

TITLE I, PART A SCHOOLWIDE SITE PLAN
SALLISAW MIDDLE SCHOOL

2101 WEST RUTH

SALLISAW, OK 74955

SALLISAW SCHOOL DISTRICT

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SALLISAW, OK 74955

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Plan Completed

May 19, 2006

Plan Approved by OSDE

Date, 2006

Plan First Implemented

FY-2006-2007 School Year

Plan Reviewed and Revised

April, 2013

Plan Reviewed and Revised

April, 2014

Plan Reviewed and Revised

April, 2015

Plan Reviewed and Revised

April, 2016

Plan Reviewed and Revised

May, 2017

Plan Reviewed and Revised

April, 2018

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Sallisaw Middle School Title I Schoolwide Team Resolution

Be it resolved that the entire certified and support staff of Sallisaw Middle School unanimously approved the Title I Site Team’s recommendation for pursuing Title I Schoolwide status during the 2018-2019 school year.

We authorize Martha Howell to file the Intent to establish Title I Schoolwide Program Planning for the 2018-2019 school year with OSDE.

Sallisaw Middle School Title I Committee 2018- 2019

Name	Title	Term	Stakeholder Group
Greg Cast	Principal	2018-2019	Administrator
Cindy Jamison	Counselor	2018-2019	Faculty
Ericka Dickerson	Special Education	2018-2019	Title I Program
Lisa Bigler	Math Teacher	2018-2019	Title I Program
Nicki Thomason	Librarian	2018-2019	Support Faculty
Brandy Reaves	Writing /English Teacher	2018-2019	Support Faculty
JoEllen Asbill	Math Teacher	2018-2019	Professional Development
Pam Davis	Reading Teacher	2018-2019	Title I Program
Brad Jackson	Parent	2018-2019	Parent

To ensure effective involvement of stakeholders and to improve student academic achievement Sallisaw Middle School through Title I shall:

- Provide a regular schedule of useful notices, memos, phone calls, newsletters, and other communication.

- Provide daily planners for students sixth 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 is provided.
- 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 the Oklahoma Academic Standards and the Oklahoma Academic Standards Assessments, 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.
- All school stakeholders were involved in the planning process by having faculty meetings before school and after school.
- To reach decisions and make recommendations the team will meet periodically to report the results of Grade Level/Department input.

2018- 2019 Schoolwide Planning and Review Team Members

Name	Title	Stakeholder Group
Greg Cast	Principal	Middle School Administrator
Cindy Jamison	Counselor	Support Faculty
Lisa Bigler	Math Teacher	Title I Program
Joellen Asbill	Math Teacher	Professional Development
Laura Coulter	English Teacher	Support Faculty
Tana Morgan	Parent	Parent

2018-2019 Schoolwide Planning Sub-Committee Parent and Family Involvement

Name	Title	Stakeholder Group
Dana Stites	Family Out-Reach Director	School Support Services
Suzette Frazier	Seventh English Teacher	Classroom Teachers
Cindy Jamison	Counselor	Support Faculty

Sallisaw Middle School

MISSION STATEMENT

THE MISSION OF THE SALLISAW PUBLIC SCHOOLS IS TO EMPOWER ALL STUDENTS TO MAKE EDUCATED CHOICES AND TO MEET CHALLENGES OF THE FUTURE AS PRODUCTIVE CITIZENS.

Sallisaw Middle School is in Sallisaw, OK. Sallisaw is located in east central Oklahoma approximately 20 miles west of the Arkansas border. Enrollment averages about 390 students. Students vary from challenged to gifted. The ethnic make-up is 45% Caucasian, 45% Native American, 1% African American, 6% Hispanic and 3% Oriental. The economic status is low to middle income. Seventy-two percent of the enrollment qualifies for the free and reduced lunch program.

SMS GOALS:

Reading: There will be an increase in all subgroups as categorized by OSTP reading scores. All students will participate in Accelerated Reader, and all students will increase mastery skills essential to language arts for their grade level.

Math: All 6th, 7th, & 8th grade students will improve essential mathematics skills for their grade level.

Writing: All students will improve written communication skills.

Student Achievement: Sallisaw Middle School has high expectations for our students academically. We continually align curriculum in all disciplines vertically and horizontally. We are using Aspire test as a means to help us track our growth and mastery throughout the year in math and reading. We also use Buckle Down, Study Island and Reading Plus to check test readiness of our students before the end of year testing.

Curriculum and Instruction:

The Sallisaw Middle School Mathematics curriculum offers a variety of classes designed to provide all students a challenging learning experience.

Placement in math classes is based on criteria such as Oklahoma Academic Standards Assessment Test, teacher observation, and success in previous classes.

Sallisaw Middle School has implemented math labs for students that are identified as below satisfactory in math skills and Pre-AP classes for students who are in the satisfactory and advanced level of skills.

Sallisaw Middle School reading program is designed to better equip students with the skills they will need to be successful in future levels of their education. We have a required reading class for all sixth and seventh grade students and a required reading class for students in eighth grade whose reading skills are not proficient on the OSTP Test.

Student Data

Year	Total	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other	% Male	% Female
2006	471	2	40	4	1	53	0	46	54
2007	458	1	44.5	4.5	.5	48.5	0	54	46
2008	443	2.5	50	4.5	1	41	0	53	47
2009	453	1	46	6	1	43	0	55	45
2010-2011	415	1	46	6	1	44	0	55	45
2011-2012	435	1	44	7	1	46	0	53	47
2012-2013	392	1	47	7	2	44	0	51	49
2013-2014	424	1	46	6	2	45	0	49	51
2014-2015	379	2	43	7	2	46	0	50.5	50.5
2015-2016	401	2	42	5	2	49	0	54	46
2016-2017	394	2	42	3	2	51	0	54	46
2017-2018	404	1	43	4	2	50	0	52	48

Free/Reduced Lunch	Number	Percent of Student Population
October 2006	255	58
October 2007	298	66
October 2008	315	61
October 2009	325	64
October 2010	366	64
October 2011	295	66
October 2012	273	69
October 2013	307	72
October 2014	288	76
October 2015	312	78
October 2016	394	100
October 2017	404	100

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.
- The data analyzed in each program component area will be documented on plan renew and revision documentation chart.
- Data analyzed in each assurance component area will be reflected in committee minutes.

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
- The research based strategies will be used to ensure that curriculum, teaching, assessment and student learning are in alignment

2018-2019 Curriculum Mapping Team Members

Name	Title	Stakeholder Group
Greg Cast	Principal	Administration
Christy Craghead	Teacher	Math
Suzette Frazier	Teacher	ELA
Beverly Sizemore	Teacher	Social Studies
Annette Batemon	Teacher	Music

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, or mathematics readiness). Paraprofessionals employed prior to January 8, 2002, have been provided information required for compliance.

Highly Qualified Teachers

Number of Certified Teachers	Number of Highly Qualified Teachers Teaching in Field for the Entire Day	Number of Teachers Teaching out of Field for One or More Periods during the School Day
32	32	0

Highly Qualified Paraprofessionals

Number of Paraprofessionals	Number of Highly Qualified Paraprofessionals	Number of Paraprofessionals working to become highly qualified
3	3	0

- The 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.

4. Recruiting Highly Qualified Teachers

The 2018-2019 action plan includes activities to accomplish the following recruitment indicated:

- Improve and increase teacher's knowledge of the academic subject taught and enable them to become highly qualified;
- Are an integral part of broad Schoolwide and district wide educational improvement plans;
- Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet state standards;
- Improve classroom management skills;
- Are high quality, sustained, intensive and classroom-focused to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom;
- Support the recruiting, hiring, and training of highly qualified teachers;
- Advance teacher understanding of effective instructional strategies that are (1) based on scientifically based research and (2) strategies for improving student academic achievement or substantially increasing the knowledge of teaching skills of teachers;
- Are aligned with and directly related to standards, assessments, curricula and programs;
- Are developed with extensive participation of teachers, principals, parents and administrators of schools; are designed to give teachers of ELL children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children;
- To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and its applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects;
- Are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data assessments to inform and instruct classroom practice;

- Include instruction in ways that teachers, principals, pupil services personnel and school administrators may work more effectively with parents.
- Form 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.

5. Professional Development

Professional Development for Sallisaw Middle 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; and 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.
- Connect to a comprehensive change process focused on improving student learning.
- Include strategies to strengthen literacy, math, social studies and science skills.
- Teach ways to motivate students.
- Show techniques for differentiated instruction.
- Promote AVID strategies.
- Cover procedures for reporting child abuse.
- Increase teacher use of technology in the classroom.

6. 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.

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.

7. Data-Driven-Decision-Making

- 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.
- An action plan for how teachers will select, administer and use data driven decision-making to improve student learning; identify scientifically-research-based strategies will be used.
- 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.

- Benchmarks summaries are compiled at the end of each quarter and these summaries are compared to EOI test results.
- Pre and Post tests are given in each of the educational areas in which PASS requirements are outlined. The results of these tests will help teachers to monitor and adjust.
- Teachers will use curriculum mapping to determine which areas of PASS need most attention.
- Through Advisory class all students will be empowered to take charge of their education and career planning.
- Principals will continue to use Effective Schools principles to motivate and educate staff in data-driven best current practices

8. Transition Strategies

Students from fifth grade who will be going to middle school attend a tour/orientation of the middle school at the end of the year prior to moving to that building. During that orientation they tour the building, lockers, gymnasium, and are given enrollment forms and packets.

Transition Points for Sallisaw Middle School

Transition	Grade Affected	Coordination Needed
SMS to SHS	8th	Parents, 6 th – 8 th grade teachers and 6 th – 8 th grade students
Graduation from Eastside School to Middle School	Fifth Grade	Parents, fifth grade teachers, fifth grade students and SMS staff and students

Elementary students are pre-enrolled at the end of the fifth grade school year. At the beginning of the sixth grade year we have an orientation night before school starts.

Middle school students are pre-enrolled at high school and are included in 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, the local community TV channel, and the Sequoyah County Times newspaper and social media..

9. Intervention Strategies

Before and after school tutoring is available to students that are falling behind in course work or have a deficit in reading or math. Students who do not perform proficient on the state mandated reading and math test are required to enroll in a math lab or a reading lab as a course elective. Students are also pulled from elective classes to receive one-on-one tutoring from a teacher assistant or go to peer study groups..

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; (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.)
- Enter into an agreement with a provider selected by parents of all eligible students; and
- Protect the privacy of the students who receive supplemental educational services.

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.

10. Coordination of Federal, State and Local Programs

The strengths in the way Sallisaw School District 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., intervention program 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.

2018-2019 Student Performance Goals

Goal: During the 2018/2019 school year, we will close the achievement gap for lower quartile students in math by 5%.

Current reality: Math instruction is effective for the majority of our students as evidenced by performance on end of year test. The gap is too great between our regular education and lower quartile students.

Strategies: Small group instruction, before and after school tutoring, some students will be enrolled in 2 hours of math instruction with one class being a traditional class and the other being a "math lab" which will provide reinforcement throughout the school year.

Evidence of progress: We will use our benchmark tests and intervention data to monitor our progress.

Persons/ Responsible: Principal/ Faculty

Timeline: May, 2019

Goal: During the 2018/2019 school year, we will close the achievement gap for lower quartile students in reading by 5%.

Current reality: Reading instruction is effective, especially in vocabulary and literature, for the majority of our students as evidenced by performance on the end of year test. The gap is too great between our regular education and Lower Quartile students.

Strategies: One-on-one tutoring; small group instruction; Before and after school tutoring; some students will be enrolled in 2 hours of language arts instructions.

Evidence of progress: We will use our benchmark tests and intervention data to monitor our progress.

Persons/ Responsible: Principal/ Faculty

Timeline: May, 2019

Time Line for Implementation of Plan

- We will make modifications if and when needed during the implementation process with faculty meetings and 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 and will be reviewed and updated annually. During this review the team will:

- Review all results of state tests and other relevant student assessments.
- Review attendance and dropout rates.
- Review the effectiveness of the school's programs and activities that are supported by Title I Part A funds, including parental involvement and professional development.
- 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.
- Student OPI scores and OAS performance levels will be compared from year to year to check for students who are falling behind and need remediation.