

**WINDSOR HILLS
ELEMENTARY SCHOOL
PARENT MEETING
2021-2022**

Date:

AGENDA

- ◉ 2021-2022 Learning At a Glance
- ◉ Curriculum, Academic Standards, Assessments
- ◉ How you can help your child succeed in school
- ◉ Title Programs for the current school year
 - Title I, Part A
 - Title II, Part A
 - Title III Part A
 - Title IV, Part A
 - Title IX, Part A
- ◉ Parents-Right-to-Know
- ◉ Parent and Family Engagement School Policy

2021-2022 LEARNING AT A GLANCE

- ◉ Focusing on reading in grades Pre-K through 5th.
- ◉ Looking closely at the essential standards for each grade and making sure our students have mastered those skills by the end of the year.
- ◉ Providing opportunities for our students to relearn or enrich skills.
- ◉ Growing the whole child.

CURRICULUM -ELEMENTARY SCHOOLS

English Language Arts(ELA)

- Is the integrated study of reading, writing, speaking, and listening;
- A comprehensive reading instruction includes five components: phonemic awareness, phonics, vocabulary, comprehension, and fluency;
- Students must be able to read and comprehend increasingly complex informational and literary text;
- Students must know how to craft various types of writing, explain processes, and express themselves clearly;
- Knowing that text is not limited to print, students need to analyze and synthesize information through multimodal literacies which include the interpretation of information in various modes such as images, videos, sounds, and charts;
- The ELA curriculum used in Putnam City Elementary Schools is:
 - *Wonders*, McGraw-Hill Education
 - Heggarty Phonemic Awareness
 - Wilson Foundation

CURRICULUM -ELEMENTARY SCHOOLS

Mathematics

- Putnam City Schools' expectation for students in the elementary school is not only memorizing Math facts, but also to gain an understanding of Mathematics;
- Students should think deeply about ideas and use strategies to solve Math problems and justify their thinking;
- Once students have the ability to add, subtract, multiply and divide, they can apply these skills to real world situations;
- The Mathematics curriculum used in Putnam City Elementary Schools is
 - Pre-K Textbooks: *Big Day*
 - K-5 Textbooks: *Big Ideas Math*
 - Digital Programs: *Reflex Math*

CURRICULUM -ELEMENTARY SCHOOLS

Science

- Putnam City Schools goal is to deepen student understanding and application of science ideas (both content and concepts) by actively engaging them in science and engineering practices;
- Valuing science as a way of knowing supported by evidence provides students with the tools they need for making sense of the natural and designed world;
- Science prepares our students for their role as citizens in this technology-rich and scientifically complex world;
- The Science curriculum used in Putnam City Elementary Schools is :
 - **K-5 Textbooks:** *Exploring Science Oklahoma, Cengage/ National Geographic*

CURRICULUM -ELEMENTARY SCHOOLS

Social Studies

- In Pre-K through Grade 2, students begin to understand the foundations of the four strands of social studies: history, geography, civics/citizenship, and economics;
- In Grade 3, students begin a focused study of the state of Oklahoma. Notable Oklahomans who have held important roles in the development of our state are introduced;
- In Grade 4, students examine the physical, cultural, political, economic, and historic development of the United States;
- In Grade 5, students explore the early history of the United States, beginning with the British settlement of Virginia at Jamestown in 1607 and concluding with the ratification of the Bill of Rights;
- The Social Studies curriculum used in Putnam City Elementary Schools is :
 - Pre-K: - Big Day for Pre-K - Houghton Mifflin Harcourt
 - K- Grade 4 : Social Studies Weekly - Studies Weekly
 - Grade 5: Oklahoma MyWorld Interactive - Savvas

ACADEMIC STANDARDS

- Oklahoma Academic Standards (OAS) serve as expectations for what students should know and be able to do by the end of the school year;
- These standards were written by Oklahomans for Oklahoma;
- They focus on deep thinking, conceptual understanding, and real-world problem-solving skills;
- They set expectations for students to be College, Career, and Citizenship Ready;
- They incorporate literacy in Science, Social Studies, and Technical Subjects;
- They emphasize the use of citations and examples from texts when creating opinions and arguments;
- They increase rigor and grade-level expectations;
- They determine the full range of support for English Language Learners and Students with Special needs.

ACADEMIC STANDARDS

- Putnam City Schools adheres to OAS in all subject matters as follows:

Subject	Oklahoma Academic Standards
English Language Arts	OAS (2016, 2021)
Mathematics	OAS (2016)
Science	OAS (2020)
Social Studies	OAS (2019)
Fine Arts	OAS (2020)
Computer Science	OAS (2018)
Personal Financial Literacy	OAS (2019)
World Languages	OAS (2015)
Health/Safety	OAS (2016)
Physical Education	OAS (2016)
Education Technology Integrated	ISTE (2016)

ACADEMIC ASSESSMENTS

- ◉ Putnam City Schools administers proficiency testing and state testing as follows:
 - 1) **Proficiency-Based Promotion (PBP)** program for students in kindergarten through grade 12.
 - a) This program provides students the opportunity to move ahead in their educational efforts by demonstrating proficiency in one or more curriculum areas;
 - b) Exams are provided twice a year during the summer. Proficiency exams are not offered during the school term;
 - c) Registration forms are made available during the spring of each school year.

ACADEMIC ASSESSMENTS

2) State testing

- Oklahoma School Testing Program (OSTP) will take place in the spring of each year, usually in mid-April.
- All students in grades 3 through 8 will be administered OSTP tests in English Language Arts and Mathematics;
- Students in grades 5 and 8 will be administered a test in *Science* during this testing window;
- Some students will be assessed through the Oklahoma Alternative Assessment Program (OAAP) in lieu of participation in the OSTP, based upon criteria determined through their Special Education Individual Education Program. The OAAP testing window is March - May of each year;
- In addition, some schools and students will be selected to participate in the National Assessment of Educational Progress. Parents will be notified when and if the school and/or their student has been selected for participation. The testing window for administering the NAEP will be January - March of each year.

ACADEMIC ASSESSMENTS

- Putnam City Schools adheres to the Oklahoma Assessments in all subject matters as follows:

Subject	Oklahoma Academic Standards	Assessment
English Language Arts	OAS (2016, 2021)	OSTP: Grades 3-8, and CCRA Grade 11 <i>The 2021 standards will begin to be assessed in Spring 2023</i>
Mathematics	OAS (2016)	OSTP: Grades 3-8, and CCRA Grade 11
Science	OAS (2020)	OSTP: Grades 5, 8, and CCRA Grade 11
Social Studies	OAS (2019)	High School American History Grades 10-12
Fine Arts	OAS (2020)	Credit(s) required for graduation
Computer Science	OAS (2018)	*Credit(s) required for graduation
Personal Financial Literacy	OAS (2019)	Competencies required for graduation
World Languages	OAS (2015)	*Credit(s) required for graduation
Health/Safety	OAS (2016)	No state assessment
Physical Education	OAS (2016)	No state assessment
Education Technology Integrated	ISTE (2016)	No state assessment

* Students may choose either world languages or computer science.

HOW YOU CAN HELP YOUR CHILD ACHIEVE IN SCHOOL

- ◉ Try to read with your child every night.
- ◉ Have your child practice handwriting.
- ◉ When reading asking your child questions about the story.
- ◉ When your child brings work home, go over the work with them.
- ◉ Have open communication with your child's teacher.
- ◉ Make sure your child gets plenty of rest.

TITLE PROGRAMS THE DISTRICT PARTICIPATES IN

- Title I, Part A
- Title II, Part A
- Title III Part A
- Title IV, Part A
- Title IX, Part A

TITLE I, PART A -IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES

- The purpose of this subpart is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. [*Title I, Part A, ESSA § 1001*]
- **Common uses of Title I, Part A funds:**
 - Materials, books, and equipment necessary to implement Title I programs;
 - Tutoring services;
 - Summer school programs;
 - Saturday school programs;
 - Computer-assisted instruction programs;
 - Computers and software products;
 - Family literacy programs;
 - Professional development for instructional and non-instructional staff;
- **Our school uses these funds for:**

TITLE II, PART A- SUPPORTING EFFECTIVE INSTRUCTION

- ◉ The purpose of this subpart is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. *[Title II, Part A, ESSA § 2001]*

TITLE II, PART A- SUPPORTING EFFECTIVE INSTRUCTION

- ◉ **Common uses of Title II, Part A funds:**
 - Improvement of the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods and instructions;
 - Training in effectively integrating technology into curricula and instruction;
 - Training teaching methods for students with different needs, including students with disabilities or limited English proficiency, gifted and talented students, etc.
 - Training in the use of data and assessments to improve instruction and students' outcomes;

TITLE II, PART A- SUPPORTING EFFECTIVE INSTRUCTION

These funds are managed at the district level,
and Putnam City Schools uses them for:

- ◉ Professional Development (PD)
 - How to make virtual learning more effective in the classroom;
 - Understanding equity, diversity and inclusion in schools;
 - Supporting new teachers;
 - Working with special needs students, gifted and talented students;
- ◉ Curriculum coordinator salaries.

TITLE III, PART A-ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

◉ The purpose of this subpart is:

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, an local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. *[Title III, Part A, ESSA § 3102]*

TITLE III, PART A-ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

◉ **Common uses of Title III, Part A funds:**

- Certification tests;
- College courses;
- Conferences;
- Consultants/Instructional Coaches;
- PD software (license must be within the fiscal year);
- Leadership development.

TITLE III, PART A-ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

These funds are managed at the district level, and Putnam City Schools uses them for:

- Salaries of two Title III Instructional Facilitators;
- Salaries of six Bilingual Instructional Assistants;
- Instructional Materials for English Learners;
- Curriculum Development for English Learners;
- Professional Development for ELD and Regular Classroom Teachers Serving English Learners;
- Professional Development for Administrators and Professionals Serving English Learners;
- Salaries of Instructors Providing Adult Literacy Programs for Parents of English Learners;
- Instructional Materials for Adult Literacy Programs;
- Tutoring Services for Students Attending Private Schools within the Boundary of the Putnam City School District;

*Currently, there are 3,600 English Learners in the District.

TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT

- ◉ The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:
 - (1) provide all students with access to a well-rounded education;
 - (2) improve school conditions for student learning; and
 - (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students." *[Title IV, Part A, ESSA § 4001]*

TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT

- ◉ **Common uses of Title IV, Part A funds:**
 - Consultants or contracted individuals;
 - Behavioral interventionists to support the social, economic, academic and behavioral needs of students;
 - Student identification badges;
 - Mental health professionals;
 - Professional development related to suicide prevention, trauma, human trafficking, violence, abuse, etc.
 - New resource officer to foster safe, drug-free environments that support student academic achievement;

TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT

These funds are managed at the district level, and Putnam City Schools uses these funds for:

- Well rounded virtual resources for world languages;
- Music materials and professional development;
- Hope Rising (the science of hope);
- Online material that helps coping with trauma;
- Resources for addressing strategies to keep students motivated and goal oriented.

TITLE IX, PART A- HOMELESS CHILDREN AND YOUTHS

- ◉ The purpose of this subpart is to ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.”

[Title IX, Part A, ESSA §9101]

TITLE IX, PART A- HOMELESS CHILDREN AND YOUTHS

These funds are managed at the district level, and Putnam City Schools uses them for:

- Transportation costs;
- School supplies;
- Clothing and hygiene products;
- Supplies for special projects;
- Testing and other academic fees;
- Parent education for parents of homeless students;
- Salaries for homeless liaisons;
- Domestic violence counseling;
- Before/after school programs.

PARENTS-RIGHT-TO-KNOW

- ◉ As a parent, you have the right to request information regarding the professional qualifications of students' classroom teachers and paraprofessionals at any time during the school year;
- ◉ This information is posted on Putnam City Schools' website and on Windsor Hills Elementary School website.

PARENT AND FAMILY ENGAGEMENT (PFE) SCHOOL POLICY

- ◉ Each *School* receiving Title I , Part A fund is required under ESSA, Section 1116(b) to have a written Parent and Family Engagement Policy;
- ◉ This policy is currently under revisions during September 2021, and parent input is needed;
- ◉ The Parent Compact is included in this policy, and it is open for discussions and recommendations.

PARENT COMPACT

- ◉ It is a voluntary agreement between school, parents and students that outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards;
- ◉ Attached is a draft of the Parent and Family Engagement School Policy, including the Parent Compact, for review and input.

DISCUSSION TABLES - PARENT INPUT TO THE PFE POLICY AND COMPACT



QUESTIONS?



CONTACT

- ◉ Tracy Rogers, Principal
trogers@putnamcityschools.org