

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

**Liberty Elementary School
Sallisaw Public Schools**

**136 S. Dogwood
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**Plan Reviewed and Revised
May 1, 2018**

Liberty Elementary School Title I Schoolwide Team Resolution

Be it resolved that the entire certified and support staff of Liberty Elementary School unanimously approved the Title I Site Team's recommendation for the 2018-2019 school year.

Stakeholder Commitment to Planning

Following the August 6 faculty meeting, all committee members met monthly to carry through with all stakeholders' commitment to planning.

Liberty Elementary School Title I Schoolwide Planning Team 2018-2019

Name	Title	Term	Stakeholder Group
Toni Jasna	Principal	2018-2019	Administrator
Jessica Barlow	Counselor	2018-2019	Faculty
Geneva Ford	Reading Specialist	2018-2019	Faculty
Karen Land	Pre-K Rep.	2018-2019	Faculty
Natalie Johnson	Kindergarten Rep.	2018-2019	Faculty
Thena Garrett	T-1 Rep.	2018-2019	Faculty
Kim Booth	1st Grade Rep.	2018-2019	Faculty
Jennifer Luttmr	2nd Grade Rep.	2018-2019	Faculty
Stephanie McClure	Teacher Assistant	2018-2019	Faculty
Dana Stites	School Based Social Worker	2018-2019	DHS
Natalie Girdner	LPTO Rep.	2018-2019	Parent
Glenda Smith	Spec. Ed. Rep.	2018-2019	Faculty
Taren Madding	Media Specialist	2018-2019	Faculty

Plan Development and Consultation:

Liberty'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 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 Pre- Kindergarten through Second 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.
- 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 STAR360 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
Staff Introduction The POWER of the POSITIVE (Chuck Jackson)	All Staff (A.M.)	August 06, 2018
Bullying Prevention Meeting the Needs of English Learners Inclusion/Special Education Motivating Students	All Staff (A.M.)	September 14, 2018
Vertical Alignment	All Staff (P.M.)	October 18, 2018
Inclusion and Special Education Closing the Gap Parental Outreach Autism Digital Teaching and Learning	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 Schoolwide Planning Team

Core Planning Team members were selected at the May Professional Development meeting 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 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 Schoolwide Planning Team Members/Effective Schools

Name	Title	Stakeholder Group
Toni Jasna	Principal	Administration
Jessica Barlow	Counselor	Staff 2018-2019
Karen Land	Teacher- Pre – K	Staff 2018-2019
Natalie Johnson	Teacher- Kindergarten	Staff 2018-2019
Thena Garrett	Teacher- T – 1	Staff 2018-2019
Kim Booth	Teacher-1st Grade	Staff 2018-2019
Jennifer Luttmer	Teacher-2nd Grade	Staff 2018-2019
Taren Madding	Library Media Spec.	Staff 2018-2019
Geneva Ford	Reading Specialists	Staff 2018-2019
Glenda Smith	Special Education Rep	Staff 2018-2019

School Profile

Liberty Elementary will focus on continuous improvement in all areas with an emphasis on our regular education population as well as our IEP population. We also battle every year with student behavior, attendance, and student tardiness. We will focus on these problems because they affect student achievement.

Our school's focus is on student achievement, working collaboratively, and using data to make our instructional decisions. The curriculum areas will be Reading and Math and we will use the OTISS-RTI model with both subject areas. We will continue our Positive Behavior Intervention & Support Program to improve student behavior and are in the initial stages of using the Professional Learning Communities model to enhance all initiatives.

The Professional Learning Communities model emphasizes that success will be achieved using resources that are available to a school site. At Liberty, we will include parents and community resources in our plan. At this time, we have parent volunteers who assist with special projects and upon teacher request. We have community members who assist us during our special reading projects yearly and with our P.B.I.S. program weekly.

Communication is also a key factor for student achievement and the faculty at Liberty works diligently to keep parents informed and involved with their children. We communicate with parents weekly and throughout many avenues. Our Parent Meet 'N Greet Night by grade levels is always a success. It gives our faculty an opportunity to set a standard for parental involvement as well as creates a WELCOME TO OUR SCHOOL atmosphere for our parents and our students.

STAR 360 assessments establish our reading/math benchmarks at the beginning of each school year for each K thru second grade student. At the beginning of the school year, teachers/students utilize a computer program with this assessment. This technology allows the teacher to assess, report data, receive data analysis, and begin remediation.

Component 1: Needs Assessment

Star 360 is a reading and math computerized program that place students on their individual instructional level. This program is available to elementary students in grades K through five. Beginning with grade three, Oklahoma Core Curriculum Tests 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 Liberty is offered as a part of Title IA.

Liberty Elementary has 3 Reading Specialists that works with the students in the classroom, both as a group and individually. The reading specialist works 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 and math. With consolidated services from Title IA, before and after school tutoring services are provided.

Sallisaw Ind. School Dist. I-1 will:

- Notify parents about the availability of services annually;

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

Component 2: Schoolwide Reform Strategies

Most of the Liberty Elementary teaching staff has been trained in Literacy First Training. Our school is using the Response to Intervention 90 minute reading model in conjunction with Literacy First Training. Our Reading and Math core curriculum are on Oklahoma's state adoption list and are supported by scientific research. Liberty is learning to work more collaboratively using the Professional Learning Communities Model. This year we will implement K-2 common formative assessments to drive instructional decisions in Math and Reading. In addition to using formative assessments teachers may also use observation, anecdotal records, teacher made tests, student performance, and progress monitoring to monitor student achievement. Differentiated Instruction is also used within the framework of both reading and math instructional models.

The instructional model uses data to drive instructional needs and practices. This, in turn, with systematic monitoring of student progress will produce a more productive instructional approach to teaching and student learning.

The staff at Liberty Elementary participates in district wide grade level and site level planning meetings throughout the school year. In addition to implementing 90 minute reading model, our district systematically has aligned our reading and math curriculum. We use curriculum maps in both subjects. Both curriculums are on Oklahoma State Department of Education's state adoption curriculum list and are aligned with Oklahoma Academic Standards.

We have been trained in and implement the positive behavior intervention supports model that works cohesively with our math and reading curriculum. Research has proven this behavior model improves student achievement.

Component 3: Instruction by Highly Qualified Teachers

Highly qualified teacher and highly qualified paraprofessional strengths identified by comprehensive needs assessment; identify scientifically-research-based strategies that contributed to these strengths. The successful strategies of the Oklahoma essential elements correlated to the seven elements of Effective Schools will be the scientifically based researched strategies that will be used.

The 2003 district policy assures hiring of only qualified teachers and paraprofessionals for ensuring that all students will be taught by highly qualified teachers and highly qualified paraprofessionals.

All teachers employed in Sallisaw Ind. School Dist. 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: Have 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.

Component 4: Professional Development

Professional Development for Sallisaw Liberty Elementary 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.

Component 5: High Quality Teachers to High Need Schools

All certified teachers at Liberty Elementary meet the ESSA 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 Dist. I-1 Local Education Plan, be a member of School Teams for schools not making academic 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 Schools provides literacy training to parents through both daytime and evening GED training.

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.
- Using our Student Mass Notification System.

The Sallisaw Ind. School Dist. I-1 is identified as a Focus School at the secondary sites. The district has:

- Developed an improvement plan;
- Preparation of the plan involved various stakeholders and outside experts and is peer reviewed by teachers and administrators as well as state department personnel.
- Students are 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

Students from the pre-school program that are not housed at the elementary site are brought to the Kindergarten facility for enrollment and screening in the spring before they enter Kindergarten. Before school, orientation for students and parents is offered at each site. The elementary buildings also offer Open House. Students' pre-k through 5th grade will attend a "Sneak Preview" during the last week of school with their teacher and classmates for the upcoming year.

Students leaving the fifth grade will go to middle school with an assigned mentor before they move to that building. During that day of orientation they tour the building, lockers, gymnasium, and are given enrollment forms and packets.

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. Parent/Student Handbooks also provide data for ease of transitioning.

Transition information is conveyed to parents and the community through the school web site, *Wen-GAGE*, the local community TV channel, the Sequoyah County Times newspaper, social media(Facebook/Twitter) and School Messenger.

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 monthly/quarterly to disaggregate quarterly benchmark tests *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 utilizing data walls for charting and graphing student scores for flexible grouping and tutoring sessions.
- Coordinate with Head Start staff at the onset of each year to align curriculum and utilize shared resources/assessing students. All students entering Pre-K and Kindergarten will be assessed for placement.

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 Quarterly Benchmark test results.
- Pre/Post tests are given in each of the educational areas in which Oklahoma Academic Standards 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 Oklahoma Academic State Standards need most 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

The additional assistance and or programs in place include:

- RTI reading model (including 90 minute reading block and 60 minute math block)
- After School Program at Liberty Elementary
- Summer School Program
- Supplemental Instructional Materials & Software Programs
- 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
- Differentiated instruction in the classroom
- Technology (Smartboards, Nexus 7 tablets, iPads, Computers, Chromebooks)
- Parent Volunteers

The procedures in place ensures student success will be monitored using specific & time effective student assessments, data driven decisions regarding instruction, highly qualified staff and high quality staff intervention meetings.

Component 10: Coordination of Programs

The strengths in the way Liberty 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 the 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 I A	Reading Specialist K Reading Coach	Co-teaching with tutor/teaching assistant After school tutoring Remedial Classes
Title VI	Summer Reading Program	Transition to Eastside
Title III	ELL	Interpreter
Title IV	No funding available	Safe and Drug Free Schools and Communities, Bully Free Systems

Assurance Components

1. Nutrition, Fitness, Health, and Safety

- The strengths in the Liberty Elementary nutrition and fitness program that were identified by our comprehensive needs assessment showed 100% of student body was enrolled in Music and Movement.
- The only area in our nutrition and fitness programs that was identified by our needs assessment for the availability of a health/ nutrition class.
- Liberty Elementary will encourage our school community to eat healthier food and limit outside drinks to be consumed with school lunch. We will also provide health education within our classrooms.

2018-2019 Healthy and Fit, Safe School Advisory Committee

Name	Title	Stakeholder Group
Toni Jasna	Principal	Administration
Jessica Barlow	Counselor	Faculty
Dana Stites	Home Liason	Faculty
Cheryl Gustafson	2nd Grade	Teacher
Natalie Girdner	Parent	Community
Tonya Stites	PE Teacher/Parent	Staff
Cash Girdner	Student	Student

2. Civil Rights

- The strengths identified by the Liberty 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: <http://www.sallisawps.org> and in the Liberty 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 Ed/Effective Schools/Title I Schoolwide
- Mathematics – Advanced Ed /Effective Schools/Title I Schoolwide
- Writing – Advanced Ed /Title I Schoolwide
- School Culture – Title I Schoolwide
- Parental Involvement – Title I Schoolwide

All stakeholders concur that our Advanced Ed and Effective Schools student performance goals should focus on measurable student learning 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, STAR 360 Reading/Math, Wilson Language Program, Accelerated Reader, Sequoyah Reading Lab, Math-Reading Labs, tech. based remediation programs i.e. Study Island, Brain POP, SoftSeven, use of assistive technology i.e. computers, Nexus 7 tablets, iPads, Smartboards, Chromebooks.

Timeline for Implementation of Plan

- We will make plan modifications if and when needed during the implementation process by monthly faculty meetings; grade level 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, STAR 360 Reading/Math Accelerated Reader, Sequoyah Reading Lab, Math-Reading Labs, tech. based remediation programs i.e. Study Island, Brain POP, use of assistive technology i.e. computers, Nexus 7 tablets, I Pads, Smartboards, Chromebooks.

Timeline for Reviewing and Updating 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.
- Place and compare student scores in Adv., Prof., 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 typing after consensus is gained through Grade Level meetings.
- Grades are graphed quarterly using benchmark data as well as grade reports and computer lab scores.

- Are Advanced Ed/Effective Schools 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 Depth of Knowledge 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 8, 2018.....Liberty Elementary
2nd Qtr. – October 12, 2018.....Liberty Elementary
3rd Qtr. – January 14, 2019.....Liberty Elementary
4th Qtr. – May 17, 2019.....Each School Site

During the annual review of the Academic Performance, if results indicate the school has not achieved adequate growth, we 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.