

**TITLE I, PART A SCHOOLWIDE SITE PLAN
Annual Review**

**Eastside Elementary School
Sallisaw Public Schools
1206 E. Creek
Sallisaw, OK 74955**

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**Plan Reviewed and Revised
May 1, 2018**

Eastside Elementary School Title I School-wide Team Resolution

Be it resolved that the entire certified and support staff of Eastside Elementary School unanimously approved the Title I Site team’s recommendation for pursuing Title I School-wide status during the 2018-2019 school year.

Stakeholder Commitment to Planning

Following the August 09 faculty meeting all committee members met monthly to carry through with all stakeholders’ commitment to planning.

**Eastside Elementary School Title I School-wide Planning Team
2018-2019**

Name	Title	Term	Stakeholder Group
Chad Jasna	Principal	2018-2019	Eastside Principal
Janna McInerney	Secretary	2018-2019	Support
Mandy Pack	Counselor	2018-2019	Faculty
Andrea Sifers	3rd Grade Rep.	2018-2019	Faculty
Michelle Graham	3rd Grade Rep.	2018-2019	Faculty
Jamie Cleveland	4th Grade Rep.	2018-2019	Faculty
Kaysha Bell	5th Grade rep.	2018-2019	Faculty
Crystal Callahan	Spec. Ed. Rep.	2018-2019	Faculty
Nancy Braund	Teacher Assistant	2018-2019	Faculty
Natalie Girdner	PTO Representative	2018-2019	Parent
Dana Stites	Attendance Liaison	2018-2019	Faculty
Taren Madding	Media-Specialist	2018-2019	Faculty

Plan Development and Consultation:

Eastside's Committee consults with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served.

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 Title I School wide 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 in grades 3-5 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 current Oklahoma Academic Standards and SB 346, 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 and communicate with and work with parents as equal partners; and provide parental involvement professional development opportunities through system wide in-service training.

2018-2019 Technical Assistance Provider

Sallisaw Schools continue to use ACT Aspire and Star 360 to track and disaggregate student performance on Benchmark Assessments. Staff and parents 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 2018-2019

Training	Grade Levels	Proposed Dates
<ul style="list-style-type: none"> • Introduction • The Power of the Positive <p style="margin-left: 20px;">Presenter: Chuck Jackson</p>	All Staff (A.M.)	August 06, 2018
<ul style="list-style-type: none"> • Bullying Prevention • Digital Teaching and Learning • Meeting the Needs of English Learners 	All Staff (A.M.)	September 14, 2018
Vertical Alignment	All Staff (A.M.)	October 18, 2018
<ul style="list-style-type: none"> • Inclusion and Special Education • Closing the Achievement Gap • Motivating Students • Bullying Prevention • Autism 	All Staff (A.M.)	January 21, 2019

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.

- 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.

2018-2019 School Wide Planning Team

Core Planning Team members were selected for a year term, 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 was organized collaboratively to build from 2012-2013 school year. The Effective Schools design team, AdvancEd committee, and all district committees' responsibilities equally distributed.
- All school stakeholders were involved in the planning process by having monthly faculty meetings before school and after school.
- To reach decisions and make recommendations the team will meet quarterly to report the results of grade level input.

2018-2019 School Wide Planning Team Members/Effective Schools

Name	Title	Stakeholder Group
Chad Jasna	Principal	2018-2019
Janna McInerney	Secretary	2018-2019
Mandy Pack	Counselor	2018-2019
Andrea Sifers	3rd Grade Rep.	2018-2019
Michelle Graham	3rd Grade Rep.	2018-2019
Jamie Cleveland	4th Grade Rep.	2018-2019
Kaysha Bell	5th Grade rep.	2018-2019
Crystal Callahan	Spec. Ed. Rep.	2018-2019
Nancy Braund	Teacher Assistant	2018-2019
Natalie Girdner	PTO Representative	2018-2019

School Profile

WHERE WE ARE

Mission Statement

The mission of Eastside Elementary is to prepare students for the challenges, choices, and opportunities of the future in a school that commands excellence.

Eastside Elementary School is located within the city limits of Sallisaw and serves students in 3rd through 5th grade. Enrollment at Eastside ranges from 380 students to 420 students over a 4 year period with an average enrollment of 400 students. The staff is comprised of 1 principal, 1 counselor, 1 secretary, 1 attendance liaison, shared with Liberty, 20 classroom teachers, 1 speech therapist, 2 special education teachers, 1 library media specialist, 1 music teacher, 1 P.E. teacher, ½ time school nurse, 6 teacher assistants, 2 foster grannies and 3 custodians. All teachers are highly qualified.

Our population is diverse with the majority split between American Indian and Caucasian. We are beginning to see an influx of Spanish speaking students and have began taking steps to serve those children. There are currently 26 LEP students and at the present we have 100% of our students eating free or reduced lunches.

Our staff shares in the belief that together we can eliminate illiteracy in our society. We will do this by eradicating below grade level reading achievement in our 3rd, 4th, and 5th grades.

This Title I plan is about the responsibility and ownership of reading results. We have changed our focus from process to results. We have been teaching children to read for years, but we had not observed significant change in the number of students actually learning to read. Job descriptions of teachers state, “do A, B, and C to teach reading and they will know how to read. Additionally, do it for 100% of your students. How you do it is up to you.” Teachers must have permission to change and be encouraged to think outside the box. They must recognize areas of the curriculum that need to be cut and have the flexibility to bring varying approaches into the classroom. Community awareness must also change in order for parents to realize what is truly happening in the academic lives of their children so they can enthusiastically support these goals. Discussions must shift from how we did it in the past to what must we do differently to achieve a success rate of 100% grade level or above readers for Eastside Elementary.

STAR Reading assessments establish our reading benchmarks at the beginning of each school year. Teachers will use Chrome Books and computer labs that are pre-programmed with this assessment. Realizing time is of the essence, this technology will allow the teacher to access, report date, receive data analysis, and begin remediation much more quickly.

SCHOOLWIDE PROGRAM COMPONENTS

Component 1: Needs Assessment

Students below state mandated testing grades are administered the Oklahoma Reading Inventory, STAR Reading and state adopted textbook assessments for eligibility on Reading Sufficiency. Reading and math computerized programs that place students on their individual instructional are available to all elementary students in grades one through five. Beginning with grade three, OAS and End-of-Instruction rank ordered lists are methods of identifying eligible students. 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. Elementary students who are considered to be at risk for failure without additional instruction are encouraged to attend summer school during the months of June and July.

After school tutoring at Eastside is offered as a part of Title IA.

Eastside Elementary has two assistants that work with the students in the classroom and the reading resource room, both as a group and individually. The reading coach and assistants work with teachers on needed interventions. Teacher assistants are available to assist in the classroom under the direction and supervision of a certified teacher. The Computer Lab is provided for reading. With consolidated services from Title IA, after school tutoring services are provided.

Sallisaw Ind. School Dist. I-1 will:

- Notify parents about the availability of services annually;
- Determine which students will receive services, if not all students can be served; (Eligible students are all students from low income families who attend Title I schools who are in their second year of School Improvement in corrective action, or in restructuring.)

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.

Component 2: School Wide Reform Strategies:

Eastside Elementary utilizes a morning reading block of ninety minutes dedicated to reading strategies and interventions. Scientifically researched based curriculum strategies such as Scott Foresman are used to increase student understanding and mastery in reading. The time utilized in the morning has helped to strengthen the students' reading skills and understanding of the Oklahoma Academic Standards. During this reading block, students receive differentiated instruction in order to give them the opportunity they need to reach satisfactory or and proficient levels in reading. Teachers utilize technology such as Smartboards, Chrome Books, Nexus 7 tablets, iPads and computers to increase active student engagement during this time. The students are motivated to be actively involved when they are using technology to learn and achieve.

Curriculum Mapping: All certified personnel at Eastside meet on a regular basis for the purpose of monitoring and adjusting the current working curriculum maps for each grade level. Areas of strengths and weakness are discussed and decisions are made as to the addition or deletion of certain aspects and objectives of the current curriculum map. Eastside educators realize that our grade level curriculum maps are and will continue to be a work in progress.

Component 3: Instruction by Highly Qualified Teachers

All teachers employed in Sallisaw Ind. School Dis. I-1 are required to have a valid State Teachers certificate. All teachers have passed a state teacher exam in the certification area in which they are assigned or are classified as "highly qualified" by participating in the High Objective Uniform State Standard of Evaluation (HOUSSE). Paraprofessionals hired after January 8, 2002, must meet minimum qualifications: Has two years of higher education, or have an associate's degree; or meet a rigorous standard of quality and pass a state or local assessment that demonstrates the paraprofessional's knowledge of, and the ability to assist in instructing, reading, writing, or mathematics (or, if appropriate, reading readiness, writing readiness, mathematics readiness). Paraprofessionals employed prior to January 8, 2002, have been provided information required for compliance. They have been allowed release time and transportation to attend workshops that would prepare them for meeting the qualifications. The district has also worked in conjunction with the local Adult Basic Education Program to provide training for those paraprofessionals who chose to test. A partnership has been established between Northwestern Oklahoma State University and Sallisaw Ind. School Dist. I-1 to offer paraprofessionals an opportunity to advance their studies while remaining employed full-time.

Component 4: Professional Development

Professional Development for Sallisaw Eastside Elementary School Title 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 experience 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.

Component 5: High Quality Teachers to High Need Schools

All certified teachers at Eastside Elementary meet the NCLB qualifications and are highly qualified. Meeting this requirement is attained in the hiring practices by our district. Sallisaw Public Schools post job positions and such positions are advertised through internal postings, school website, internet education websites, and in newspapers. Sallisaw Public Schools also has strategies in place concerning equitable teacher distribution and teacher quality strategies. Sallisaw Schools have collaborations with neighboring higher education institutions and participates in student-teacher programs and higher education student observation programs.

Component 6: Parental Involvement

Parents are invited and encouraged to participate in the development of the Sallisaw Ind. School District I-1 Local Education Plan, be a member of School Teams for schools with a designation, 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. Eastside Elementary School provides literacy training to parents through both daytime and evening GED training at the district level.

At the beginning of the school year, Sallisaw Ind. School Dist. I-1 will use direct communications 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.
- Using our Student School reach program

If Sallisaw Ind. School Dist. I-1 is identified as a Focus or Priority School, the district will:

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.

Component 7: Transition Strategies

Eastside hosts an Open House for all new students. Liberty students that are transitioning to Eastside attend “Sneak Preview” in third grade during the last week of school with their teacher and classmates for the upcoming year. All grades transitioning have a sneak preview as well. Students from fifth grade who will be attending middle school make a visit to the site before they move to that building. During that day of orientation they tour the building, lockers, gymnasium, and are given enrollment forms and packets.

Transition information is conveyed to parents and the community through the school web site, *Wen-GAGE*, the local community TV channel, and the Sequoyah County Times newspaper.

Component 8: Data Driven Decisions

- Data –driven-decision-making strengths identified by needs assessment; identify scientifically-research-based 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.
- During the 2018-2019 school year, teachers meet bi-weekly/ monthly/quarterly to disaggregate *ACT Aspire data* and RTI 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, 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.

- Grade summaries are compiled at the end of each quarter and these summaries are compared to our Effective Schools test results.
- Pre and Post test results are given in each of the educational areas in which Common Core requirements are outlined. The results of these tests will help teachers to monitor and adjust.

- Teachers will use curriculum mapping aided by the Effective Schools Team to determine which areas of current state standards need more attention.
- Principals will continue to use Effective Schools practices to motivate and educate staff in data-driven-best current practices

Component 9: Effective and Timely Additional Assistance

Low performing students are identified by state standardized tests (OSTP), STAR Reading, quarterly grades as well as formal and informal assessments. There are many intervention strategies used to help students that are not proficient. They are utilized in a timely and efficient manner and include:

- Tutoring – After school two days per week for one hour each day
- One-On-One time with Reading Coordinator and teacher’s assistants
- Individualized ability based computer instruction in Computer Lab
- 90 minute reading block
- Summer school program
- Differentiated instruction in the classroom
- Technology (Smartboards, Chrome Books, Nexus 7 tablets, iPads, Computers)
- Parent Volunteers

To determine if the students are making progress the staff will consistently monitor data from ACT Aspire , Star 360, quarterly bench mark tests, weekly assessments (formal and informal) as well as report cards.

Component 10: Coordination of Programs

The strengths in the way Eastside Elementary School coordinates federal, state and local programs that were identified by your comprehensive needs assessment were:

- Coordination and integration with other educational agencies such as People, Inc., DHS, Boys and Girls Club, Oklahoma School for the Blind, aid in providing interventions for children and youth who are neglected, delinquent, or at risk.

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

- 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 area works together to complement the learning process to ensure all students meet high state academic standards.

2018-2019 Coordination of Federal, State and Local Programs and Services

Funding/Program/Service Source	Program/Service Impacted	Coordination of Effort
Title IA	Reading Specialist Reading Coach	Smaller class sizes Co-teaching with tutor/teaching assistant After school tutoring
Title IA	Summer Reading Program	Transition to Eastside
Title III	ELL	Interpreter
Title VII	Home School Liaison	

Assurance Components

1. Nutrition, Fitness, Health, and Safety

- The strengths in the Eastside Elementary nutrition and fitness program that were identified by our comprehensive needs assessment showed 100% of student body was enrolled in PE.
- Eastside Elementary will encourage our school community to eat more healthful foods by limiting outside drinks to be consumed with school lunch. More exercise will be encouraged by offering more physical and health education classes.
- A copy of Sallisaw Public Schools Wellness Policy and Child Nutrition and Physical Fitness Program is included in the Appendix, pg 33.

2018-2019 Healthy and Fit, Safe School Advisory Committee

Name	Title	Stakeholder Group
Chad Jasna	Principal	Administration
Mandy Pack	Counselor	Faculty
Dana Stites	Attendance Liaison	Faculty
Marsha Scott	3rd Grade	Teacher
Karen Harris	4 th Grade	Teacher
Heather Wheeler	5 th Grade	Teacher
Wes Green	PE/ Parent	Teacher
Natalie Girdner	Parent	Community
Bobby Qualls	SRO / Parent	Community
Ella Wheeler	Student	Student
Kinsey Abell	Student	Student

2. Civil Rights

- The strengths identified by the Eastside Elementary 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 2018-2019 action plan for our 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 detailed on line in the Sallisaw School board policy and school law access link on the school web site: <https://www.sallisawps.org>; and in Eastside handbooks.
- Our school community will foster appreciation of diversity (racial, ethnic, gender, learning disabilities, physical handicaps, etc.) by equity involvement in all aspects of classes, extracurricular activities, and all awards programs.

3. Transportation

- The strengths in our student transportation program that were identified by our comprehensive needs assessment were the 19 bus routes that are meeting the current needs for student transportation to and from school during regular school hours.
- The areas in our transportation program in which needs were identified as in need of improvement by our needs assessment were

additional transportation for before and after school tutoring and summer school. We will explore partnering with KATS city transportation for possible rural routes in addition to city limit routes at one dollar per trip.

- We are developing the 2018-2019 action plan for our student transportation program to ensure that all students are delivered safely to and from school and school related events including tutoring sessions and summer school.

2018-2019 Student Performance Goals

Student performance goals should focus on

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

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

The five student performance goals are:

- Strategic
- Measureable
- 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, Sequoyah Reading Lab, Math-Reading Labs, and tech. based remediation programs i.e. Study Island, Star 360, *ACT Aspire*, Brain POP, and use of assistive technology i.e. computers, Chrome Books, Nexus 7 tablets, iPads and Smartboards.

Timeline 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.
- 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, Edusoft, Brain POP, Reading Plus, use of assistive technolog i.e. computers, Chrome Books, Nexus 7 tablets, ipads, laptops, Smartboards, student response systems, wireless slates, document cameras.

Timeline for Reviewing and Updating A Schoolwide Plan

The Schoolwide Plan is a one year plan.

The Schoolwide Plan must be reviewed annually and updated until there is a change in the state waiver.

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 results of weekly and quarterly tests and other relevant student assessments; see results grids and charts attached, Edusoft, Attachments #7
- Place and compare student scores in Adv., Sat., LK, or UN categories.
- 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 revisions after consensus is gained through Grade Level and Departmental meetings.
- Are AdvancED/Effective Schools goals being met?
YES-Proceed as mapped-Any changes needed to the Title I Schoolwide Plan?
YES-Modify Pacing Chart-Adjust interventions and strategies based on Oklahoma Essential Elements and on Title I Schoolwide Plan

- The timeline that will be followed for reviewing and updating our Schoolwide Plan is as follows:
 - 1st Qtr. – August 8, 2018.....Eastside Elementary**
 - 2nd Qtr. – October 12, 2018.....Eastside Elementary**
 - 3rd Qtr. – January 14, 2019.....Eastside Elementary**
 - 4th Qtr. – May 17, 2019.Each School Site**

During the annual review of the Site Report Card, if results indicate the school has not achieved adequately and is identified for school improvement, corrective action, or restricting, Sallisaw Ind. School Dist. I-1 will:

- Review the data that led to the determination;
- Work toward the development and implementation of a school choice and supplement education service options that may be available for their children.
- 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. 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.