

Schoolwide Plan

Sequoyah Elementary School Sequoyah Public Schools

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Claremore, OK 74017**

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**Plan Completed
May 8, 2009**

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**Plan First Implemented
FY-2009-2010 School Year**

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Date: August 2014**

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Title I Site Committee Resolution

Sequoyah Elementary Title I Committee April 2010

Name	Title	Term	Stakeholder Group
Lorrie Bates Lynnette Taylor	Title 1 Reading Teacher	June 30, 2010	Classroom Teachers
Cathy Wilson	6 th Grade Teacher	June 30, 2010	Classroom Teachers
Sarah Brasfield	Parent	June 30, 2010	Parent
Lisa Tittle	Principal	June 30, 2010	Administration
Betsy Wright	Federal Programs Director	June 30, 2010	Title I Program

Parent Schoolwide Program Information Meeting

The Title 1 Committee met with a small group of parents to inform and begin planning for the transition from a targeted lower elementary, grades pre-k through 3 to a schoolwide elementary program, grades pre-k through 5. The parent committee determined that the best way to inform parents of the transition was by way of the weekly newsletter from Mrs. Tittle. The committee determined that the letter needed to be sent out before the May meeting. Agenda and sign-in sheet can be found in the appendix.

Faculty and Staff Schoolwide Program Information Meeting

The principal and federal programs director met with the staff to inform them of the plan to change from a targeted pre-k through 3rd grade to a schoolwide elementary Title 1 Program grades pre-k through 5th in April 2010. Faculty was asked to begin gathering data to determine specific goals for the program. Copy of meeting agenda and sign in sheet can be found in the appendix, located in the elementary principal's office.

2010-2011 Technical Assistance Provider

Identify Technical Assistance Type	State Department of Education
Name of Lead Agency, Institution or Organization Providing Technical Assistance	Oklahoma State Department of Education
Name of Lead Technical Assistance Provider	Lois Howard
Title or Position	Title I School Support
Address	100 SW Jennings Ave. Bartlesville, OK 74003
Phone Number	918-335-2931
E-mail Address	howardl@bps-ok.org

Lois Howard is an employee of the State Department of Education and an expert in Title 1 matters. She provided assistance during videoconferences as well as provided constant consultation and feedback during the planning process. The team attended all videoconferences at the Bartlesville Site. Lois has offered to be available for any on-site services and assistance. Lois has also voiced that she will be available for assistance during the 2010-2011 school year.

2010-2011 Schoolwide Core Planning Team

Planning team members were selected based on their experience and expertise in the Title1 area. Members were willing to participate in the schoolwide planning process. It was also important that the team represent a variety of grade levels and academic areas. The team was asked to determine, by use of a needs assessment, what changes needed to be made from the transition of the Pre-K through 3rd grade site to the 4th through 5th grade site. After determining that there was a need, the team began working on leading the staff in setting goals for the program. The team then worked with staff and developed a timeline for completion of the previously mentioned tasks.

2014-2015 Schoolwide Committee Team

Name	Title	Stakeholder Group
Lorrie Bates Dayna Weast Jennifer Ross	Title 1 Reading Teacher Title 1 Reading Assistant Title 1 Math Teacher	Title I Program
Sammy Leonard	1st Grade Reading Teacher	Classroom Teachers
Kim Armstrong	5 th Grade Reading Teacher	Classroom Teachers
Lisa Tittle	Principal	Administration
Lynn Schroeder	Federal Programs Director	Title 1
Kelly Bridgeman	Parent	Parents

2013-2014 Schoolwide Sub-Committee

Parent and Family Involvement

Name	Title	Stakeholder Group
Denise Perry	PTO member	PTO
Hellen Henry	JOM/Title 7 Committee Member	Indian Education
Kelly Bridgeman	Parent	Parent of Child
Kay Johnson	Counselor	Support Faculty
Lisa Tittle	Principal	Principal
Sammy Leonard	1st Grade Teacher	Classroom Teachers
Kim Armstrong	5 th Grade Teacher	Classroom Teachers

Introduction

Sequoyah Public School Community Overview

Sequoyah School is located in Claremore, Oklahoma, which is part of Rogers County. Sequoyah Elementary consists of four buildings on the same campus. The Elementary is made up of grades Pre-K through 5th grade; Sequoyah Middle School 6th through 8th; Sequoyah Mid High, 9th through 10th; and Sequoyah High School, 11th through 12th

The Elementary has one principal and forty certified teachers. There are 631 students enrolled at this time. As of August 2014, no ELL students are enrolled. Out of the 631 students 52% qualify for free/reduced lunches. We have a 24:1 ratio of students to teacher in each classroom. We have 204 Native American students school wide Pre-K through 5th.

The elementary gives OCCT achievement tests in the spring. The students that score below level are worked with daily by the Title 1 teacher and three teacher's aides.

Sequoyah Elementary – 2014 - 2015 Data

Grade Span	Pre-K thru 5
Enrollment	631
ELL	< 1%
Free/Reduced Lunch	52%
Certified Staff	40
Student Teacher Ratio	24:1
2013 Elementary Report Card	83/B
2013 Reading Performance Index	78/C
2013 Math Performance	81/b

Assurance Statement

“Sequoyah Elementary makes great effort to ensure the health, safety and civil rights of each student, teacher, staff member and parent. Our school encourages students and parents to take full advantage of the learning opportunities and services offered. Our school honors our obligation to use federal funds to supplement not supplant programs and services provided by state, local and private funding.”

Mission Statement

Soaring To The Future

Sequoyah Public Schools is dedicated to pursuing academic excellence and creating a life-long love for learning.
Open communication enabling the whole community to participate equally in educating our youth.
Achieving high expectations through innovative leadership, life skills, and citizenship.
Respecting ourselves, others and our environment while striving daily to be self-assured role models.

Vision Statement

Sequoyah Elementary is on task for...

Trustworthiness

Affirmation

Self-Discipline

Kindness

Flexibility

Open-Mindedness

Respect

...achieving a school-wide climate of mutual respect, and a united team committed to providing “Academic Excellence” at our school.

2014-2015 Schoolwide Focus Goals

<p>Description of Problem, Need, Gap We continue to have students scoring limited knowledge and unsatisfactory on the OCCT. Staff needs to analyze data and determine how to increase the number of students successfully passing both reading and math tests, as well as the number of students surpassing the proficient level.</p>				
<p>Where we are: Our 2013-14 Report Card Score was 83/B. Teachers and staff completed a needs assessment to determine how to continue to raise our score.</p>				
<p>Schoolwide Goals In 2014-2015 we will: Reduce the percentage of students scoring 70% or below on one or more specific PASS objectives and standards on both the state reading and math OCCT. We will increase the number of students scoring proficient and advanced on the state CRTs.</p>				
<p>Schoolwide Action Plan</p>				
Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
Review the curriculum for each math and reading lesson to make sure it aligns with updated state PASS standards	Time Curriculum PASS Objectives for math and reading Updated Computers Software Manipulatives	All math and reading teachers Title 1 Counselor Principal	August 2014 – May 2015	Benchmark Tests Progress Monitoring STAR Math STAR Reading STAR Early Literacy
All math and reading teachers analyze OCCT results for the past three years and determined what specific pass objectives were weak and need additional instruction time or remediation	Time OCCT Results PASS Objectives Math and Reading Curriculum Guides	Math and Reading Teachers Principal Title 1 Test Coordinator/Counselor	August 2014	Increase in test scores Observations by Principal Adjustment of curriculum based on individual needs and PASS Objectives
STAR Reading and Math, and Early Literacy, Accelerated Reader and Math, Math Facts in a Flash, Read Naturally	All Programs, Computers, Printers and Cartridges, Headphones, Intervention Materials, Scan Trons, Grading documents	Math and Reading Teachers, Title 1, Principal, Test Coordinator/Counselor	2013 2014 School Year	Increase in OCCT Math and Reading scores. Scores will be analyzed by all staff members involved.

Data Profile

Student Enrollment by Ethnicity

Year	Total Enrollment	# of Black	# of American Indian	# of Hispanic	# of Asian	# of White	# of Other	# of 2 or more races
2014-2015	631	2	204	18	7	336	0	43
2013-2014	606	6	256	0	7	337	0	
2012-2013	573	0	227	15	7	324	0	

Students Eligible for Free and Reduced Lunch Program

Year	Percent of Student Population
2014-2015	52%
2013-2014	33%
2012-2013	46%

Students with an Individualized Education Plan (IEP)

Year	Program Enrollment	Percent of Student Population	# of 3rd Grade	# of 4th Grade	# of 5th Grade
2014 - 2015	42	7%	5	3	6
2013 - 2014	46	8%	13	19	14
2012 – 2013	49	9%	18	16	15

ELL Students

Sequoyah Elementary is currently serving 3 ELL students.

Student Out-of School Suspensions

In the Sequoyah School System the teacher shall practice such discipline as would be exercised by a kind and judicious parent. Minor infractions of school regulations may be handled by the teacher and/or administrator. In every case a student should be informed of the nature of the infractions with which he/she is charged and given the opportunity to tell his/her side of why punishment should not be administered. The teacher and/or administrator should be convinced of the guilt of the accused student before subjecting him/her to disciplinary action. Penalties should commensurate with the offense. The parent will be notified of the suspension by mail or telephone. Students are not permitted to participate in or attend any school activity while under

suspension. The student may be asked to return with a parent or guardian in order to be re-admitted to class.

Student Achievement

State CRT Data – Math (Percent Scoring Proficient or Advanced)

Year	3rd Grade	4th Grade	5th Grade
2013 - 2014	91%	77%	74%
2012 - 2013	93%	79%	82%
2011 - 2012	90%	86%	86%

State CRT Data – Reading (Percent Scoring Proficient or Advanced)

Year	3rd Grade	4th Grade	5th Grade
2013 - 2014	90%	73%	69%
2012 - 2013	85%	78%	86%
2011 - 2012	82%	75%	87%

Highly Qualified Teachers

100% of our staff is highly qualified. The staff consists of 40 teachers that hold a bachelor’s degree and 5 of those teachers hold a master’s degree. We have one Library Media Specialist, and one Reading Specialist. We also have two teachers that hold a master’s degree in Speech and Language Pathology.

Schoolwide Program Component 1.0 Needs Assessment

1.1 Needs Assessment Process

During spring of 2014, the Schoolwide Title 1 committee worked with staff to develop a needs assessment. Staff members were given test data from this year and looked at specific PASS objectives that had an average score of 70% or below. Teachers then identified these areas and the staff determined that these areas needed improvement. The staff, led by the Schoolwide Committee, used this data to set focus goals for the 2014-2015 school year. Teachers were also given a needs assessment regarding the current Title 1 Program. Samples of the needs assessment and needs assessment results are included in the appendix, located in the elementary principal's office.

1.2 People involved in Assessment Process

Name or Group	Title	Stakeholder Group	Assignment
Schoolwide Committee	Principal Teachers Parents Federal Program Director	Administration Classroom Teachers Parents Title 1	Set guidelines for benchmark testing Teachers receive dates for benchmark tests to administrator Review and analyze OCCT reading and math data Make recommendations
Pre-k through 5 th grade Reading and Math Teachers Other certified faculty	Teachers Counselor Principal	Certified Staff	Review student achievement data for Pre-K through 5 th grade reading and math. Determine specific areas of remediation.

1.2 Data Analyzed

Data Source	Questions Asked
State Achievement Tests	What reading objective(s) do our students score lowest in? What teaching strategies should be implemented in order to raise these scores? What math objective(s) do our students score lowest in? What teaching strategies can we implement to help improve lowest math scores?
Teacher Records	How many of our teachers are highly qualified?

	How many of our teachers are teaching in area of certification?
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1.3 Data Analysis Process

Staff members were given test data from the past year and looked at specific PASS objectives that had an average score of 70% or below. Teachers then identified these areas and the staff determined that these areas needed improvement. The staff, led by the Schoolwide Committee, used this data to set focus goals for the 2014-2015 school year. Samples of the needs assessment and needs assessment results are included in the appendix located in the principal’s office.

1.5 Timeline for conducting needs assessment

Date	Task
2014 School Year	Staff works with Title 1 team to learn how to read and analyze state data.
Fall 2013	Title 1 Committee analyzes state assessment data and begin working with PLC In developing strategies to meet students achievement in OCCT testing.
Spring 2015	Core planning team meets with staff for instruction on how to complete needs assessment for 2014-15 school year.
Spring 2015	Teachers return needs assessment to Title 1 Teachers to use in goal setting with PLC for student achievement in OCCT testing.

**Schoolwide Program Component 2.0
Research-Based Reform Strategies**

2.1 Instructional Strengths and Weaknesses

In the chart below, these specific PASS Objectives, as listed in 2.2a and 2.2b, were determined to be areas of weakness.

**Number of Specific PASS Objectives
With a score of 70% or below on OCCT
Math and Reading
(Three-Year Average)**

Year	3rd Grade	4th Grade	5 th Grade
Math (2012-2014)	0	0	1
Reading (2012-2014)	1	1	2

2.2 Priority Instructional Needs

During the needs assessment conducted with all staff, the following PASS Objectives were identified as needing improvement:

2.2a Priority Reading Skills (3rd-5th grade)

- Figurative Language/sound devices 4th & 5th
- Inferences and Interpretation 3rd & 4th
- Accessing Information 3rd, 4th, & 5th
- Literal Understanding 3rd & 4th
- Affixes, Roots, & Stems 4th & 5th
- Summary & Generalization 4th & 5th
- Analysis & Evaluation 4th
- Literary Elements 4th
- Synonyms, Antonyms, & Homophones 5th

2.2b Priority Math Skills (3rd –5th grade)

- Polygons / Transformations 4th Algebra Patterns 5th
- Circles and Polygons 5th • Equations 5th
- Number Operations 4th & 5th • Number Properties 5th
- Angles 5th • Money 5th
- Measurement 4th & 5th
- Time, Temperature, & Money 4th
- Data Analysis/Central Tendency 5th

2.3 Scientifically, Research Based Instructional Strategies Currently in Use (Pre-k thru 5th grade)

Scientifically, Research-Based Instructional Strategies Action Plan - Schoolwide				
Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
Accelerated Reading Program	Variety of AR reading materials AR Tests Computers Printer and ink STAR Program	Students, parents, Classroom teachers, principal, librarian	Throughout the year	Progression through the program.
STAR Enterprise Testing Program	Computers Printer	Students, parents, Classroom and Title	2-5 times per year	Test Results

Reading and Math Early Literacy	STAR Program	1 teachers,		
Accelerated Math	AR Math Program Computers Printer and ink Accel scans Scantron Cards	Students, parents, Classroom teachers, Title 1 teachers	Daily throughout the school year	Progression through the program.
PASS objectives for Math and Reading	Computer Internet Printer and ink Copy paper	Students, parents, PLC which includes all teachers, principal and counselor	Daily	Benchmark Tests Lesson plans Observation Work Samples
Math Facts in a Flash	Computers Printer and Ink Copy Paper	Students, parents, Classroom teachers, Title 1 teachers	Daily	Progression through the program.

2.4 Scientifically, Research-Based Curriculum Action Plan for 2014-2015

Scientifically, Research-Based Instructional Strategies Action Plan - Schoolwide				
Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
Accelerated Reading Program	Variety of AR reading materials AR Tests Computers Printer and ink Copy Paper	Students, parents, Classroom and Title 1 teachers	Daily throughout the school year	Progression through the program.
Read Naturally	Computers Headphones	Students, Classroom teachers, Title1 teachers	Daily until benchmark has been met	Test results and progression through levels of the program
Accelerated Math	AR Math Program Computers Accel scans and cards Copy paper	Students, parents, Classroom and Title 1 teachers	Daily throughout the school year	Progression through the program.
Math Facts in a Flash	Computer Printer and ink Copy Paper	Students, parents, Classroom teachers, Title1 teachers	Daily throughout the school year	Advancement through the program
PASS Objectives for Math and Reading	Reading and Math Curriculum Printer and ink Copy paper	Students, parents, Classroom teachers, Title 1 teachers, and principal	Daily throughout the school year	Benchmark Tests Lesson plans Observation Samples of student work

Before/After-school Tutoring Program (extended day)	Learning Activities computers, SMART boards any additional teaching supplies	Teachers, principal and counselor	Daily or as needed throughout the school year	Pre and Post tests Lesson plans Observation Samples of student work
Benchmark Testing	PASS Objectives for Math and Reading	Classroom Teachers	As needed throughout the year.	Test Results

2.5 Strategies for Aligning Curriculum, Instruction, Student Learning, Assessment and Professional Development with State Standards

All staff will continue to attend workshops, such as Renaissance, on interpreting test scores and curriculum alignment. All of the new information is currently being used to help further curriculum alignment for not only Pre-k through 5th, but also district wide.

2.6 Evaluation and Annual Review

- Has there been an increase in test scores?
- Do students show an increased desire to learn and succeed?
- Are students prepared each year for the next grade level?

2.7 Impact on Student Achievement

- OCCT Test Results
- Benchmark Tests
- Daily Assessments
- Teacher Observation
- Renaissance Assessments

Schoolwide Program Component 3.0 Instruction by Highly Qualified Teachers

3.1 Instruction by Highly Qualified Teacher Strengths

100% of our staff is highly qualified. The staff consists of forty teachers that hold a bachelor's degree with five of those teachers also holding a master's degree. We have one Library Media Specialist and one Reading Specialist. We also have two teachers that hold a master's degree in Speech and Language Pathology.

Highly Qualified Teachers

Number of Certified Teachers	Number of Highly Qualified Teachers Teaching in Field for the Entire Day	Number of Teachers Teaching out of Field for One or More Periods during the School Day
40	40	0

3.2 Instruction by Highly Qualified Teacher Needs

At the present time, all students are taught by highly qualified teachers. We have three certified teachers that are available to provide assistance in the areas of reading and math. They are currently used both in the classroom to assist the regular classroom teacher or they are able to pull students out into a lab setting for small group individual assistance.

3.3 Instruction by Highly Qualified Teachers Action Plan for 2014-2015

- Administrators will review all teacher certificates to ensure that all teachers are teaching the appropriate subjects.
- Administrators will assign teachers to only areas of certification and expertise.
- Administrators will monitor classroom practices by all teachers.

3.4 Evaluation and Annual Review

- Review OCCT and Benchmark data
- Teacher monitor and observation
- Administrative monitor and observation

3.5 Impact on Student Achievement

- Achievement Tests
- Benchmark Tests
- Daily Assessment
- Teacher Observation
- Renaissance Assessment

Schoolwide Program Component 4.0 Professional Development

4.1 Professional Development Strengths

After the needs assessment data was reviewed, it was determined that staff would like more training in differentiating instruction and writing. The use of the Title 1 Team to help with interpreting test data and aligning with PASS has been a great benefit to our staff. Great Expectations is another program used in the development of teachers for academic excellence with students. Also the use of the Renaissance Program, which is available to all teachers, helps produce student achievement.

4.2 Professional Development Needs

After reviewing the needs assessment, teachers, in all grade levels, indicated a need for additional staff development in the areas of reading and math, writing, technology, and grouping strategies.

4.3 Professional Development Guidelines

At the present time, each site principal is responsible for providing staff development for their buildings. Our Professional development format has been aligned to Schoolwide Title 1 program needs.

4.4 Mandated/Required Professional Development

The state requires 75 hours of professional development over a 5-year period. Our district does not currently require any hours over the 75 hours.

Required Professional Development

Professional Development Activity	Time	State	District	Responsibility	Who
Blood borne Pathogens Training	Annually	XX		District Nurse	All Employees
CPR Certification	As Needed		XX	Fire Department, District Nurse Certified Instructor	Coaches, PE Teachers, 1 st Responders
Drug, Violence, Bullying	Annually		XX	School (w/ County Officials)	All Certified Staff and Paraprofessionals

4.5 Instructional Professional Development

Required Instruction Professional Development

Professional Development Activity	Participants	Time
Smartboard Training	All Certified Classroom Teachers	As needed
Great Expectations (Methodology)	All Certified Teachers	Before hiring or immediately after hiring
Renaissance Training	All Certified Teachers	After hiring

4.6 Professional Development Goals for 2013-2014

Professional Development Activity, Content Description, and Length of Training	Date(s)	Number of Participants	On-site (school) or Off-site (central office, conference, or other)
Great Expectations	Summer 2014	Elementary Staff	Off - site

Renaissance Training	As needed	Elementary Staff	Off – site and Webinars
TLE Training	Fall 2013	Elementary Staff	Elementary In - service

Professional Development Goals for 2014-2015

<p>Where we are: 24% of our students were unable to meet the state proficiency standard in reading. Teachers have identified reading as an area in which they need additional training and team study.</p>
<p>Professional Development Goals: All teachers will help students increase reading achievement by developing and practicing scientifically-based strategies for teaching and assessing reading skills by devoting one team meeting a month to review and discuss student progress in reading and by developing lesson plans that focus on specific reading strategies. Meet with teachers to review the Title 1 Plan.</p>
<p>Expected Results: In 2014-2015 we will: Reduce the percentage of students scoring 70% or below on specific PASS skills on the OCCT. Increase the percentage of students scoring proficient and advanced on the state CRTs .</p>

4.6 Professional Development Action Plan for 2014-2015

The elementary staff worked together and broke down test scores to determine what areas of math and reading needed improvement. Based on the findings, the committee decided to discuss PASS objectives in curriculum meetings to determine areas of weaknesses and research ways to improve student achievement. Teachers will attend professional development workshops and return to school to teach fellow colleagues.

4.7 Evaluation and Annual Review

- Has there been an increase in test scores?
- Do students show an increased desire to learn and succeed?
- Are students prepared each year for the next grade level?

4.8 Impact on Student Achievement

- Achievement Tests
- Benchmark Tests
- Daily Assessment

- Teacher Observation
- Renaissance Assessments

Schoolwide Program Component 5.0 Recruitment and Retention of Highly Qualified Teachers

5.1 Recruitment and Retention of Highly Qualified Teacher Strengths

Currently the Elementary Staff is 100% highly qualified. The district will continue to find teachers that are highly qualified to replace teachers as necessary. The district, by providing exceptional working conditions, is determined to continue working to produce academic excellence for our students at Sequoyah Elementary.

5.2 Recruitment and Retention of Highly Qualified Teacher Needs

At this time we do not have any needs for recruiting highly qualified teachers, but will continue to provide professional development for teachers already in place.

5.3 Recruitment and Retention of Highly Qualified Teacher Action Plan for 2014-2015

- District posts all jobs following all state regulations (school website, newspaper, in all buildings)
- Supportive community helps keep facilities up to date through bond issues to improve our school (passed bond in November 2008)
- Current technology (labs, smartboards, clickers, I-pads training, classroom computers)
- College tuition is available to teachers who choose to further their education
- Provide constant opportunities for professional development

5.4 Evaluation and Annual Review

- Has there been an increase in test scores?
- Do students show an increased desire to learn and succeed?
- Are students prepared each year for the next grade level?

5.5 Impact on Student Achievement

- Administrator Observation
- Benchmark Tests
- Daily Assessment
- Teacher Observation
- Renaissance Assessments
 - **Schoolwide Program Component 6.0
Parent and Family Involvement**

6.1 Parent Participation in Schoolwide Planning

Parents were invited to attend a schoolwide-planning meeting in the Spring of 2014. Committee members will work with parents to ensure that all student needs are addressed in the schoolwide plan. A needs assessment was sent to all parents and the assessment as well as the results can be found in the appendix located in the principal's office.

6.2 Parent and Family Involvement Strengths

- Parents felt that the expectations at our school are very high or extremely high.
- Parents felt that students and parents were treated fairly.
- Parents felt they were kept well informed.
- Parents felt they were encouraged to be involved in their child's education.
- Parents visited their children's classroom.
- Parents felt that Title 1 improved their children's Reading and Math.
- Parents felt their children were safe at school.
- Parent liked being able to use the Renaissance program from home.

6.3 Parent and Family Involvement Needs

- Parents were open to a Family Literacy Night.
- Parents were open to the idea of before or after-school tutoring programs.
- Parents wanted to see more enrichment programs

6.4 Parent and Family Involvement Policy

- Needs assessment was given to all parents.
- Parent and teacher input were considered in writing policy.

- A copy of the policy is available in the appendix located in the principal's office.

6.5 School – Parent/Teacher/Student Academic Education Plans

- Discussed with Title 1 committee any revisions needed in the plan.
- Evaluated results of needs assessment
- Obtained direct input from parents on committee
- Obtained teacher input
- Copy of compact can be found in the appendix located in the principal's office

6.6 School Services Available to Parents and Families

- JOM
- School Needs Assistance for Homeless
- Counselor
- Referrals to outside agencies
- Tutoring
- Testing
- School Nurse
- Special Education Services
- Speech and Language Therapy

6.7 Parental Notice Requirements

2014-2015 Required Parental Notice Plan

Requirement	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
Written Parental Involvement Policies	Student Handbooks printed Computer	Principal Counselor Title 1 and Classroom Teachers Web - Master	August 2014 Open House Parent-Teacher Conferences October 2014 Posted on School Web-Site	2014 Student Handbook Parent Sign-in Sheet School Web-site
Student Achievement Reports and Test Scores	Results of OCCT STAR Reports	Principal, Counselor, Title 1 and Classroom Teachers	As needed throughout the year.	Parent signatures or conferences with parents.
Non-Highly Qualified Teacher	Notification letter to parents	Superintendent, Principal, Counselor	After 4 th week of instruction by	N/A

Notifications			non-highly qualified teacher	
Notice of Annual Title I Information Meeting	Web-site, notes to parents	Federal Programs Director, Principal Title 1 teachers, classroom teachers	1 week prior	Parent Sign-in sheet

6.8 Parental Involvement Action Plan for 2014-2015

- School information will be communicated through newsletters, website, phone calls, e-mails, etc.
- Test results are distributed to parents. Results can be discussed at open house, parent teacher conferences, or by phone conferences. Parents are also welcome to schedule meeting with teachers or administrators.
- The elementary currently has an active Parent/Teacher Organization. The school also holds annual events such as Donuts for Dads, Muffins for Moms, Cinnamon Rolls with Grandparents, Book Fairs, Parent Outreach Nights and Rise-N-Shine. We will utilize these events to welcome parents and encourage them to be involved in student learning.

6.9 Evaluation and Annual Review

- Has there been an increase in parent involvement?
- Do students show an increased desire to learn and succeed?
- Are students prepared each year for the next grade level?

6.10 Impact on Student Achievement

- OCCT Tests
- Benchmark Tests
- Daily Assessment
- Teacher Observation
- Renaissance Assessments

Schoolwide Program Component 7.0 Transition Strategies

7.1 Transition Strategy Strengths

- After reviewing needs assessment, the majority of staff felt as though we adequately prepared students for transition

7.2 Transition Strategy Needs

- Additional time with transitioning 5th grade students to Middle School
- Parents requested to be more informed of the transitioning process.

7.3 Transition Points

Transition Points for Sequoyah Elementary

Transition	Grade Affected	Coordination Needed
5 th Grade – 6 th grade	5 th Grade	5 th Grade Teachers, Counselors, Principals
Pre-K Parent Night	Pre-K	Teachers, Counselors, Principals, and Parents

7.4 Identify Transition Readiness Strategies

- Collaborative Planning with Elementary Counterparts
- Collaborative Planning with Middle School Counterparts
- Comprehensive Orientation Programs for teachers, students, and families

7.5 Transition Communications with Parents

- All 5th grade students will attend an orientation and a tour presented by the Middle School Counselor and Principal
- All Pre-K – 5th grade students will tour the new buildings they will be entering. They will also get to see the classrooms and meet the teachers during an annual Open House.
- All parents are notified and encouraged to attend the events

7.6 Transition Action Plan for 2014-2015

- Teachers are involved in the orientation process to ensure ALL essential areas of transition are covered.
- Elementary counselor and 5th grade teachers to set up a day for 5th grade to go to the middle school to meet teachers and view the building.

7.7 Evaluation and Annual Review

- Has there been an increase in test scores for students that made a transition?
- Do students show an increased desire to learn and succeed at the next grade level?
- Are students prepared each year for the next grade level?

7.8 Impact on Student Achievement

- OCCT Tests
- Benchmark Tests
- Daily Assessment
- Teacher Observation
- Renaissance Assessments

Schoolwide Program Component 8.0 Data-Driven Decision-Making

8.1 Data-Driven Decision-Making Strengths

- Title 1 provides staff with professional development to ensure that teachers understand how to use data to help with planning and instruction.
- Curriculum meetings are held each month to discuss test scores and progress towards meeting our Reading and Math goals.
- The majority of teachers were satisfied with the current level of professional development.

8.2 Data-Driven Decision-Making Needs

- Teachers felt as though more content area, and differentiated instruction professional development was needed.
- Teachers wanted further training in writing, technology, and small group strategies.

8.3 Key Assessments used to guide Decision Making

- Benchmark testing given by classroom teachers throughout the 2014 – 2015 school year.
- STAR Reading assessments given as needed throughout the year.

- STAR Math assessments given as needed throughout the year.
- STAR Early Literacy assessments given as needed throughout the year.
- OCCT Tests given by teachers in April.

8.4 Data-Driven Decision-Making Action Plan for 2014-2015

- Developing benchmark tests that will ensure that teachers are using PASS as a guideline for curriculum
- Continue training in using Renaissance data
- Teachers become more involved in STAR assessment analysis and progress monitoring

8.5 Evaluation and Annual Review

- Has there been an increase in test scores?
- Do students show an increased desire to learn and succeed?
- Are students prepared each year for the next grade level?

8.6 Impact on Student Achievement

- OCCT Tests
- Benchmark Tests
- Daily Assessment
- Teacher Observation
- Renaissance Assessments

Schoolwide Program Component 9.0 Intervention Strategies

9.1 Intervention Strategy Strengths

- Teachers felt as though Title 1 provides them with skills to considerably help in improving test scores and the quality of instruction.
- Teachers felt Title 1 Program has been very beneficial.

9.2 Intervention Strategy Needs

- Continued before or after school JOM tutoring program
- Title 1 program needs to be continued before/after school

- Focus Title 1 intervention to PASS skills as well as phonemic awareness, phonics, fluency, vocabulary and comprehension and focus on basic Math skills
- Develop critical thinking skills in students

9.3 Student Identification

- Students are identified through result of OCCT Test scores, STAR assessment results, and classroom benchmark tests, as well as teacher observation and recommendation.
- OCCT and STAR testing for all students
- Students “graduate” from Title 1 services based on test results from previous year as well as teacher recommendation.
- Students “graduate” from Title 1 services based on various assessment results.
- Description of maintenance services provided for students after they “graduate” from a Title I program

9.4 Intervention Services

- Pull out services/ Reading and Math Lab
- In – class assistance
- Before and After-school tutoring
- Summer School
- Before/After school Title 1 program

9.5 Intervention Action Plan for 2014-2015

- Continue with pull-out programs
- Continue with before and after-school tutoring
- Continue with team teaching strategies
- Continue with Summer School
- Continue with in-class assistance

9.6 Evaluation and Annual Review

- Has there been an increase in test scores?
- Do students show an increased desire to learn and succeed?
- Are students prepared each year for the next grade level?

9.7 Impact on Student Achievement

- OCCT Test
- STAR Assessment

- Benchmark Tests
- Daily Assessment
- Teacher Observation

Schoolwide Program Component 10.0 Coordination of Federal, State and Local Programs

10.1 Coordination of Programs

Several federal programs are utilized to fund high quality learning opportunities for all students and teachers in the elementary. The opportunities are listed and described in the chart below.

10.2 List of Coordinated programs

2013-2014 Coordination of Federal, State and Local Programs and Services

Funding/Program/Service Source	Program/Service Impacted	Coordination of Effort
Title I A	Reading/Math 3 rd -5th Grades	Fund Title 1 salaries and materials, technology, after school and summer school
Title II A	Professional Development	Content area training for reading/math teachers as well as software and other training EDIT Training for entire staff Tuition reimbursement for teachers pursuing master's degrees and highly qualified status
Title VII, Indian Education	K-5th Grades	Before/After-school Tutoring for eligible students, technology
Johnson O'Malley	Pre-K thru 5th Grades	Cultural Presentations, provide school supplies for eligible students

10.3 Consolidated Instructional Budget

2013-2014 Consolidated Instructional Budget

Pre- -5th Grades	Local	State	Federal	Other
Title I Teachers			1 - 100% Title I Teachers 2- 50% Title 1 Assistants 1 – 80% Title 1 Assistant	
Reading/Math Materials	Classroom supplies and materials, technology and software for Title 1 teachers		Classroom materials and computers for Title I teachers All Renaissance programs, classroom supplies	
Content Area Professional Development			Registration for core curriculum workshops	
Great Expectations			Metodology courses	
Accelerated Reading Incentives	Field trips, certificates, and other student rewards for achievement			

Implementation Time Line and Annual Review, Evaluation, and Up-date of Plan

- September 2014 the schoolwide plan will be reviewed with staff. Any adjustments that need to be made after reviewing CRT scores will be addressed at this time. During the school year, at the end of each nine weeks, the federal programs director and site committee will meet to ensure schoolwide program continues to meet expectations.
- Spring 2014 the site committee will meet to review schoolwide plan and determine if any changes need to be made and to document successes and concerns. Also during this time, annual Title I meeting will be held.
- Revisions in the site plan will be made after consulting with site committee and parent committee. A needs assessment will be used to determine any changes or improvements that need to be made.

- Parental input, as well as teacher recommendations, will be considered before any changes are made.
- Fall 2015, the annual review, evaluation, and plan update will occur.

Appendix

Parent Schoolwide Program Information Meeting Agenda
Faculty and Staff Schoolwide Program Information Meeting Agenda
Intent to Establish Title I Schoolwide Program
Elementary Eagle Creed
PASS Ranking Sheet
Teacher Needs Assessment
Teacher Needs Assessment Results
Parents Needs Assessment and Results
Parent and Family Involvement Policy
School-Parent Compact

- **A copy of the appendix is located in the Elementary principal's office.**