher input as students participate daily in small groups by Para Professionals (bilingual and teacher assistant), the Remedial Specialist, Special Education Teachers, ELL Teachers and classroom teachers for direct small group instruction. The technology assistant will work with teachers and students in an effort to provide online interventions. ELL students will be served in our FLEX program at Lee by a Certified ELL teacher or an ELL Para Professional based on student performance (Students in the bottom quartile and new comers

will see the certified ELL teachers, other ELL students will be served by our Para Professionals). ELL students receive additional assistance from ELL Para Professionals within the school day. Each grade level has 1-2 Para Professionals that serve the students in their assigned grade level. They serve them in FLEX and then work with the teachers to serve the students during the regular reading and math blocks. All newcomers are seen by the ELL certified teachers for 90 minutes 4-5 days per week. Timely assistance will be provided based on data and teacher input as students participate daily in small groups by Para Professionals, Special Education Teachers, ELL Teachers and classroom teachers for direct small group instruction. Additionally, students go to class early to work on skills shown to be deficient as identified by our quarterly SMART Goals.

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:	9/28/2017
LEA Data Entry submitted the application for review on:	9/28/2017
LEA Administrator submitted the application to OSDE on:	9/29/2017
Program Review completed on:	10/9/2017
Final Review completed on:	10/10/2017

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 12:51:25 PM](#)

Completed Print Jobs