

TITLE I, PART A SCHOOLWIDE SITE PLAN

Annual Review

Sallisaw High School

Sallisaw Public Schools

2301 West Ruth

701 So. J.T. Stites Blvd.

Sallisaw, OK 74955

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Plan Reviewed and Revised

May 22, 2019

Sallisaw High School Title I Schoolwide Team Resolution

Be it resolved that the entire certified and support staff of Sallisaw High School unanimously approved the Title I Site Team's recommendation for the 2019-20 school year.

Stakeholder Commitment to Planning

Following the August 11th faculty meeting, all committee members met monthly with department heads who then met with departments to carry through with all stakeholders' commitment to planning.

**Sallisaw High School Title I Schoolwide Planning Team
2019-20**

| Name | Title | Term | Stakeholder Group |
|-----------------|--|-------------|---------------------------|
| Russell Tillery | Principal | 2019-2020 | High School Administrator |
| Brad Jackson | Vice-Principal | 2019-2020 | High School Administrator |
| Sarah Jackson | Counselor | 2019-2020 | Support Faculty |
| Paula Skinner | Counselor | 2019-2020 | Support Faculty |
| Erika Dickerson | Special Education | 2019-2020 | Classroom Teacher |
| Whitney Sharp | 10 th Eng. Writing Rep. | 2019-2020 | Classroom Teacher |
| Sarah Wilson | 11 th Eng./Pro.Dev.Rep. | 2019-2020 | Classroom Teacher |
| Susan Barger | 12 th Math | 2019-2020 | Classroom Teacher |
| Marsha Glover | 11 th Biology | 2019-2020 | Classroom Teacher |
| Tana Morgan | Parent/Comm. Rep. | 2019-2020 | Community Rep. |
| Ernie Martens | School Based Soc. Wkr./Homeless Liaison | 2019-2020 | DHS |

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve students' academic achievement in the planning year of becoming a Schoolwide school Sallisaw ISDI-1 and the District Board of Education assisted through Title I shall:

- Provide a regular schedule of useful notices, memos, phone calls, newsletters, and other communication.**
- Provide daily planners for students through eighth grade for communication between home and school.**
- Provide information on community activities that link learning skills and talents, including summer school programs for students.**

- Provide parents with a description and explanation of the curriculum in use at the school, the forms of assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Provide School-Parent Compacts which are discussed and signed the first 10 days of school.
- Upon request from parents, provide an opportunity at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- Provide parents of Title I students the opportunity to express written/verbal comments on the Title I plan.
- Provide assistance to parents of students served by the school in understanding such topics as Oklahoma Priority Academic Student Skills and the Oklahoma State Testing Program Standards, local academic assessments, requirements of Title I, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.
- Provide materials and training to help parents work with their children to improve academic achievement;
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, how to reach out, communicate, and work with parents as equal partners; and
- Provide parental involvement professional development opportunities through system wide in-service training.
- We will continue to teach Oklahoma PASS standards.

2019-2020 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 | Janel Cypert |
| Title or Position | School Support/School Improvement Specialist |
| Address | 2500 N Lincoln Boulevard Oklahoma City, OK 73105-4599 |
| Phone Number | 405-522-3253 |
| E-mail Address | Janel.Cypert@sde.ok.gov |

- Most technical assistance was provided during the planning process by video conferences and phone conversations.

- On-site technical assistance was provided during the planning process by Michael Lemon, RAO.

2019-2020 Technical Assistance Provider

Sallisaw Schools now uses ACT Aspire to track and disaggregate student performance on benchmark assessments. Staff members meet quarterly to review data and make recommendations on how to improve our curricular approach to underprivileged and underserved students as well as promote extended time programs offered for remediation.

SALLISAW PUBLIC SCHOOLS Effective Schools Proposed Timeline 2019-2020

| Training | Grade Levels | Proposed Dates |
|---|---------------------|-----------------------|
| Test Data/Binder System | All Staff (A.M.) | August 12, 2019 |
| Vertical Alignment | All Staff (A.M.) | August 14, 2019 |
| Aspire Data | All Staff (A.M.) | October 17, 2019 |
| Special Ed./Motivating Students Technology/ELL | All Staff (A.M.) | January 20, 2020 |

Sallisaw Ind. School Dist. I-1 will ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the implementation of the plan by:

- Helping with analysis of the results from the Oklahoma State Testing program and other relevant examples of student work;
- Teaching school staff how to use data and solve problems in instruction;
- Strengthening parental involvement and professional development;
- Helping the school choose effective instructional strategies and methods; and
- Ensuring that school staff receives high quality professional development relevant to their implementation.

Sallisaw Ind. School Dist. I-1 will reallocate resources to support improved student achievement. Specific instructional issues that caused the school to be identified will be addressed and strategies to be implemented will be grounded in scientifically-based research.

2019-2020 Schoolwide Planning Team

- Core Planning Team members are selected at the May Professional Development for a term year, with exception of core representation, with the assumption that every staff member will eventually serve on this team.
- The tasks outlined for the Core Planning Team to accomplish.
- The planning team collaborated with AdvancEd and all district committees with responsibilities equally distributed.
- All school stakeholders were involved in the planning process by having monthly faculty meetings before school, during the two lunch periods and after school.
- To reach decisions and make recommendations the Team will meet quarterly to report the results of Grade Level/Department input.

2019-2020 Schoolwide Planning Team Members/Effective Schools

| Name | Title | Stakeholder Group |
|-----------------|---------------------|--------------------------|
| Russell Tillery | Principal | Administration |
| Brad Jackson | Assistant Principal | Administrator |
| Whitney Sharp | Teacher | Staff |
| Keith Bateman | Teacher | Social Studies |
| Sarah Wilson | Teacher | English |
| Shawn Winton | Teacher | Science |
| Susan Barger | Teacher | Math |
| Chris McTyre | Parent | Committee |

School Profile

We continue to develop our technology in the area of computers and software. Sallisaw High School has one computer lab equipped with enough computers for an entire class, two mobile computer labs, and two computer classrooms. Every classroom at Sallisaw High School has a computer that is networked for the teacher to use for preparation, research, and attendance. Our school is equipped with adequate T-1 lines which allow our staff and students speedy access to the Internet. We also have Smartboards or televisions in all classrooms. The Science and English Departments have Chromebooks in each classroom. There are also classroom sets of Chromebooks in two Social Studies classes. Our district has also purchased licenses with Reading Plus online tutoring program to assist our students who are reading below grade level. Our school currently utilizes classroom management system software, Wengage. This allows the teachers to save class time and allows for more time on task with the students, while daily communicating with parents.

Our areas of focus continue to be math, reading, and safety.

We believe that with our community and excellent students, we cannot be satisfied with being average or adequate. We are serious about our commitment to excellence. Tests scores should reflect that we are achieving much more than we are. We believe that addressing the students' ability to think abstractly will benefit us in all areas of study. We hope to increase scores in the areas of comprehension, reading and writing, critical thinking, and mathematics.

END OF INSTRUCTION

The goal of our faculty and students at Sallisaw High School is consistently be competitive in the state in ACT scores and score ten points above the state average on all standardized tests. We believe this is a possibility with focused goals and data analysis.

Communication between faculty, staff, and parents within our school district will improve our abilities to educate by removing interruptions in our time spent working directly with students. We have entered our next phase of Wengage, which set up direct parent-teacher communication through e-mail. This allows parents to contact a teacher at any time and find out how their student is performing at school. Parents will also have access to their child's grades and number of days absent from school.

We believe that we, the staff and faculty, can achieve more if we work as a team. We want to incorporate school improvement plans into the thinking of every one involved in education at Sallisaw High School. Through collaborative teaching, we will use the knowledge and expertise of our highly qualified teaching staff to find the best ways to reach our students in every field. We will continue to seek increased parental support in an effort to improve student attendance and dropout rates.

Our site will have more control of our staff development plans in order to customize them specifically for the training that our building employees require to help accomplish the goals we set forth. Teachers will work hand in hand in aligning the curriculum to provide the best education possible. Our faculty as a group has chosen the following areas of focus to help raise our students' standardized test scores: Reading, Comprehension, Writing, Safety, Critical Thinking, and Mathematics. To help focus on and improve these areas we will use the Elementary and Secondary Education Act coupled with our Title I Plan which focuses on increased performance in Language Arts and Math to meet these goals.

Sallisaw High School strives to make excellence in education our goal. This means that we have high expectations for each student's potential. Our courses will raise the standard and reflect higher demands upon all our students. We will use resource teachers for Language Arts and Math

classes. We are raising the expected standard at Sallisaw High School and will offer tutoring for the students who need help in reaching that standard.

Schoolwide Program Component

1. Needs Assessment

- The quarterly process used to analyze data and make recommendations will be submitted to the principals for approval, typing and dissemination.
- Quarterly bench mark data will be analyzed by department and documented on plan renew and revision charts.
- Data analyzed in each department will be reflected in committee minutes.

Sallisaw High School will continue to meet departmentally on a monthly basis in order to place a greater emphasis on departmental and student needs as determined by the ACT Aspire bench mark data results.

2. Research Based Strategies

- Major curriculum strengths identified by the comprehensive needs assessment include scientifically based research strategies that were identified as contributing to these strengths
- Areas of curriculum identified by comprehensive needs assessment as in need of improvement were: reading comprehension, critical thinking, and writing
- 2019-2020 action plan for helping all students meet Oklahoma's high academic standards and identify scientifically based research strategies that will be used
- Research based strategies will be used to ensure that curriculum, teaching, assessment and student learning are in alignment.

2019-2020 Curriculum Mapping Team Members

| Name | Title | Stakeholder Group |
|---------------------------|--------------|--------------------------|
| Russell Tillery, Chairman | Principal | Administration |
| Susan Barger | Teacher | Math |
| Keith Bateman | Teacher | Social Studies |
| Sarah Wilson | Teacher | English |
| Shawn Winton | Teacher | Science |
| Chris Mctyre | Parent | Committee |

3. Instruction by Highly Qualified Teachers

- The 2003 district policy assures hiring of only qualified teachers and paraprofessional for ensuring that all students will be taught by highly qualified teachers and highly qualified paraprofessionals. The successful strategies of the Oklahoma essential elements correlated to the seven elements of effective schools will be the scientifically based research strategies that will be used.

We will continue to:

- Include instruction in the use of data assessments to inform and instruct classroom practice and ways that teachers, principals, pupil services personnel and school administrators may work more effectively with parents;
- Strengthen our partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- Create programs to enable paraprofessionals (assisting teachers employed by Sallisaw Ind. School Dist. I-1 receiving assistance under Title I, Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- Provide follow-up training to teachers who have participated in professional development activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classrooms.

4. Professional Development

Professional Development for Sallisaw High School Title I staff will:

- Have 100% staff participation;
- Be scientifically based;
- Be based on analysis of the differences between actual student performance and goals and standards for student learning;
- Involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved;
- Be primarily school-based and built into the day-to-day work of teaching; be organized around collaborative problem solving;
- Be continuous and on-going, involving follow-up and support for further learning;
- Incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes

that are involved in implementing the lessons learned through professional development;

- Provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned; and
- Connect to a comprehensive change process focused on improving student learning;

5. Parent and Family Involvement

Parents are invited and encouraged to participate in the development of the Sallisaw Ind. School Dist. I-1 Local Education Plan, be a member of school teams for schools not making adequate yearly progress, and be involved in the development of the English Limited Learner Parental Involvement Policy. Parents also will serve as part of the majority membership on the school committee that approves the Indian Education grant applications and the detailed budget summary and expenditures and any other professional development opportunities that are appropriate. Communication regarding said meetings as well as additional opportunities for parents to be involved will be announced via Instant Parent Notification System.

Sallisaw Public Schools provides literacy training to parents through both daytime and evening GED.

At the beginning of the school year, Sallisaw Ind. School Dist. I-1 will use direct communication to inform parents they have a right to request the following information about the professional qualifications of their children's teachers:

- Whether the teacher has met state qualifications and has a license for the grade level and the subject area he or she is teaching;
- Whether the teacher has an emergency or provisional license;
- What degree the teacher holds and the field of discipline of his or her certification or degree;
- Whether the child is being taught by paraprofessionals and, if so, their qualifications;
- In addition, the district will notify parents if their child has been assigned, or has been taught, for four or more consecutive weeks, by a teacher who is not highly qualified.

This information will be provided:

- In a uniform format;
- In a language that parents can understand, to the extent practicable; and
- In a timely manner.

In order to maintain communication between parents and the school, we provide online access to their child's grade and attendance information, have

parent-teacher conferences in the fall and spring, and require teachers to keep monthly call logs of parents they have contacted.

If Sallisaw Ind. School Dist. I-1 is identified as in need of improvement, the district would:

- Develop an improvement plan within three months of being identified that covers a two-year time period;
- Preparation of the plan would involve various stakeholders and outside experts and be peer reviewed by teachers and administrators;
- Students would be provided additional learning time, through options including before school, after school, or summer school;
- Assure that scientifically based research teaching methods are being incorporated into its academic program.

6. Data-Driven Decision Making

- Data-driven decision making strengths identified by needs assessment; identify scientifically based research strategies that contributed to these strengths in which data-driven decision making were identified by needs assessment as in need of improvement.
- Time on task has increased; all sites and staff in departments and grades are now speaking the same assessment and student achievement data language on progress reports.
- 2018-2019 teachers and administrators will meet monthly and quarterly to disaggregate ACT Aspire data to identify deficient sub-population achievement.
- Individual student achievement will be measured.
- Teachers will be included in assessing student achievement.
- Teachers will use assessment data to improve student learning by charting and graphing student scores for flexible grouping and tutoring sessions.

List of key assessments, purpose of each assessment, who will administer each assessment; who will respond to each assessment and how data will be used to improve student learning

1. Semester grade summaries are compiled at the end of each quarter and these summaries are compared to EOI test results.
2. Benchmark assessments are given in each of the educational areas in which Oklahoma State Standards requirements are outlined. The results of these tests will help teachers to monitor and adjust.
3. Teachers will use curriculum mapping to determine which areas of Oklahoma State Standards need most attention.
4. With teachers as advisors the individual students will be empowered to take charge of education and career planning.

5. Principals will continue to use Effective Schools' principles to motivate and educate staff in data-driven best current practices.

7. Transition Strategies

Transition Points for Sallisaw High School

| Transition | Grade Affected | Coordination Needed |
|----------------------------|-------------------------------------|--|
| From Brushy | 8 th , 9 th | Counselors from both sites coordinate transitioning students with guided tours, pre-enrollment packets and freshman orientation, and visit the transitioning school to meet with the students. |
| From Marble | 8 th , 9 th | Counselors from both sites coordinate transitioning students with guided tours, pre-enrollment packets and freshman orientation. |
| SMS to SHS | 8 th , 9 th | Counselors from both sites coordinate transitioning students with guided tours, pre-enrollment packets and freshman orientation. |
| SHS to Career Tech | 10 th , 11 th | Student tours of website and physical plant; Student Handbook; Parent Conferences, Open House-Orientation |
| SHS to Concurrent/Distance | 11 th , 12 th | TAA and Parent meetings prior athletic events |

Middle school students are pre-enrolled at high school and are included in certain assemblies and designated events during their eighth grade year to make the transition easier for them. During this time, the parents and students sign the high school enrollment forms. Parent/Student Handbooks also provide data for ease of transitioning. What's more, they are provided the opportunity to attend "open house" at the high school the week prior to the school year starting where they are given instruction on the school's rules and policies. Sallisaw High School will offer a "rookie bridge camp" for incoming freshmen and new students. This will include a mock schedule and team-building exercises. Any questions they or their parents have will also be answered at that time. They are also given time to tour the building, become familiar with their schedules, locate their classrooms and lockers.

Transition information is conveyed to parents and the community through the school web site, high school Facebook page, Wengage, the local community TV channel , and the Sequoyah County Times newspaper.

8. Intervention Strategies

All four sites are Schoolwide programs. Students scoring below satisfactory on standardized state assessments are considered to be eligible for services. Other criteria considered includes additional assessments in reading or math for students who are at risk. Parent/teacher/counselor conferences are held regarding student participation in targeted programs.

Before and after school tutoring services are provided.

Sallisaw Ind. School Dist. I-1 will:

- Notify parents about the availability of services annually;
- Help parents choose a provider, if requested;
- Determine which students will receive services, if not all students can be served.

The letter to the parents will:

- Identify each approved service provider within the district, in its general geographic location, or accessibility through technology or distance learning;
- Describe the services, qualifications and evidence of effectiveness of the provider;
- It will describe the procedures and timelines a parent must follow in selecting a provider; and
- It will be easily understandable in a uniform format or in language the parent can understand.

Tutors and teacher assistants will be provided at all times to assist struggling students.

Teachers as advisors will improve school, parent, and student relationships and communication.

9. Coordination of Federal, State and Local Programs

The strengths in the way Sallisaw High School coordinates federal, state and local programs that were identified by our comprehensive needs assessment were:

- Coordination and integration with other educational agencies such as People, Inc., intervention program for children and youth who are neglected, delinquent, or at risk.

The areas in coordination of federal, state and local programs that were identified by our needs assessment as in need of improvement were:

- To assign Teachers as Advisors to the Brushy and Marble City transitioning 8th graders before they meet the SHS counselors to enroll.
- Provide more services for English Language Learners, children with disabilities.
- Neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The Comprehensive District Consolidated Application will be developed and implemented to ensure that all of the above areas work together to complement the learning process to ensure all students meet the high state academic standards.

2019-2020 Coordination of Federal, State and Local Programs and Services

| Funding/Program/Service Source | Program/Service Impacted | Coordination of Effort |
|--------------------------------|-----------------------------------|---|
| Title I A | Algebra 1 and English II | Co-teaching with tutor After school tutoring Remedial Classes |
| Title VII | Students scoring below Proficient | Teacher Assistant |
| Title III | ELL | Interpreter |

Assurance Components

1. Nutrition, Fitness, Health, and Safety

- SHS will encourage our school community to eat healthier foods by limiting vending machine offerings and to exercise more by offering more physical and health education classes.

2019-2020 Healthy and Fit, Safe School Advisory Committee

| Name | Title | Stakeholder Group |
|---------------|----------------------------|-------------------|
| Brad Jackson | Assistant Principal | Administration |
| Sarah Jackson | Counselor | At risk students |
| Paula Skinner | Counselor | Support Staff |
| Carla Young | School Nurse | Support Staff |
| Matt Hawkins | Physical Education Teacher | Faculty Member |

| | | |
|---------------|---------|--------|
| Kolby Frasier | Student | Senior |
| Kami Riggs | Student | Senior |

2. Civil Rights

- The strengths identified by the SHS comprehensive needs assessment ensured the civil rights of each person in our school are respected and valued.
- There were no areas in our school culture that were identified by our needs assessment as needing improvement to ensure the civil rights of each person in our school community.
- The 2019-2020 action plan for our SHS school community ensure that the civil rights of all members of the community are respected and valued as stated in the faculty and student handbook.
- Our school community works to ensure the civil rights of each person are respected and valued. This is detailed on line in the Sallisaw School Board Policy and school law access link on the school web site: <http://www.sallisawps.org> and in the SHS handbooks.
- Our school community will foster appreciation of diversity (racial, ethnic, gender, learning disabilities, physical handicaps, etc.) by equity involvement in all aspects of AP classes, Honors classes, extra curricular activities, and all awards programs.

2019-2020 Student Performance Goals

Student performance goals should focus on

- Reading –Effective Schools/Title I Schoolwide
- Mathematics –Effective Schools/Title I Schoolwide
- Writing Title I Schoolwide
- School Culture – Title I Schoolwide
- Parental Involvement – Title I Schoolwide

All stakeholders concur that our student performance goals should focus on measurable student learning and not on participation numbers, activities or teaching strategies

The six student performance goals are:

- Strategic

- Measurable
- Attainable
- Realistic
- Time Bound
- Timely interventions will be implemented once students are identified as in need of assistance. Interventions may include: Any components of RTI, Accelerated Reader, Math-Reading Labs, tech. based remediation programs i.e. Study Island, Schmoop, BrainPOP, use of assistive technology i.e computers, ipods, ipads, laptops, Smartboards, student response systems, wireless slates, document cameras.

Time Line for Implementation of Plan

- We will make plan modifications if and when needed during the implementation process by monthly faculty meetings; grade level or department meetings.
- The site Effective Schools Accountability/Title I Schoolwide Implementation Team will be involved in making decisions about changes.
- The process that will be used to reach a consensus and to implement change will require collaboration until the majority of all stakeholders concur.

Timeline for Reviewing and Updating Schoolwide Plan

The Schoolwide Plan is a one year plan.

The Schoolwide Plan must be reviewed and updated annually

Sallisaw Ind. School Dist. I-1, in cooperation with the Title I Schoolwide Comprehensive Plan Committee, also referred to as the Review and Update Team, will:

- Review all results of state tests and other relevant student assessments; see results grids and charts attached, Attachments #7
- Review graduation rates as well as attendance and dropout rates;
- Review ACT scores, AP participation, and the most recent college remediation rates; and
- Review the effectiveness of each school's programs and activities that are supported by Title I Part A funds, including parental involvement and professional development.
- The process that will be used to review and update our Schoolwide Plan is to revise quarterly pacing charts for all subject areas and

changes in the Title I Schoolwide Plan are turned in to the building principal for typing after consensus is gained through grade level and departmental meetings.

- Grades are graphed quarterly using ACT Aspire data.
- Are school goals being met?

Yes – Proceed as mapped – Any changes needed to the Title I Schoolwide Plan?

No – Modify Pacing Chart – Adjust interventions and strategies based on Oklahoma Essential Elements and D.O.K. specifications on Title I Schoolwide Plan.

- The timeline that will be followed for reviewing and updating our Schoolwide Plan is as follows:

1st Qtr. – August 14 2019.....Sallisaw High School
2nd Qtr. – October 17, 2019.....Sallisaw High School
3rd Qtr. – January 20, 2019.....Admin
4th Qtr. – May 15, 2020.Each School Site

During the annual review of student performance, if results indicate the school has not achieved appropriate academic progress for two or more years and is identified for school improvement, corrective action, or restructuring, Sallisaw Ind. School Dist. I-1 will:

- Review the data that led to the determination;
- Work toward the development and implementation of a school improvement plan; and
- Provide parents with sufficient time to evaluate the public school choice and supplemental education service options that may be available for their children.

Sallisaw Ind. School Dist. I-1 will publicize and disseminate the results of the annual progress review of its schools to principals, teachers, parents, and the community. Principals and teachers will use these results to refine and improve their instructional program to help all children meet challenging academic achievement and performance standards. The results will provide parents and community members with a factual basis for judging the quality of their school and alert them to opportunities for increased involvement.

