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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B5 - 0340 NICHOLS HILLS ES

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



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. (1214 of 2000 maximum characters used)

The Nichols Hills Elementary vision for reform emphasizes both high expectations and academic excellence. As a full Title I School Wide Program, we desire to work together with students, parents and teachers to ensure success for all of our students. To achieve this goal, we aim to increase student engagement through the use of technology in the classroom, visual, creative and performing arts and student passion projects. Each student in grades three through six will choose a topic or skill to study throughout the school year. We hope to offer extended learning for students who are underperforming in order to help them close achievement gaps. Our clear purpose is maximum achievement for all students. To reach our goal we will plan with purpose and direction and follow the action plan we create. Our strategies for success include strong vertical and horizontal planning, best practices in the classroom, meaningful professional development and parental involvement. The school's vision for reform will be guided by student data and authentic learning through projects and demonstrations. We will engage our community and parents in all planning to ensure that the needs of all students are met.

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. (1077 of 2000 maximum characters used)

Nichols Hills Elementary is a member of Oklahoma City Public Schools. Our enrollment is currently 461 students in grades pre kindergarten through sixth. Our free and reduced lunch count is 42% Approximately 52% of students attend Nichols Hills Elementary on transfer status. Since the opening of Nichols Hills in the early nineties, we have maintained high academic standards and performance overall. In 2014-2015 we received a "B" on the A-F Report Card System. Our lowest quartile students continue to be our challenge as we work diligently to raise their academic achievement through educational interventions and positive behavior interventions. Our curriculum and instruction is based on the Oklahoma State Standards. Our professional development is based on Great Expectations, Arts Plus Education and best practices in teaching. We have strong parent and community support and the administration works closely with the PTA Executive Board to provide hands on learning opportunities, artists in residence, field trips and project based learning for our students.

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. (1300 of 2000 maximum characters used)

The first data source for 2015-2016 was our Oklahoma Core Curriculum tests scores for 2014-2015. We also use our OKCPS District screening test, the STAR test, to analyze both reading and math growth. STAR data is specifically helpful when determining the strengths and weaknesses of each individual student. Teachers use this student data to determine small group instruction, differentiation, and students who may need to be placed on Response to Intervention. The Oklahoma City District Benchmark was given in January 2016 and it provides teachers with an overall snapshot of skills that need to be reinforced in each grade level. By looking at OKCPS District Benchmark trends, grade level PLC teams can determine if there are holes in their instruction

and whether or not the school need to locate resources to help students master a specific skill. Grade level formative and summative assessments and teachers' anecdotal records are available to aide classroom teachers in deciding which students would benefit from intersession, tutoring or working at an advanced level. Students' rubric responses allow teachers to measure students' comfort level with a topic. Parent, student and teacher surveys allow the administrator to understand the concerns of the entire Nichols Hills community.

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. (1284 of 2000 maximum characters used)

Oklahoma Core Curriculum Test data is analyzed as soon as Nichols Hills Elementary receives it. This immediate analysis allows grade level Professional Learning Communities to look at standards that need to be taught more rigorously. STAR and STAR Early Literacy scores are analyzed quarterly. Analysis of this data helps determine which students need to attend Intersession, after school tutoring or be placed on RTI. The OKCPS District Benchmark Assessment is analyzed by grade level PLCs to determine which skills and standards need to be reinforced. Unit tests, anecdotal records, and formative and summative assessments are also reviewed by PLCs and the administrator. Attendance is regularly analyzed by the school counselor and the principal in order to reach out to families that may not understand the importance of school attendance. Each teacher reviews their quarterly grades with the administrator to ensure that modifications and behaviors are noted and to keep the administrator informed about student progress. Data is presented to parents twice a year at parent Title I meetings. Data is also presented to parents during the "Principal" portion of monthly PTA meetings. A building data wall is also posted to show all stakeholders non student specific data.

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.

([count] 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 (4504 of 5000 maximum characters used)

Nichols Hills Elementary was recently named a Great Expectations Model School for the eleventh year in a row. All teachers have received Great Expectations professional development and utilize the 17 Practices of Great Expectations in their classrooms. Great Expectations is a scientifically based professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence. With a focus on the human quality of teaching and learning, GE provides renewal and inspiration for teachers who may have lost their way and forgotten why they became teachers in the beginning. Nichols Hills Elementary is also an A+ Schools participation school. All Nichols Hills Elementary School teachers are trained in A+. OKA+ provides schools with professional development, an intricate network of support, and an active research component. This PD helps teachers think more creatively about how to present their curriculum in collaborative and hands-on ways. Teachers and staff at Nichols Hills are also trained in and expected to use Marzano's nine instructional strategies as a school non-negotiable in their classroom. Instructional strategies are discussed and reviewed regularly during PLC meetings. Marzano's Focused Teacher Evaluation Model is used to evaluate teacher's performance in the classroom and Nichols Hills' teachers are trained in the 23 elements of the evaluation protocol. The use of our desired strategies is monitored by the NHE administration through Teacher Leadership Effectiveness and the use of frequent classroom walk through visits. The administrator ensures that teachers have learning goals posted in "I can" statements to guarantee that the students understand the focus of instruction. Teachers have regular training available through our lead reading, math, science and social studies teachers. Student, teacher and parent data is regularly analyzed to determine if the strategies utilized by NHE are effective. Student Fountas & Pinnell, OSTP, and formative assessment scores are analyzed during PLC meetings. Student, teacher and parent information is gathered via survey. Nichols Hills Elementary follows the Oklahoma City Public Schools pacing guides, which are aligned to Oklahoma State Standards annually. Teachers collaborate in horizontal and vertical teams during PLC times, planning times, staff meetings, and professional development days. Oklahoma City Public Schools provides Intersession once a year, when funds are available, for students who are struggling to have extended time to learn. At NHE, classroom teachers contact parents personally to recommend Intersession when it is offered. Intersession teachers collaborate with the grade level teachers to determine which skills to review during Intersession. The District also offers summer school and, again, parents are contacted and provided with the necessary information. In addition to Intersession and Summer School, before and after school tutoring, volunteer tutoring, open computer lab times and practice study materials are provided to students to strengthen the core academic program at the school. OKCPS uses the Fountas & Pinnell program to level and benchmark our students in reading. F & P and OKCPS Benchmark data is used to drive instruction. Teachers use the data to determine remediation, small group instruction and Response to Intervention. All students at Nichols Hills Elementary have the opportunity to achieve. In the classrooms at NHE, teachers use desktop computers, document cameras, Smart Boards and Dell Chrome Books to strengthen their instruction and engage students. Classrooms also visit the NHE computer lab once a week. Many teachers have acquired Chrome Books or iPads through Donors Choose to use in their classroom. Technology increases students engagement across all areas of the curriculum. We will purchase MyOn reading to expand support wide reading for the entire school. We will continue with our Great Expectations Mentor visits this year. Stipends will be paid to the Lead Mentor, Reading and Math staff members who are tasked with supporting professional development for all teachers. We will have an instructional coach to support job embedded professional development for all teachers. We will also employ a parent liaison who will support and provide trainings for parents.

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. (865 of 5000 maximum characters used)

At Nichols Hills Elementary, all teachers are Highly Qualified. Highly Qualified status is required prior to requesting an interview at NHE. Currently, NHE has three National Board Certified teachers. Each year, these teachers explain the process to the staff and all staff members are encouraged to apply. Several of our teachers have advanced degrees. At this time, there is no incentive provided for advanced degrees other than the OKCPS negotiated contract. Oklahoma City Public Schools provides a template letter for schools to give to parents if their students are being taught by a teacher who is not highly qualified. At this time, parents have been notified that all of our teachers are highly qualified. Fortunately, Nichols Hills Elementary has a stellar reputation and is able to recruit highly effective, enthusiastic and knowledgeable teachers.

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. (3791 of 5000 maximum characters used)

An annual Professional Development Plan is developed each year with input from the Nichols Hills Elementary teachers and staff. During the fall of 2017, Nichols Hills Elementary teachers will complete a growth plan on iObservation. Teachers will focus on one area for growth and will work with the building administrator to find Professional Development to meet their personal needs. Six teachers will attend Great Expectations (GE) training during the summer of

2017-2018. Nichols Hills Elementary was recently awarded Great Expectations Model School status for the eleventh year in a row. Teachers and staff implement the seventeen practices of GE in their classroom daily focusing on a culture of respect and academic achievement. As an A+ (Arts plus Academics) participation school, the staff receives one annual workshop from A+. For 2017-2018, Nichols Hills will focus on integrating art in the regular classroom for their A+ training. The administrator and one teacher also attend the A+ conferences as scheduled. Oklahoma City Public Schools has adopted a new reading program for 2017-2018. Guided reading will be emphasized. Strategies and techniques for working with readers in small groups or centers will be included in our Professional Development for the year. Teachers will share best practices weekly during our staff meetings. Some teachers attended Benchmark Literacy training during the summer of 2017. Other teachers received brief training from our NHE Lead Reading Teacher. Teachers are requesting more training in Benchmark Literacy and that is a continued need. Nichols Hills purchased Myon Reading for all students for 2017-2018. The Nichols Hills staff will receive training on the implementation of this program during our contract days in late August. Additionally, the teachers of Nichols Hills Elementary students will continue to receive training on the Marzano Focused Model for Teacher Leadership. Our first staff meeting in August will cover learning goals and the expectations around them. Teachers will have the opportunity to conduct Peer Observations to see their fellow educators and discuss educational strategies. We will continue to use books from our professional library as reference material for the Marzano Model. As a staff, we will receive technology training on the use of our Chrome Books and Google Drive. This professional development will be held during staff meetings throughout the year and provided by the OKCPS IT Department. The use of technology in our classrooms has impacted instruction. Each classroom has a document camera and Smart Board, which teachers enjoy using to impact learning. As a staff, we will conduct all required annual training such as Diabetes Management, CPR, Blood Borne Pathogens, Child Abuse and Suicidal Ideation. All training will be documented with dated sign in sheets. Individual teachers will be able to reach the goals on their Professional Growth Plan by attending OKCPS workshops, Oklahoma State Department of Education Workshops and other professional development as offered. While many of these opportunities are free, the Nichols Hills PTA budgets \$2000 annually to pay for workshops or conferences that interest staff members. Teachers do not receive a stipend for training attended while off contract, however, they willingly share information with other staff members during building staff meetings. After each workshop, teachers complete an evaluation of the training and their knowledge gained. The evaluations guide the Academic Leadership Team in planning further Professional Development. If further training is requested, it is scheduled as soon as possible. Teachers also reflect on their learning during the Professional Learning Community time each week.

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. (2484 of 5000 maximum characters used)

Nichols Hills Elementary actively recruits highly qualified teachers in several ways. Oklahoma City Public Schools hosts two Teacher Career Fairs each year. The career fairs are advertised in the media and on social media. The building administrator and a lead teacher attend the fairs to meet and greet potential highly qualified teachers for future employment. Often, at NHE, we are able to recruit from our former student teachers. For this reason, we partner with area universities to host and train student teachers whenever possible. Should a teacher position become vacant, it is immediately posted on the OKCPS website. The District maintains a pool of qualified applicants that administrators can call to interview. Often, open teacher positions are advertised through word of mouth. NHE teachers meet their peers at professional development trainings and if a position comes open, NHE teachers call educators that they know that may be interested in applying. In order to encourage future teachers, NHE also partners with area high schools and allows their students that need community service hours to work with students at NHE. We also host university students who are completing their observation hours. Each new teacher at NHE is assigned a mentor teacher from their grade level Professional Learning Community. The mentoring program lasts for the first full year and longer if the teacher requests additional help. By working in PLCs, teachers are able to plan and collaborate with their peers. Experienced teachers gain new knowledge from their younger teammates. At the beginning of each, teachers sign up for building committees. Participation in committee work allows teachers to be involved in decision making, planning and resource allocation. Teachers also have the option of completing surveys created by the

administrator. Teachers are encouraged to earn advanced degrees by attending building staff meetings. Guest speakers often attend to explain opportunities for career advancement to the staff. At NHE, we currently have three National Board Certified teachers. Each year, they share their knowledge of the process with the staff and encourage participation. At Nichols Hills, we are able to retain our teachers because we have created a common vision that is shared by all. Oklahoma City Public Schools does not offer an incentive to become a National Board Certified Teacher, however, the state does provide an annual stipend.

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. (2616 of 5000 maximum characters used)

With parental and staff input, Nichols Hills Elementary has developed a site based Parent Involvement Policy and Parent/Student/School Compact that is distributed each year during enrollment. The documents are updated annually during our Title I Parent Meetings. Parent Involvement opportunities are evaluated by survey and discussion at our bi-monthly PTA meetings. Parents are notified of parental involvement activities by our Google calendar on our school website, weekly newsletter, the school marquee and Blackboard Connect automatic call system. Grade levels send home weekly or monthly newsletters. Paper/toner/ink will be needed for parent communications. At the beginning of each school year, each grade level hosts a "Back to School" evening. During this time, the classroom teachers meet with parents to model ways to help their children be successful in school. Grade level newsletters and email blasts keep parents informed of current learning goals. Parent-Teacher conferences are held twice a year. The school secretary trains parents in our online grade book, Infinite Campus. Parents can access the computer in our Parent Resource Room to view the online gradebook if they do not have access at home. At the "Back to School" evening, parents are informed of the OKCPS and Oklahoma State Standards and shown how to access them on the OKCPS and Oklahoma State Department of Education website. The teachers at Nichols Hills communicate with parents regularly via phone calls, emails and class newsletters. Teachers log their parent communication in their class data notebook. Books for Parent transition Smart Start will be purchased to support parent classes. Parent-teacher conferences are held twice a year. In order to accommodate parents, the parents choose their time either during the evening or the following morning. The staff at Nichols Hills works to have 100% participation in conferences. The fall Title I parent meeting has been scheduled. Parents will be informed by the Google calendar on our website, the school marquee, our weekly newsletter and an automatic telephone call. Nichols Hills Elementary has very involved parents. Parents and grandparents are encouraged in numerous ways to volunteer and be an active part of the Nichols Hills Community. Our PTA has numerous committees that reach out to parents. Nichols Hills Elementary has a Title I Parent Liaison to help coordinate parent volunteer activities

and tutors, meet with parents and train them on Infinite Campus and to find resources for parents in need. Our Parent Liaison has been an asset to NHE.

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. (3068 of 5000 maximum characters used)

Nichols Hills Elementary has been hosting Smart Start for the past five years. We will continue with this exceptional program with six events during 2017-2018. Smart Start allows young children to become familiar with the school setting and encourages them to be excited about entering school. The program also trains parents in ways to work with their children. The evening before school starts, Nichols Hills Elementary hosts "Meet the Teacher" night. During this time, students meet their new teacher, find their desk and organize their supplies if they have them. This allows students to come to school excited and comfortable on the first day of school. At the end of each school year, students write letters to their younger counterparts to tell them all about their upcoming grade level. Students also tour the classrooms of the next grade. They are sent home for the summer with a reading list and math activities to ensure they are prepared for the beginning of school. We do not hold grade-level transition camps. Fifth-grade students take a field trip to Independence Middle School and have the opportunity to attend a meeting at Belle Isle Middle School. Fifth grade teachers help students complete their transfer applications for students who wish to apply to special schools. Nichols Hills joins with other area schools to host a Middle School Night. This year it will be held on October 5th. During this time, students may visit with representatives of various middle schools. Nichols Hills Elementary staff members do meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement once each quarter. The entire school staff facilitate transition strategies by using school wide procedures and rules. Students in each grade level know that the staff has high expectations and the students are trained to follow the procedures. New students to Nichols Hills Elementary are trained in building procedures. They participate in a building walk through with the principal upon enrollment. New parents receive a "New Parent" packet with important information about the school. The packets are created and distributed by our PTA. The counselor is available to meet with families on Mondays and Fridays. Information on transition points for each student are documented and passed to the next grade level teacher. Each student has a Reading Sufficiency Act folder as well as a cumulative folder which goes from grade level to grade level. Professional Development has aided in developing best practices in teachers and allowing them to differentiate instruction with their students. Using the Marzano Focused Model allows teachers to see their needed areas of growth. Teachers may request Professional Development through Oklahoma City Public Schools or Nichols Hills Elementary to help them progress in desired areas. Teachers have been trained to disaggregate data in multiple ways. Data from Fountal & Pinnell, OSTP, IXL, formative assessments and student surveys are used to monitor student growth.

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. (1877 of 5000 maximum characters used)

Nichols Hills Elementary teachers have been trained to disaggregate data in multiple ways. Each year when we receive our OSTP results, we create a high to low chart which shows us which overall skills we need to strengthen. Teachers utilize Mastery Connect data to compare and contrast instruction across a grade level. During weekly PLC times, teachers and the administrator monitor formative and/or summative data and student growth. Teachers and students keep a data notebook to have their data on hand. Oklahoma City Public Schools provide the district with a charted calendar of all yearly assessments in order to help teachers plan their year. To measure student growth towards proficiency of Oklahoma State Standards, teachers use both formative and summative assessments. Formative assessments occur daily and are ongoing. They include writing assignments, running records, teacher made assessments and projects. Summative assessments are the Oklahoma City Public Schools Benchmark test, which is given in January and the F & P reading. Data is collected from each test to give classroom teachers a snapshot of student progress toward meeting the Oklahoma State Standards. Analyzing data from assessments also allows the grade level teachers to assess the test itself and decide if it is a good source of data. After analyzing the data from multiple sources, comparison is made to the Oklahoma State Standards to create a plan to fill in the gaps and ensure that students meet each standard. Teachers also use this valuable data to organize their small group reading and math instruction. Teachers use student data to determine Response to Intervention, tutoring, small group instruction and possible retention. The data also shows teachers which areas their instruction needs to be strengthened in and what Professional Development they need to attend.

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. (3264 of 5000 maximum characters used)

Teachers at Nichols Hills Elementary work diligently to meet the needs of all students. All teachers use guided reading instruction and work with small leveled groups to strengthen the skills of students. All students receive at least ninety minutes of reading instruction daily and reading is emphasized in all subject areas. Teachers utilize parent volunteer tutors to work with individuals or small groups of students on specific skills in reading and math. Study packets, flash cards and other learning materials are sent home with students if they have specific skills they need to work on at home. Teachers use Response to Intervention to create a plan between the school and home if a student continues to struggle following classroom interventions. Positive Behavior Interventions and Supports are used with approximately five of our students who need a behavior plan and goals in order to be successful. Students of the Month for various Life Principles re used to motivate all students to do their best daily. Differentiated Instruction and flexible grouping occurs in all classrooms to meet the academic needs of all students. Teachers have received training on Marzano's nine effective strategies, differentiated instruction and Response to Intervention. Training on these topics will continue as our staff changes. Teachers also receive training on teaching gifted children in the regular classroom. Students receive help throughout the day during small group instruction, recess reading groups (voluntary book clubs), tutoring by PTA

volunteers and before and after school tutoring. Students may attend special education classes if they are placed on an Individualized Education Plan (IEP). Students on IEPs have their plans reviewed annually. Students are identified for special programs by their parents or classroom teachers following close analysis of their individual data. Students in special programs are progress monitored and evaluated often to determine their progress. Oklahoma City Public Schools also offers Intersession during Spring Break for struggling students. The District evaluates the effectiveness of Intersession through student attendance and progress monitoring of students. Teachers keep documentation on all students. If a child continues to struggle after small group interventions, they are placed on Response to Intervention. This allows the teacher to closely document the interventions and modifications that each struggling student receives. Students who struggle with behavioral issues are given a Behavior Improvement Plan to monitor their behavior and give the student supports and rewards. Each year, the Nichols Hills Academic Leadership Team meets to discuss the instructional strategies that we will continue to use, begin to use or discard as a building. As a building, we have had great success with the seventeen practices of Great Expectations, the A+ Arts essentials in the classroom and Marzano's Nine Instructional Strategies. We want to continue to implement technology, including film, in the classroom. We measure effective behavioral and academic strategies by monitoring student discipline, student academic growth and parent and student customer satisfaction surveys.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The Consistency Check must be successfully processed before you can submit your application.

Consistency Check

Lock Application

Unlock Application

LEA Data Entry

LEA Administrator

Program Review

Final Review

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.

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