Schoolwide Title I Plan

Cherokee Elementary
Overview Tab:

Schoolwide Plan for FY15-16
Due Date: September 30, 2014 (Expedited Status)
Program: Title I, Schoolwide Program
Purpose: A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advances levels of achievement on State academic achievement standards.

OSDE Program Contacts:
Name: Corina Ene
Email: Corina.Ene@sde.ok.gov
Phone: 405-522-1929

Comprehensive Needs Assessment Tab:

Schoolwide Planning Team:

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Constituent Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marissa McCoy</td>
<td>Principals</td>
</tr>
<tr>
<td>Abby Lamons</td>
<td>Principals</td>
</tr>
<tr>
<td>Elizabeth Hardman</td>
<td>Teachers</td>
</tr>
<tr>
<td>Gina Fisher</td>
<td>Teachers</td>
</tr>
<tr>
<td>Dana Payne</td>
<td>Student Support Services Staff</td>
</tr>
<tr>
<td>Melissa Cluck</td>
<td>Student Support Services Staff</td>
</tr>
<tr>
<td>Nita Wright</td>
<td>Teachers</td>
</tr>
<tr>
<td>Kristy Hodgson</td>
<td>Parents</td>
</tr>
</tbody>
</table>

Clarify the Vision for Reform:

Our purpose is to ensure a quality education and a safe learning environment for all students. We have high expectations for our students, we expect all students to read on grade level when they exit their current grade level.

Our daily attendance rate will be 96% or higher.

80% of 3rd, 4th, and 5th grade students will score proficient or advanced on the OCCT.

Our responsibilities are to provide quality interventions and monitor the progress of all students in order to meet these expectations.

Partnerships and collaboration are vital in implementation of our plan. Cherokee Elementary faculty, staff, parents and community members will work to meet the needs of all students.

We are committed to continuous improvement. We will provide professional development to all teachers in order to continue to learn new strategies to help provide the best education possible for our students.
Create the School Profile:

Cherokee Elementary is a part of Tahlequah Public Schools located in Tahlequah, Oklahoma. Tahlequah is a growing town of 16,780 located in northeast Oklahoma. Tahlequah is the nucleus of an area consisting of many small rural communities with dependent schools. The demographics of Tahlequah are influenced by several characteristics. Tahlequah is the home to Northeastern State University, a progressive and growing institution. Tahlequah is also the capital of the Cherokee Nation, providing many opportunities to members of the community. The location of the community provides quick access to area lakes and rivers contributing to its attraction to the retirement community. These are just a few characteristics contributing to the growth of the area.

As reported on the 2013-2014 School Accreditation Report, Cherokee Elementary has an average enrollment of 411 students in grades Kindergarten through fourth grade. The free and reduced lunch program serves 84% of these students. The average household income according to the 2010 Census data is $39,375. Poverty rate for the community is 30% and unemployment rate is 8%. The mobility rate (incoming students) is 19% of the school population. Ethnic make-up consists of 50% Native American, 2% Black, 1% Asian, 24% Hispanic and 18% Caucasian as reported on the 2013 School Report Card.

A goal of Cherokee Elementary is to close the academic achievement gap between ethnic and economic groups.

Identify Data Sources:

Data was collected throughout the 2013-14 school year. Students were tested three times a year using the Literacy First Assessment. Literacy first assessments are completed by the classroom teachers, teachers then entered data into a spreadsheet, and then submitted the spreadsheet to the Literacy Coach for review. The data is used in developing literacy lab group and classroom flex grouping. Literacy First data is the driving force behind classroom reading instruction.

DRA- DRA testing is completed by the literacy lab instructors. The testing is then scored and recorded by the Literacy Coach. The data is distributed to classroom teacher and administrators and utilized in forming groups for individualized reading instruction at NSU and for classroom flex grouping and pull out tutoring during the school day.

District-Made Assessments were given to students pre/post to determine academic progress. District math assessments are given to students by the classroom teachers. Assessments are scored and entered into data zone. Then reports are calculated and distributed to teachers, administrators, and district math coach.

OCCT Scores: Test results are used to determine areas of need as well as identifying students that are in need of remediation.

Buckle Down Scores: Buckle down assessments were given prior to the OCCT testing and tutoring services and classroom interventions were utilized in addressing skill deficits.

CARE Team referrals sent by the faculty and staff members were reviewed and staffed each week by the CARE Team. Parents were contacted monthly by individual teachers to discuss the needs of the students. Weekly newsletters were sent to parents throughout the school year to keep them apprised of homework, current curriculum and upcoming school events. Surveys are available to the teachers, students and parents during the school year as part of the needs assessment data collection.
Analyze the Data:

Data is collected throughout the school year. Teachers and the principal analyze this information in data and grade level meetings. Remediation is provided for students, parents are notified of students' grade and progress weekly through take-home folders and communication logs. Literacy First Assessments are given three times a school year, and is used to guide our instruction. This data is analyzed through data meetings to determine student progress and mastery of concepts. The OCCT data is collected at the end of the school year following the OCCT in April and early May. OCCT data is analyzed and students are remediated accordingly.

Reform Strategies Tab:

Describe the Reform Strategies:

Cherokee Elementary is working cooperatively with the other school sites toward updating the district wide curriculum pacing calendar & curriculum guides for each grade and utilizing PLCs (Professional Learning Communities) to maintain consistency within grade levels. We use Literacy First, Great Expectations, KEASAM and SEDL. Teachers use a variety of instructional strategies that foster student growth and it is monitored by administration. Daily objectives are posted in classrooms. Extended day/year opportunities are provided to struggling students, summer school and after school programs. Extended programs collaborate with classroom teachers. Teachers collaborate vertically and horizontally. Technology is being used in all classrooms, through MEAD boards, netbooks and document cameras. Daily objectives are posted in all classrooms daily, which in turn makes our students aware of the Oklahoma Academic Standards. Extended school year opportunities are available to students in the form of summer school, attendance is encouraged and achievement is monitored. Our teachers collaborate in horizontal and vertical teams, they work to develop pacing guides and maps to ensure continuity among schools and grade levels. Teachers use benchmark assessments in all subject areas to assess growth to drive instruction.

Instruction by Highly Qualified Teachers Tab:

Describe your Instruction by Highly Qualified Teachers:

Cherokee Elementary has a highly qualified and caring family of teachers. They work tirelessly to make a difference in the lives of our students. Cherokee Elementary does not hire teachers or paraprofessionals that do not meet Highly Qualified standards.

Professional Development Tab:

Professional Development:

<table>
<thead>
<tr>
<th>Title of Professional Development</th>
<th>Dates</th>
<th>Number and Stakeholder Group of Participants</th>
<th>Description of Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Schools</td>
<td>August</td>
<td>65 Cherokee ES Staff</td>
<td>Drug-Free and Safe, Creating Conducive Learning Environments, Safety/First Aid/CPR, No-Bullying, No Harassment, Reporting Abuse, School Safety/Emergency Procedures, CARE Teams, Child Abuse, ALICE training</td>
</tr>
<tr>
<td>New Teacher Training</td>
<td>August</td>
<td>5 New Teachers</td>
<td>Classroom Management, Establishing Procedures and Motivating Students, Effective</td>
</tr>
<tr>
<td>Great Expectations</td>
<td>July and Fall</td>
<td>5 Cherokee ES Teachers</td>
<td>Instructional, Strategies/Differentiating Instruction, Legal Aspects for Teachers</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Safety Videos</td>
<td>August</td>
<td>65 Cherokee ES Staff</td>
<td>Blood borne Pathogens, Hazardous Materials, Drug-Free Workplace, Fire Safety</td>
</tr>
<tr>
<td>Collaborating for Results</td>
<td>Throughout school year</td>
<td>10 Math and Science Teachers</td>
<td>STEM Training integrating Math and Science</td>
</tr>
<tr>
<td>Great Expectations Leadership Training</td>
<td>Throughout school year</td>
<td>25 Administrators</td>
<td>Training to maximize the potential of all leaders</td>
</tr>
<tr>
<td>ELL Training</td>
<td>Throughout school year</td>
<td>Cherokee Elem Cert Staff</td>
<td>Language Acquisition, Working with ELL and LEP students, Racial and Ethnic, Parent Involvement, ELL Endorsement</td>
</tr>
<tr>
<td>Technology</td>
<td>Throughout school year</td>
<td>Cherokee Elem Cert Staff</td>
<td>Integrating Technology in the Classroom, Extended Computer Training, Student-Management Software Training</td>
</tr>
<tr>
<td>Content-Specific</td>
<td>Throughout school year</td>
<td>Cherokee Elem Cert Staff</td>
<td>Training on Content Correlated with Curriculum Revision and Textbook Adoption, Literacy/Writing, Math, Science, Social Students</td>
</tr>
</tbody>
</table>

**Effective Teacher Retention Tab:**

**Describe Effective Teacher Retention:**

Cherokee Elementary will continue to have a highly qualified staff. We hire all teachers through a committee selection process. This process ensures that we hire highly qualified teachers and each teacher must meet the Highly Qualified credentials. Tahlequah Public Schools participates in career fairs at Northeastern State University and hires many teachers from this outstanding institution of higher learning. We will continue to maintain a highly qualified staff by providing high quality professional development and providing tuition assistance for college courses and graduate degree programs.

**Parent Involvement Tab:**

**Describe Parental Involvement:**

Cherokee Elementary will continue to have a highly qualified staff. We hire all teachers through a committee selection process. This process ensures that we hire highly qualified teachers and each teacher must meet the Highly Qualified credentials. Tahlequah Public Schools participates in career fairs at Northeastern State University and hires many teachers from this outstanding institution of higher learning. We will continue to maintain a highly qualified staff by providing high quality professional development and providing tuition assistance for college courses and graduate degree programs. Summer Social or Open House- Students and parents meet their teachers. PTO Meetings- Parents attend monthly meetings to ensure that they are involved in the education process. Parent Math Nights- Parents learn strategies for helping their students with math. Parent Literacy Nights- Parents learn strategies for helping their students with Reading. Report Cards/Progress reports- parents receive reports about child's progress.
**Student Transition Tab:**

**Describe the Student Transition:**

Cherokee Elementary recognizes the importance of providing Transition Services to students as they leave one site and enter another. The coordination of these services is the responsibility of both the sending and receiving school counselor. Students that enter Cherokee from other districts are immediately placed in classes and records are requested immediately to ensure that students are receiving appropriate services. Requested student records are always sent promptly to ensure that those moving into other districts can make the transition as smoothly as possible. Critical transition points for our students are from PK to Kindergarten and from 5th grade to 6th grade. Parent orientation nights have been developed to help ease this transition. Students visit their new schools.

**Teacher Inclusion in School Decisions Tab:**

**Describe Teacher Inclusion in School Decisions:**

Data is collected throughout the school year. The assessments that are used to identify at-risk students are, used are Literacy First, DRA and Formative Math Assessments. Teachers have input on the assessments given, and help design them. Professional development is provided to teachers on the multiple ways to desegregate data. Teachers are also provided professional development on ways to differentiate instruction to meet the needs of students. Regular data meetings are held to discuss student growth. Teachers and the principal analyze this information in data and grade level meetings. Remediation is provided for students, parents are notified of students' grade and progress weekly through take-home folders and communication logs. Literacy First Assessments are given three times a school year, and is used to guide our instruction. This data is analyzed through data meetings to determine student progress and mastery of concepts. The OCCT data is collected at the end of the school year following the OCCT in April and early May. OCCT data is analyzed and students are remediated accordingly.

Additional instruction is offered in reading through Reading Intervention. Math remediation and intervention is offered by utilizing Think Through Math and before/after school tutoring. Students who did not score a proficient or advanced in reading on the OCCT from the 2012-13 school year were placed on Reading Sufficiency Plans and monitored closely. Tutoring is available after school through the Boys and Girls Club and suggested to parents of struggling students.

The CARE Team is another form of assistance within the school. The CARE team observes student academic achievement, social development, emotional development, attendance, health and hygiene. Students are referred to the CARE Team by teachers and support staff in the building. The CARE Team consists of one counselor, a DHS social worker, a school resource officer, a school nurse, parent liaison, and the principal.
**Academic Interventions Tab:**

**Describe Student Academic Interventions:**

OCCT scores, DRA testing, and grade level assessments are used to identify low performing students during the school year. Kinder reading lab, literacy lab, Tier 1,2,3 instruction, reading sufficiency plans, ELL small group intervention, and Fall/Winter/Spring assessments are all utilized in providing interventions to assist students in need. Students begin ELL, Literacy Lab, and Tier instruction after 1st round of Literacy assessments are complete. Teachers meet the learning needs of students by ensuring that assessments drive instruction and intervention. Teachers differentiate instruction in all content areas. Struggling students receive additional assistance in literacy and math during the day if they are functioning below grade level. Students are also provided enrichment in the same areas if needed. Students are monitored weekly and adjustments are made to meet student need.

**Coordination of Funds Tab:**

**Describe the Funding Sources:**

The district coordinates funds from a variety of resources to support high-quality learning for ALL students. Title I funds are used to hire a reading coach and math coach who work with teachers in grades K-5 to improve reading and math instruction and student learning in the classroom. Title II funds are used to train teachers to accurately assess reading and interpret reading scores. Title II funds also train teachers to differentiate instruction in Math and Reading and use other strategies to teach to the individual learning styles of each student. District funds are used to fund the benchmark assessments that teachers use to assess student progress throughout the year so that they can adjust curriculum, re-teach, enhance and enrich classroom instruction as needed. District funds support these efforts by providing the teachers and administrative staff necessary to continually assess student progress and provide appropriate interventions and enhancements to ensure that all children's reading and math skills are at or above grade level. The district has an Elementary Literacy Coordinator who works individually with principals, teachers, and literacy teams analyzing testing data and collaborating with the district Curriculum Coordinator to ensure that our site has the resources needed to provide the best possible education for our students. Classroom materials, professional development, playground equipment, and other instructional materials are purchased with site and activity funds.

Cherokee Elementary coordinates local, state and federal funds to provide high quality education to prepare students for future success meeting the state's high academic standards. The site is a schoolwide Title I school and uses Title funds to improve instruction and quality of education. Title IA funds provide full time PK teachers and paraprofessionals for the classrooms, software and instructional materials focused on Reading and Math, and professional development to improve teacher knowledge and teaching skills. Title IC Migrant funds provide a Migrant Recruiter, instructional materials and software, and summer school for the high population of Migrant students, as well as professional development for teachers of Migrant students. Title IIA provides a Technology Trainer, Math Coaches, training consultants, registration fee, travel costs, and training materials so teachers and administrators are able to continually improve teaching skills in order to provide students with a high quality education. Title IIA funds provide a Parent Liaison for LEP students, instructional materials and software for LEP and Immigrant students, and professional development for teachers to better understand and serve these high need students. Cherokee's Native American students are served in many ways. Title VII Indian Education provides a Program Coordinator, a Cultural Specialist, and instructional streaming software in order to support the Native American youth in understanding their culture, Reading, and Math. The Indian Demonstration Grant provides a PK Academic Coach, a speech pathologist, and an Attendance Officer to diminish possible obstacles for native students.
receiving a high quality education. The Drug Free Community Support Program Grant funds preventionist programs to teach students to live alcohol and drug abuse free lifestyles. IDEA funds provide teachers, speech pathologists, a Project Director, and paraprofessionals to specifically serve students with Individual Education Plans. Cherokee Elementary and Tahlequah Public Schools believes all students have the right to a high quality education; therefore, federal funds are used to expand services to district youth so they can achieve success in meeting the state’s high academic standards. State Professional Development funds are used to improve teacher and administrator content knowledge and teaching skills. Local funds from Cherokee Nation Head Start are used to supplement the PK programs. Classroom materials, playground equipment, professional development for teachers, and Advocates are provided with these funds. Site budgets and activity funds are used to purchase additional classroom materials.

Select Funding Sources:

<table>
<thead>
<tr>
<th>Title I-A</th>
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</thead>
<tbody>
<tr>
<td>Title I-C: Migrant</td>
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<tr>
<td>Title II-A</td>
</tr>
<tr>
<td>Title II-B: MSP</td>
</tr>
<tr>
<td>Title III-A: LEP</td>
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<tr>
<td>Title III-A: Immigrant</td>
</tr>
<tr>
<td>IDEA, Flowthrough</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
Schoolwide Title I Plan

Greenwood Elementary
Schoolwide Title I Plan
Greenwood Elementary School

Overview Tab:

Schoolwide Plan for FY15-16
Due Date: September 30, 2014 ( Expedited Status)
Program: Title I, Schoolwide Program
Purpose: A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advances levels of achievement on State academic achievement standards.

OSDE Program Contacts:
Name: Corina Ene
Email: Corina.Ene@sde.ok.gov
Phone: 405-522-1929

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Schoolwide Planning Team:

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Constituent Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeAnn Mashburn</td>
<td>Administrators</td>
</tr>
<tr>
<td>Nikki Molloy</td>
<td>Principals</td>
</tr>
<tr>
<td>Susan VanZant</td>
<td>Principals</td>
</tr>
<tr>
<td>Susan Hull</td>
<td>Student Support Services Staff</td>
</tr>
<tr>
<td>Lorie McGee</td>
<td>Student Support Services Staff</td>
</tr>
<tr>
<td>Laura Rogers</td>
<td>Student Support Services Staff</td>
</tr>
<tr>
<td>Heather Moles</td>
<td>Teachers</td>
</tr>
<tr>
<td>Angel Waldo</td>
<td>Student Support Services Staff</td>
</tr>
<tr>
<td>Randy Jordan</td>
<td>Student Support Services Staff</td>
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<tr>
<td>Melissa Dotson</td>
<td>Parents</td>
</tr>
<tr>
<td>Jamie Hale</td>
<td>Parents</td>
</tr>
</tbody>
</table>

Clarify the Vision for Reform:

Our school makes great effort to ensure the health, safety, and civil rights of each student, teacher, staff member, and parent. Our school encourages students and parents to take full advantage of the learning opportunities and services offered. Our school honors our obligations to use federal funds to supplement not supplant programs and services provided by state, local, and private funding.” Tahlequah Public Schools is committed to providing all students with a quality education within a safe and caring learning environment.
Create the School Profile:

Greenwood Elementary is a part of Tahlequah Public Schools located in Tahlequah, Oklahoma. Tahlequah is a growing town of 16,780 located in northeast Oklahoma. Tahlequah is the nucleus of an area consisting of many small rural communities with dependent schools. The demographics of Tahlequah are influenced by several characteristics. Tahlequah is the home to Northeastern State University, a progressive and growing institution. Tahlequah is also the capital of the Cherokee Nation, providing many opportunities to members of the community. The location of the community provides quick access to area lakes and rivers contributing to its attraction to the retirement community. These are just a few characteristics contributing to the growth of the area.

As reported on the 2013-2014 School Accreditation Report, Greenwood Elementary has an average enrollment of 452 students in grades Kindergarten through fourth grade. The free and reduced lunch program serves 76% of these students. The average household income according to the 2010 Census data is $39,375. Poverty rate for the community is 32% and unemployment rate is 7%. The mobility rate (incoming students) is 10% of the school population. Ethnic make-up consists of 47% Native American, 2% Black, 3% Asian, 24% Hispanic and 24% Caucasian as reported on the 2013 School Report Card. A goal of Greenwood Elementary is to close the academic achievement gap between ethnic and economic groups.

Identify Data Sources:

- Student Achievement Data (i.e., OCCT, Benchmarks, District Assessments, DIBELS, Student Report Cards)
- Perception Data (i.e., Staff/Student/Parent surveys, Self-Assessments, Meeting Minutes)
- Demographic Data (i.e., Attendance, Truancy, Ethnicity, Low-Income, Special Education)
- Literacy First Data/ DRA Faculty needs assessment
- Attendance Reports, District Math Assessment, Parent Surveys, Truancy Reports, Reading Sufficiency Plans, Meeting Minutes, Free and Reduced Lunch Statistics, Student Report Cards, Parent Contact Logs, Special Education Data, OCCT, ELL Numbers, Benchmark Exams/ Buckledown, Discipline Reports
- OCCT Scores: Test results are used to determine areas of need as well as identifying students that are in need of remediation.
- Buckle Down Scores: Buckle down assessments were given prior to the OCCT testing and tutoring services and classroom interventions were utilized in addressing skill deficits.
- Literacy First Data: Literacy first assessments are completed by the classroom teachers, teachers then entered data into a spreadsheet, and then submitted the spread sheet to the Literacy Coach for review. The data is used in developing literacy lab group and classroom flex grouping.
- Literacy First data is the driving force behind classroom reading instruction.
- DRA Testing: DRA testing is completed by the literacy lab instructors. The testing is then scored and recorded by the Literacy Coach. The data is distributed to classroom teacher and administrators and utilized in forming groups for individualized reading instruction at NSU and for classroom flex grouping and pull out tutoring during the school day.
- District Math Assessments: District math assessments are given to students by the classroom teachers. Assessments are scored and entered into data zone. Then reports are calculated and distributed to teachers, administrators, and district math coach.
Analyze the Data:

Academic data is collected throughout the school year. Teachers, administrators, and instructional coaches analyze this information and provide remediation in and out of the classroom. Teachers provide parents with information concerning student progress and meet with the administrators to review instructional improvements. Literacy and math data is collected three times during the school year. The analysis of this material is on-going throughout the school year. This data guides district curriculum and classroom instruction. Attendance and behavior data is also collected on a daily basis. Teachers, parents, and students all complete a survey during the school year.

Attendance Rate:

During this school year one area of focus included student attendance. Attendance data was collected and reviewed on a weekly basis. Procedures were put in place and allowed for parent contact at different intervals on the attendance scale. A phone call is made at three absences, a letter from the school at five absences. The School Based Social worker will call at seven absences. The School Resource Officer issues a letter at 7 absences and a truancy ticket at 10. This procedure will continue for the 2014-2015 school year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>On</th>
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<tbody>
<tr>
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<tr>
<td>1st</td>
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<td>4th</td>
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<td>3</td>
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<td>Total</td>
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<td>22</td>
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OCCT test results (Reg FAY)

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>13-14</th>
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</thead>
<tbody>
<tr>
<td>3rd Reading:</td>
<td>72</td>
<td>84</td>
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<tr>
<td>3rd Math</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>4th Reading</td>
<td>69</td>
<td>80</td>
</tr>
<tr>
<td>4th Math</td>
<td>72</td>
<td>74</td>
</tr>
</tbody>
</table>

Reform Strategies Tab:

Describe the Reform Strategies:

In addition to the state adopted Reading series, Greenwood Elementary will use Literacy First to support literacy instruction for K-5 students. Students are monitored closely as they work to mastery for each skill. Developmental Reading Assessment 2 is a tool used to measure comprehension and determine students’ comprehension skills. The data is used to determine targeted instruction for specific needs of students.

A literacy coach and math coach are employed to model and support instructional strategies for all teachers.

Great Expectations is implemented school wide to build a culture of high expectations and learning.

Teachers attend professional development to support instructional strategies such as KESAM, Great Expectations, Literacy First, Differentiated Instruction, SEDL and Payne Education classes.
**Instruction by Highly Qualified Teachers Tab:**

Describe your Instruction by Highly Qualified Teachers:

Tablequah Public Schools hires only Highly Qualified teachers using the OSDE website to confirm HQ status. In the event a career teacher must be HQ in order to continue employment, the personnel director will build a Housse when necessary or the teacher will complete the appropriate assessment and submit results. Paraprofessionals are required to hold a bachelor’s degree, associate’s degree, 48 college hours or show proficiency on the paraprofessional assessment.

In the event a classroom is taught by a teacher that isn't highly qualified in the area taught, a letter is sent to parents informing of the situation.

Teachers with advanced degrees are compensated at a higher rate according to the district pay scale. National Board Certified Teachers received the stipend offered by the State of Oklahoma.

The personnel office has developed a spreadsheet noting the staff, degrees earned and years of experience.

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**Professional Development Tab:**

Professional Development:

<table>
<thead>
<tr>
<th>Title of Professional Development</th>
<th>Dates</th>
<th>Number and Stakeholder Group of Participants</th>
<th>Description of Professional Development</th>
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<tbody>
<tr>
<td>Great Expectations Summer Institute</td>
<td>Summer</td>
<td>10</td>
<td>Building positive culture in school site.</td>
</tr>
<tr>
<td>Great Expectations Regional Training</td>
<td>September</td>
<td>5</td>
<td>Building school culture and instructional strategies using principles of Great Expectations.</td>
</tr>
<tr>
<td>SEDL Training</td>
<td>Fall</td>
<td>7 Math &amp; Science teachers gr 3-5</td>
<td>Embed math and science instructional strategies in STEM initiative.</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>Ongoing</td>
<td>All teachers</td>
<td>Collaborated weekly with grade level teams building best instructional strategies and lessons.</td>
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<tr>
<td>Great Expectations Leadership Training</td>
<td>4 days</td>
<td>25 district administrators</td>
<td>Leadership strategies targeted to maximize the potential of district administrators.</td>
</tr>
<tr>
<td>Collaborating for Results</td>
<td>Ongoing</td>
<td>All 26 Kind through 5th gr classroom teachers</td>
<td>Consultant meets with teachers to review data and implement reading strategies targeted for specific skill needs.</td>
</tr>
</tbody>
</table>
**Effective Teacher Retention Tab:**

**Describe Effective Teacher Retention:**

Northeastern State University partners with Tahlequah Public Schools sending teacher candidates to complete internships before graduation. This opportunity gives sites first-hand knowledge of interns' potential.

Tahlequah Public Schools sends representatives to job fairs provided by local university in the fall and spring. All open positions are sent to staff email, posted on the district website and teacher-teachers.com.

Department chairs of each grade level serve as a mentor to new teachers in the grade level.

Northeastern State University staff emails list of graduating education students.

All new teachers complete a four day orientation class sharing important district information.

New teachers are a part of a grade level team who meet once per week to review plans.

The district pay scale is increased for advanced degrees.

**Parent Involvement Tab:**

**Describe Parental Involvement:**

* Web Site/Facebook
* iNow Portal/Parent compact
* Summer Social
* Parent/Teacher Conferences
* PTO
* Literacy Family Nights/ELL Family Night/Math Family Night
* Parent Meeting
* 4th Grade Parent Meeting
* Literacy Night
* Math Night
* Healthy and Fit Kid Night/Diabetes awareness information
* Month Title I parent meeting/PTO meeting
* Parent volunteer opportunities
* Parent/Teacher conferences - two per year
* Online gradebook on inow, parents given access through Board of Education Office
* Parent Communication Log submitted monthly to principal
**Student Transition Tab:**

Describe the Student Transition:

Parents will be invited to a Summer Social Night prior to the beginning of the new school year and conducted by the classroom teachers. Parents are encouraged to bring students to meet new teachers and to get acquainted to a new classroom. Teachers will answer parents' questions and administration will provide school wide information, discuss parent compact, and give tours of the building. Fifth grade teachers and students will take a day trip to the Middle School. Students will meet the Middle School staff. Care Team Collaboration between Greenwood and Middle School/Special Education Team Collaboration between Greenwood and Middle School Wise Guys and Girl Power Day for district's fifth grade students In April, Pre-K and Kindergarten Round-up-encourages enrollment of new students and provides parental orientation.

**Teacher Inclusion in School Decisions Tab:**

Describe Teacher Inclusion in School Decisions:

OCCT - determine areas in need of remediation
Literacy First - determine areas in need of remediation
DRA Testing - determine areas in need of remediation
District Math Assessments - determine areas in need of remediation

Teachers collaborate in weekly grade level meeting including discussion of data gathered from district assessments. Teachers collaborate concerning instructional strategies to meet targeted needs of students. Teachers identify targeted needs of students and assign an additional tutoring session based on need.

Quarterly assessments allow Kindergarten and 1st grade teachers to reconfigure small groups in literacy lab based on instructional needs.

Developmental Reading Assessment benchmarks throughout the year allow the Literacy Resource Specialist to reconfigure literacy pull out groups for second grade.

OCCT data review allows literacy resource specialist to assign students to daily additional literacy tutoring session based on needs.

**Academic Interventions Tab:**

Describe Student Academic Interventions:

OCCT scores, DRA testing, and grade level assessments are used to identify low performing students during the school year. Kinder reading lab, literacy lab, Tier 1,2,&3 instruction, reading sufficiency plans, ELL small group intervention, and Fall/Winter/Spring assessments are all utilized in providing interventions to assist students in need. Students begin ELL, Literacy Lab, and Tier instruction after 1st round of Literacy assessments are complete.
**Coordination of Funds Tab:**

**Describe the Funding Sources:**

The district coordinates funds from a variety of resources to support high-quality learning for ALL students. Title I funds are used to hire a reading coach and math coach who work with teachers in grades K-5 to improve reading and math instruction and student learning in the classroom. Title II funds are used to train teachers to accurately assess reading and interpret reading scores. Title II funds also train teachers to differentiate instruction in Math and Reading and use other strategies to teach to the individual learning styles of each student. District funds are used to fund the benchmark assessments that teachers use to assess student progress throughout the year so that they can adjust curriculum, re-teach, enhance and enrich classroom instruction as needed. District funds support these efforts by providing the teachers and administrative staff necessary to continually assess student progress and provide appropriate interventions and enhancements to ensure that all children’s reading and math skills are at or above grade level. The district has an Elementary Literacy Coordinator who works individually with principals, teachers, and literacy teams analyzing testing data and collaborating with the district Curriculum Coordinator to ensure that our site has the resources needed to provide the best possible education for our students.

Greenwood Elementary coordinates local, state and federal funds to provide high quality education to prepare students for future success meeting the state’s high academic standards. The site is a schoolwide Title I school and uses Title funds to improve instruction and quality of education. Title IA funds provide full time PK teachers and paraprofessionals for the classrooms, software and instructional materials focused on Reading and Math, and professional development to improve teacher knowledge and teaching skills. Title IC Migrant funds provide a Migrant Recruiter, instructional materials and software, and summer school for the high population of Migrant students, as well as professional development for teachers of Migrant students. Title IIA provides a Technology Trainer, Math Coaches, training consultants, registration fee, travel costs, and training materials so teachers and administrators are able to continually improve teaching skills in order to provide students with a high quality education. Title IIA funds provide a Parent Liaison for LEP students, instructional materials and software for LEP and Immigrant students, and professional development for teachers to better understand and serve these high need students. Greenwood's Native American students are served in many ways. Title VII Indian Education provides a Program Coordinator, a Cultural Specialist, and instructional streaming software in order to support the Native American youth in understanding their culture, Reading, and Math. The Indian Demonstration Grant provides a PK Academic Coach, a speech pathologist, and an Attendance Officer to diminish possible obstacles for native students receiving a high quality education. The Drug Free Community Support Program Grant funds preventionist programs to teach students to live alcohol and drug abuse free lifestyles. IDEA funds provide teachers, speech pathologists, a Project Director, and paraprofessionals to specifically serve students with Individual Education Plans. Greenwood Elementary and Tahlequah Public Schools believes all students have the right to a high quality education; therefore, federal funds are used to expand services to district youth so they can achieve success in meeting the state’s high academic standards. State Professional Development funds are used to improve teacher and administrator content knowledge and teaching skills. Local funds from Cherokee Nation Head Start are used to supplement the PK programs. Classroom materials, playground equipment, professional development for teachers, and Advocates are provided with these funds. Site budgets and activity funds are used to purchase additional classroom materials.
Select Funding Sources:

- Title I-A
- Title I-C: Migrant
- Title II-A
- Title II-B: MSP
- Title III-A: LEP
- Title III-A: Immigrant
- Title VI-RLIS
- IDEA, Flowthrough
- Other
Schoolwide Title I Plan

Heritage Elementary
Schoolwide Title I Plan
Heritage Elementary School

Overview Tab:

Schoolwide Plan for FY15-16
Due Date: September 30, 2014 (Expedited Status)
Program: Title I, Schoolwide Program
Purpose: A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advances levels of achievement on State academic achievement standards.

OSDE Program Contacts:
Name: Corina Ene
Email: Corina.Ene@sde.ok.gov
Phone: 405-522-1929

Comprehensive Needs Assessment Tab:

Schoolwide Planning Team:

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Constituent Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacie Davenport</td>
<td>Principals</td>
</tr>
<tr>
<td>Misty Blunt</td>
<td>Principals</td>
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<tr>
<td>Monica Phillips</td>
<td>Teachers</td>
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<tr>
<td>Crystal Hendricks</td>
<td>Teachers</td>
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<tr>
<td>Sandra Gillum</td>
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<tr>
<td>Kelli Tibbetts</td>
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<td>Kim Parker</td>
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<tr>
<td>Pat Hubbard</td>
<td>Student Support Services Staff</td>
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<tr>
<td>Katy June</td>
<td>Teachers</td>
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<tr>
<td>Liza Warren</td>
<td>Student Support Services Staff</td>
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<tr>
<td>Mandy Rozell</td>
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<tr>
<td>Bethany Maxwell</td>
<td>Parents</td>
</tr>
<tr>
<td>Ashley Couch</td>
<td>Parents</td>
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</tbody>
</table>
Clarify the Vision for Reform:

Heritage Elementary Title I committee is in place to assure that all students at Heritage Elementary have a good quality education in a safe environment. This education will be given by Highly Qualified Educators who teach students through research based practices. Students will be taught through both whole group and small group lessons. Students will be taught grade level objectives given to us by our PASS standards, yet they will also be given instruction on their level during small group and intervention time. This will be done to eliminate gaps in the child's learning.

We expect all teachers to create a safe and loving environment for our students. We expect students to perform on or above grade level. If students are not performing on grade level we expect them to receive intensive intervention services in order to bridge the gap in their learning. We also expect all students to be at school every day ready to learn. We hope to have a 96% attendance rate.

Our responsibilities are to attract and sustain High Quality Teachers, establish a safe and loving environment and to track student data in order to know who needs intensive intervention. Our responsibility is to provide resources to our students and teachers in order to have students achieving on grade level.

Create the School Profile:

During the 2013-2014 school year Heritage Elementary served approximately 451 students kindergarten through fourth grade in Tahlequah Oklahoma. At Heritage Elementary we strive to be a very well rounded school. We use a variety of methods to try to meet the educational, social, and emotional needs of all our students. Our diverse population consists of 25% Caucasian, 2% African American, 1% Asian, 20% Hispanic, and 41% Native American. 74% of our students are eligible for free or reduced lunches. Our faculty is committed to providing effective learning experiences for all students by customizing instruction to meet the needs of each child. Through careful and systematic documentation, we evaluate student development and make decisions to assist each child in reaching outcomes as specified in our PASS standards.

Our school population has evolved into a diverse community of students with a wide variety of educational levels. As a school, we place an emphasis on working with at risk students to make sure they are able to reach their potential. This involves coordination among all staff members, and makes communication imperative between the student's intervention teachers and regular classroom teachers.

Through our focus on reading and Literacy First, Literacy Lab is available to students in need of remediation. This lab offers teachers the resources to develop language and literacy skills for students. We also offer Tier II Tutoring. This provides extremely at risk students, with one more "dose" of small group and individualized instruction. We utilize certified teachers for this intervention, where they work with small groups of students referred by classroom teachers. Collaboration between these teachers is important for student gains. We also have before and after school tutoring for third and fourth grade students that have scored below proficient and/or been placed on a reading plan, this is what we call Tier III tutoring.
Identify Data Sources:

Data was collected throughout the 2013-14 school year. OCCT data was reviewed throughout the year as needed. The Literacy First tests and DRAs were given three times a year. Data meetings occurred after testing was given so that an intervention plan could be in place. Buckeddown assessments were given before our OCCT so that we knew what skills students needed. Small groups were formed based on student needs. Student report cards were viewed each nine weeks to determine student achievement.

District Math Assessments are given to students by the classroom teachers. Assessments are scored and entered into data zone. Then reports are calculated and distributed to teachers, administrators, and district math coach.

CARE Team referrals sent by the faculty and staff members were reviewed and staffed each week by the CARE Team. Parents were contacted daily by individual teachers to discuss the needs of the students. Weekly newsletters were sent to parents throughout the school year to keep them apprised of homework, current curriculum and upcoming school events. Surveys are available to the teachers, students and parents during the school year as part of the needs assessment data collection.

Attendance reports were collected weekly so that students were able to play attendance BINGO.

Parent contact logs are collected at the end of every month.

Special education data was closely analyzed this year due to the inclusion of students into the traditional classroom setting.

Surveys were gathered and reviewed by the Title I committee.

Analyze the Data

Data is collected throughout the school year. Teachers, administrators, and instructional coaches analyze this information and provide remediation in and out of the classroom. Teachers provide parents with information concerning student progress and meet with administrators to review instructional improvements.

Title I committee members meet quarterly to review our student progress as well as review our Title I plan.

The data analysis revealed several strengths, including positive stakeholder perceptions, strength of staff, data driven instruction, collaborative environments and parent opportunities. Challenges that emerged included diversity of learners, scheduling restraints for intervention, and increased need in special education services.

The committee identified areas of critical need to be increasing student proficiency in both reading and math, ensuring all subgroups make adequate yearly progress in reading, and increasing parent involvement.

Teachers and administrators used ALCA to review our OCCT data. It is a program that breaks down our standards so that teachers can see exactly what we need to improve on for the next year.

Teachers and administrators meet monthly to review Literacy First Data.

Our teachers constantly change out our flex groups in order to continue improving students' skills.
Reform Strategies Tab:

Describe the Reform Strategies:

Heritage Elementary Title I committee is in place to assure that all students at Heritage Elementary have a good quality education in a safe environment. This education will be given by Highly Qualified Educators who teach students through research based practices. Students will be taught through both whole group and small group lessons. Students will be taught grade level objectives given to us by our PASS standards, yet they will also be given instruction on their level during small group and intervention time. This will be done to eliminate gaps in the child’s learning. We expect all teachers to create a safe and loving environment for our students. We expect students to perform on or above grade level. If students are not performing on grade level we expect them to receive intensive intervention services in order to bridge the gap in their learning.

Our responsibilities are to attract and sustain High Quality Teachers, establish a safe and loving environment and to track student data in order to know who needs intensive intervention. Our responsibility is to provide resources to our students and teachers in order to have students achieving on grade level.

Collaborations and partnerships with community members is imperative. Parents MUST feel welcome at Heritage Elementary so that they feel like they are contributing to their child’s education. We have to have a partnership with the community in order to have resources for our students.

All teachers will use test scores, including pre-post test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.

Teachers use Literacy First data to form small groups. They use the results of formative math assessments to re-teach missing skills. Teachers use results of assessments to work collaboratively to identify gaps in instruction and curriculum.

Teachers help create curriculum maps and pacing guides. They meet weekly at site level and monthly at the district level.

All teachers will use instructional strategies and activities that are differentiated to meet specific student learning needs.

Teachers will regularly use differentiated instruction to meet specific student learning needs in collaboration with other staff. Teachers will work with special teachers to extend the educational experiences of all students. Teachers will effectively implement instructional strategies and activities in response to students' learning styles.

Teachers will demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

All teachers will be highly qualified and a number of teachers will receive National Board Certification and/or advanced degrees. Inexperienced teachers will be involved in effective mentoring programs and will be involved in ongoing professional development.

School leadership will provide sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.

School leadership will provide an adequate amount and/or a variety of instructional resources for standards-aligned learning activities.

School leadership will monitor the media center for current and appropriate instructional resources to support areas of the school’s implemented curriculum.

All teachers and non-teaching staff will be involved in decision-making processes related to teaching and learning.

Selected teachers and non-teaching staff members participate in decision-making processes related to teaching and learning. Weekly PLC meetings with teachers to collaborate and gather input. Monthly Staff meetings with all faculty and staff. Committees established to gather data and share with the rest of the staff. Department Heads work with the rest of the team to make sure that everyone has input in the decision making process.

All students have access to academic and behavioral supports.

Our Literacy coach is available to help all students and teachers so that they can target interventions. Our Math coach is available to help teachers create lessons and common assessments.
**Instruction by Highly Qualified Teachers Tab:**

Describe your Instruction by Highly Qualified Teachers:

It is a goal of Heritage Elementary to continue to have a highly qualified staff. Tahlequah Public Schools attends job fairs in order to recruit highly qualified teachers. We also work with Northeastern State University by mentoring students going through the Education program. All teachers and paraprofessionals are Highly Qualified. We will not hire anyone in the future that is not Highly Qualified. We also have five teachers at Heritage that have their National Board certification.

**Professional Development Tab:**

Professional Development:

<table>
<thead>
<tr>
<th>Title of Professional Development</th>
<th>Dates</th>
<th>Number and Stakeholder Group of Participants</th>
<th>Description of Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Videos</td>
<td>August</td>
<td>All teachers and paraprofessionals</td>
<td>All teachers will watch the required safety videos.</td>
</tr>
<tr>
<td>Great Expectations Fall/Spring</td>
<td>September/March</td>
<td>Six teachers in the Fall/Six in the Spring</td>
<td>Great Expectations Conference</td>
</tr>
<tr>
<td>Child Abuse Training</td>
<td>August</td>
<td>All teachers and paraprofessionals</td>
<td>Everyone will learn about the signs of child abuse</td>
</tr>
<tr>
<td>Literacy First</td>
<td>Summer 2015</td>
<td>New teachers that have not been trained</td>
<td>Teachers will learn about Literacy First</td>
</tr>
<tr>
<td>STEM training</td>
<td>August – May</td>
<td>All Math and Science teachers</td>
<td>science and math education</td>
</tr>
<tr>
<td>Leadership Training</td>
<td>August – May</td>
<td>Principals and assistant Principals throughout the district (25)</td>
<td>Training to maximize the potential of all of our leaders.</td>
</tr>
<tr>
<td>Collaborating for Results</td>
<td>August – May</td>
<td>All 2nd-5th gr teachers (19)</td>
<td>Reading Strategies to help struggling readers</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>Weekly August – May</td>
<td>36-all certified teachers</td>
<td>collaboration of teachers towards common goals</td>
</tr>
<tr>
<td>Monthly Staff Meetings</td>
<td>Once a month</td>
<td>36- all certified teachers</td>
<td>Staff will share best practices</td>
</tr>
<tr>
<td>Great Expectations Coaching Day</td>
<td>September</td>
<td>7 certified teachers and 2 administrators</td>
<td>Great Expectations will help our new teachers understand how to maintain GE Model School Status</td>
</tr>
</tbody>
</table>
**Effective Teacher Retention Tab:**

Describe Effective Teacher Retention:

It is a goal of Heritage Elementary to continue to have a highly qualified staff. Tahlequah Public Schools attends job fairs in order to recruit highly qualified teachers. We also work with Northeastern State University by mentoring students going through the Education program.

Teachers participate in decision making processes related to teaching and learning. Grade level teachers participate in weekly PLC meetings to collaborate and gather data. Department heads meet with other teachers throughout the district to collaborate and discuss curriculum alignment.

**Parent Involvement Tab:**

Describe Parental Involvement:

All parents are encouraged to become involved in every aspect of Heritage Elementary. Monthly PTO meetings are held to discuss curriculum needs as well as fund raising opportunities. Title I meetings are also open for all parents.

Parent representatives served on the Title I Planning Committee.
Parents gave their input through the Title I parent survey.
Parents gave their input through a District survey.
Parents participate in Site Title I meetings.
Parents will be involved in the implementation by attending Summer Social (meet the teacher), Enrollment, Literacy, and Math nights.
Interpreters will be provided at conferences to ensure clear communication with all parents.
Parents will support the school wide efforts through their signed compact, which includes attending events, following through with compact, and maintaining communication with school staff.

Information will be communicated to families in many different ways:
Heritage has a Facebook page where parent meeting times and locations will be posted.
We also have the SchoolWay app which gives up the ability to text school information to parents.
Notes will be sent home with students stating date and time of meetings.
A school calendar is sent home monthly with all activities listed.
Parents can access their student's information in the INOW Home Portal.
The school marquee will be used to relay information to parents.
Students take home folders nightly with classroom newsletters included.
PTO meetings are held once a month to keep parents informed.

Back to School Social - families are invited to meet the teachers, tour the school, sign up for after school activities, etc.
PTO meetings - meetings will be held monthly to keep communication with families open and invite parents to participate in school activities.
Literacy Night - families are invited to learn strategies to help their children with reading
Math Night - families are invited to make activities to take home to help their children with math
Parent/Teacher conferences - parents are invited to speak to teachers about their children's academic progress
Parent Volunteer Days - parents are invited to come to the school once a month to do volunteer work (read to a class, cut out items, laminate, etc.)
Family Nights at the Book Fair - families are invited into the library to browse the Book Fair
Heritage Day - parents are invited to volunteer during our outdoor fun day
Classroom projects - parents are invited into the classrooms for special projects

**Student Transition Tab:**

**Describe the Student Transition:**

In May, the Pre-K teachers at Sequoyah Elementary bring students that will be attending Heritage for a tour. Parents are invited to attend the tour with their child. Parents are also informed that they may bring their child to the school for another tour any time during the summer.
In May, the 5th grade students will attend a tour of the Middle School. They are introduced to the 6th grade teachers and tour the classrooms.
Students are allowed to meet other students during Girl Power, Wise Guys, and the Music Festival.

**Teacher Inclusion in School Decisions Tab:**

**Describe Teacher Inclusion in School Decisions:**

Student growth is monitored/measured the year through formative and summative assessments. Instruction is adjusted based on the data received from those assessments. Teachers and principal analyze this information in data and grade level meetings. Remediation is provided for students. Parents are notified of students' grade and progress weekly through take home folders and communication logs.

Literacy First assessments are completed by classroom teachers, then entered into a spreadsheet, then submitted to our Literacy Coach for review. This data is used in developing literacy lab groups and small group instruction in the classroom.

The OCCT results are used to determine areas of need as well as identifying students in need of remediation.

District math assessments are used by classroom teachers to determine needs and remediation groups.

Teachers work together on Professional development days and during grade level meetings to discuss student growth as well as assessment.

Teachers meet with the principal and district curriculum coordinator often to discuss student growth.

Teachers move their students on our data wall in order to "see" growth.
Describe Student Academic Interventions:

The following programs provide additional assistance to students:

- Summer school is offered for those students who are in need of additional assistance in reading in grades K-3.
- Students are eligible according to Reading Sufficiency Plan
- Before school tutoring is offered to 3rd and 4th grade students needing additional assistance in reading.
- OCCT data, Literacy First continuum, DRA levels
- After school tutoring is offered to students.
- Reading tutoring is offered for students in need of additional assistance in literacy.
- Classroom data, Literacy First, DRA levels
- ELL small group intervention
  - Classroom data, Rosetta Stone,
  - Literacy Lab
- DRA levels, Literacy First Continuum

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**Select Funding Sources:**

- Title I-A
- Title I-C: Migrant
- Title II-A
- Title II-B: MSP
- Title III-A: LEP
- Title III-A: Immigrant
- Title VI – RLIS
- IDEA, Flowthrough
- Other
Schoolwide Title I Plan

Sequoyah Pre-K Center
Schoolwide Title I Plan
Sequoyah Elementary School

Overview Tab:

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Program: Title I, Schoolwide Program
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OSDE Program Contacts:
Name: Corina Ene
Email: Corina.Ene@sde.ok.gov
Phone: 405-522-1929

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<td>Tanya Jones</td>
<td>Principals</td>
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<tr>
<td>Kristin Stark</td>
<td>Teachers</td>
</tr>
<tr>
<td>Tiffany Cacy</td>
<td>Technology Representative</td>
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<tr>
<td>Kelly Atkinson</td>
<td>Parents</td>
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<tr>
<td>Linda Wofford</td>
<td>Student Support Services Staff</td>
</tr>
<tr>
<td>Carol Horn</td>
<td>Community</td>
</tr>
</tbody>
</table>

Clarify the Vision for Reform:

Our purpose is to provide all students with a quality education within a safe and caring environment. The faculty at Sequoyah Elementary is committed to providing effective learning experiences for all students by customizing instruction to meet the needs of each child. We are committed to accepting nothing but the best for each of our students regardless of ethnicity, income status or any barrier they have to overcome.

Collaboration between teachers is important for student gains. The teachers at Sequoyah participate in Professional Learning Communities. The time spent in PLC’s enable teachers to work together utilizing the strengths of everyone in the building and results in better educational experiences for the students. Among other strategies that we feel offer success is the emphasis on small class size. Lower student-to-teacher ratios allow for more individualized instruction.

Students at Sequoyah Elementary are also introduced to various cultures through art, music, language and invited guests. Cultural education is provided through our partnerships with Northeastern State University, the Cherokee Nation, our PK Academic Coach and community volunteers.

Health screenings are provided to our students at no charge to the families through our partnerships with local agencies. One of our partners, Northeastern State University, provides speech services to our students. The speech pathologists also train our teachers to recognize communication disorders in our students and to assist in determining treatment options for the student.

Sequoyah Elementary is committed to continuous improvement for our students, teachers, patrons and our physical site.
Create the School Profile:

Sequoyah Elementary has 197 Pre-K students currently enrolled. Tahlequah Public Schools adds other student counts to our site count for reporting purposes regarding certain data. We anticipate our site counts to include the Kibois Headstart program. As a result, in addition to our 195 students, we will have about 35 students on our official count who attend the Kibois Headstart program. The population breakdown, not including the off-site students, shows that we have 1% African American, 58% Native American, less than 1% Asian, and 41% Caucasian. We project that approximately 75% of our on-site students are eligible for free or reduced lunches. Income verification forms needed to determine the exact percentage of students who qualify for free and reduced lunches will be submitted to the district in September 2014.

Our school population has evolved into a diverse community of students with a wide variety of educational levels. As a school, we place an added emphasis on working with at-risk students to make sure they are able to reach their potential. This involves coordination among all staff members and makes communication imperative between each student’s classroom teachers and parents.

Technology is also an important feature at Sequoyah. Every classroom is equipped with computers for student and teacher use, as well as interactive Boards, document cameras and video projectors in each classroom. Sequoyah has a computer lab and every class visits the lab at least twice a week.

Identify Data Sources:

Data was collected throughout the 2013-14 school year. The Literacy First tests and District-Made Assessments were given to students three times this year to determine academic progress. The DIAL 4 test was given twice this year. Student report cards were viewed each nine weeks to determine student achievement.

CARE Team referrals sent by the faculty and staff members were reviewed and staffed each week by the CARE Team. Parents were contacted daily by individual teachers to discuss the needs of the students. Weekly newsletters were sent to parents throughout the school year to keep them apprised of homework, current curriculum and upcoming school events. Surveys are available to the teachers, students and parents during the school year as part of the needs assessment data collection.

Attendance reports were collected monthly and daily attendance was posted in the hallway for the community to view.

Analyze the Data:

Data is collected throughout the school year. Teachers and the principal analyze this information. They counsel the student, provide remediation and notify the parent of each student's progress. Literacy and math data is collected three times a school year. This data is analyzed through data meetings to determine student progress and mastery of concepts. The analysis of this material is on-going throughout the school year. It is also used to guide our curriculum. This data is discussed monthly through data meetings.

Attendance and behavior data is also collected on a daily basis. Perception surveys are given to the parents and the staff.
Reform Strategies Tab:

Describe the Reform Strategies:

The DIAL-4 assessment, Literacy First Assessments and district/teacher made assessments are used to identify low performing students during the school year. Small group instruction, small class ratios, after care teachers and the NSU speech team are utilized to provide interventions to students in need. O Developing benchmarks, pacing calendars and timelines, Using and accumulate math manipulatives to teach concepts and Assessing students in math at least 2 X Year. Literacy and math instruction are strengths on our pre-k program. But each of these areas will always have room to improve. Pacing calendars are created and followed by grade level teams. Technology is used everyday in every classroom. This ensures that students stay focused and engaged with active instruction. Students are aware and can verbalize the objectives they are learning. The principal visits each classroom daily.

Instruction by Highly Qualified Teachers Tab:

Describe your Instruction by Highly Qualified Teachers:

All teachers and all paraprofessionals at Sequoyah Elementary are Highly Qualified. All future employees in these positions will be scrutinized for verification of their Highly Qualified status before interviewing for a position at our school and/or before being recommended for hire by the Board of Education.

Professional Development Tab:

Professional Development:

<table>
<thead>
<tr>
<th>Title of Professional Development</th>
<th>Dates</th>
<th>Number and Stakeholder Group of Participants</th>
<th>Description of Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Expectations</td>
<td>Fall Conference</td>
<td>6</td>
<td>Great Expectations methodology and teacher motivation</td>
</tr>
<tr>
<td>Ruby Payne</td>
<td>September</td>
<td>12</td>
<td>Understanding poverty</td>
</tr>
<tr>
<td>Literacy First</td>
<td>Fall</td>
<td>1</td>
<td>Literacy training</td>
</tr>
<tr>
<td>Leadership Training</td>
<td>Throughout the year</td>
<td>25</td>
<td>training to maximize the potential of all our leaders</td>
</tr>
<tr>
<td>Safety Training</td>
<td>Fall</td>
<td>35</td>
<td>blood borne pathogen fire safety first aid</td>
</tr>
<tr>
<td>New Teacher Training</td>
<td>August</td>
<td>1</td>
<td>Prepare new teachers to the district to succeed in their first year.</td>
</tr>
<tr>
<td>Strategies GOLD</td>
<td>August</td>
<td>12</td>
<td>Training for teachers to use the program required for the partnership with Cherokee Nation.</td>
</tr>
<tr>
<td>Great Expectations</td>
<td>Spring Conference</td>
<td>6</td>
<td>Motivational speaker</td>
</tr>
<tr>
<td>Great Expectations</td>
<td>Summer</td>
<td>6</td>
<td>Basic Methodology and curriculum specific courses</td>
</tr>
<tr>
<td>Event</td>
<td>Month</td>
<td>Number</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------</td>
<td>--------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Child Abuse Training</td>
<td>August</td>
<td>32</td>
<td>Training to be able to recognize the signs of child abuse and the procedures if it is suspected</td>
</tr>
<tr>
<td>CN Early Childhood Fall Conference</td>
<td>November</td>
<td>15</td>
<td>Helps prepare the teachers to utilize CLASS strategies.</td>
</tr>
</tbody>
</table>

**Effective Teacher Retention Tab:**

**Describe Effective Teacher Retention:**

Sequoyah Elementary will continue to have a highly qualified staff. We hire all teachers through a committee-selection process. This process ensures that we hire highly qualified teachers and each teacher must meet the Highly Qualified credentials. Tahlequah Public Schools participates in career fairs at Northeastern State University and hires many teachers from this outstanding institution of higher learning. We will continue to maintain a highly qualified staff by providing high quality professional development and providing tuition assistance for college courses and graduate degree programs. All future employees in these positions will be scrutinized for verification of their Highly Qualified status before interviewing for a position at our school and/or before being recommended for hire by the Board of Education.

**Parent Involvement Tab:**

**Describe Parental Involvement:**

Parents are represented in the Title I process by two parents that are part of the site committee and parents on the district Title I committee. Parents also take part in a yearly survey. Parents are invited to the Annual Parent meeting as well.

Information about Title I and other school events/information is shared multiple ways. The school website, school Facebook page, School Messenger and parent group emails are used continually. Weekly newsletters are sent home with each student and notes for specific events are sent home as well. The Annual Parent Meeting was posted on the Facebook page and on a flyer on the front door and on the bulletin boards.

Parents are given many opportunities to be involved at our site. Parents are welcome to volunteer for classes, field trip help or parties. Parents are invited to a bi-monthly assembly to celebrate the successes of our students. Parents will be invited to bi-monthly PTO meetings. Our site will also host a parent/student night each semester. Parents are invited to individual classroom events on a regular basis.
**Student Transition Tab:**

Describe the Student Transition:

The transition that affects our building is PK to Kindergarten. We take visits to the other schools and Red flag cards kids who are at risk kids.

Every student will be taken to meet the kindergarten teachers and other staff at the new school they will attend next year. Students with any academic, behavioral or family issues will be red-flagged to help the transition from one site to another.

Sequoyah Elementary recognizes the importance of providing Transition Services to students as they leave one site and enter another. The coordination of these services is the responsibility of both the sending and receiving schools. Students that enter Sequoyah from other districts are immediately placed in classes and records are requested immediately to ensure that students are receiving appropriate services. Requested student records are always sent promptly to ensure that those moving into other districts can make the transition as smoothly as possible. Services include are not limited to the following:

Students are provided a tour of their new school to include a walk through classrooms, the library, cafeteria, gymnasium, Parent Liaison’s office and restrooms.

Students meet the Parent Liaison and teachers.

The Parent Liaison discusses services provided to the student.

Before school starts, students and parents are invited to an open house so that all students can get to know their teachers, sign up for after school programs and become comfortable with the setting. Teachers also send postcards or call new students coming to their class.

Students are invited to a special Pre-K Open House to help make the transition from home/daycare to school successful.

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**Teacher Inclusion in School Decisions Tab:**

Describe Teacher Inclusion in School Decisions:

There are numerous strategies in place to promote student achievement at Sequoyah Elementary. Students are formally assessed at least three times each year to ensure adequate progress is being achieved. Assessment, documentation, and accountability are key factors in the success of our school and our students. We strive to use data-driven instruction to ensure that our students receive the quality education that they deserve. Teachers meet on a weekly basis in PLC meeting to look at data, compare strategies and discuss student performance. The DIAL-4 assessment, Literacy First Assessments and district/teacher made assessments are used to identify low performing students during the school year. Small group instruction, small class ratios, after care teachers and the NSU speech team are utilized to provide interventions to students in need. Developing benchmarks, pacing calendars, timelines, using and accumulate math manipulatives to teach concepts and assessing students in math at least 2 times a year are other strategies that will be used. Literacy and math instruction are strengths on our pre-k program. But each of these areas will always have room to improve. Pacing calendars are created and followed by grade level teams. Technology is used every day in every classroom. This ensures that students stay focused and engaged with active instruction. Students are aware and can verbalize the objectives they are learning. The principal visits each classroom daily.
**Academic Interventions Tab:**

**Describe Student Academic Interventions:**

Sequoyah teachers do everything possible to meet the needs of every student at our site. Flexible grouping is used in every classroom for reading and math instruction. All of our teachers have training on individualized training and using different instructional strategies. We offer after care for all students for a low monthly fee. Students have access to many instructional activities in after school. Students are identified for tier 2 services through individualized testing. Progress monitoring is done on a daily basis in each classroom. Data is looked at on a monthly basis so students can be placed in appropriate flexible groups. Students in need of any type of services are referred to the CARE team at our site.

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**Coordination of Funds Tab:**

**Describe the Funding Sources:**

Sequoyah Elementary coordinates local, state and federal funds to provide high quality education to prepare students for future success meeting the state's high academic standards. The site is a schoolwide Title I school and uses Title funds to improve instruction and quality of education. Title IA funds provide full time PK teachers and paraprofessionals for the classrooms, software and instructional materials focused on Reading and Math, and professional development to improve teacher knowledge and teaching skills. Title IC Migrant funds provide a Migrant Recruiter, instructional materials and software, and summer school for the high population of Migrant students, as well as professional development for teachers of Migrant students. Title IIA provides a Technology Trainer, Math Coaches, training consultants, registration fee, travel costs, and training materials so teachers and administrators are able to continually improve teaching skills in order to provide students with a high quality education. Title IIA funds provide a Parent Liaison for LEP students, instructional materials and software for LEP and Immigrant students, and professional development for teachers to better understand and serve these high need students. Sequoyah’s Native American students are served in many ways. Title VII Indian Education provides a Program Coordinator, a Cultural Specialist, and instructional streaming software in order to support the Native American youth in understanding their culture, Reading, and Math. The Indian Demonstration Grant provides a PK Academic Coach, a speech pathologist, and an Attendance Officer to diminish possible obstacles for native students receiving a high quality education. The Drug Free Community Support Program Grant funds preventionist programs to teach students to live alcohol and drug abuse free lifestyles. IDEA funds provide teachers, speech pathologists, a Project Director, and paraprofessionals to specifically serve students with Individual Education Plans. Sequoyah Elementary and Tahlequah Public Schools believes all students have the right to a high quality education; therefore, federal funds are used to expand services to district youth so they can achieve success in meeting the state’s high academic standards. State Professional Development funds are used to improve teacher and administrator content knowledge and teaching skills. Local funds from Cherokee Nation Head Start are used to supplement the PK programs. Classroom materials, playground equipment, professional development for teachers, and Advocates are provided with these funds. Site budgets and activity funds are used to purchase additional classroom materials.
Select Funding Source

- Title I-A
- Title I-C: Migrant
- Title II-A
- Title III-A: LEP
- Title III-A: immigrant
- IDEA, Flowthrough
- Other
Schoolwide Title I Plan

Tahlequah Middle School
Schoolwide Title I Plan
Tahlequah Middle School

Overview Tab:

Schoolwide Plan for FY15-16
Due Date: September 30, 2014 (Expedited Status)
Program: Title I, Schoolwide Program
Purpose: A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advances levels of achievement on State academic achievement standards.

OSDE Program Contacts:
Name: Corina Ene
Email: Corina.Ene@sde.ok.gov
Phone: 405-522-1929

Comprehensive Needs Assessment Tab:

Schoolwide Planning Team:

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Constituent Group</th>
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</thead>
<tbody>
<tr>
<td>Jaycie Smith</td>
<td>Principals</td>
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<tr>
<td>Victoria Bangle</td>
<td>Teachers</td>
</tr>
<tr>
<td>Amy Wright</td>
<td>Teachers</td>
</tr>
<tr>
<td>Cindy Robertson</td>
<td>Teachers</td>
</tr>
<tr>
<td>Shelly Bailey</td>
<td>Teachers</td>
</tr>
<tr>
<td>Kristy Ward</td>
<td>Teachers</td>
</tr>
<tr>
<td>Josh Davis</td>
<td>Parents</td>
</tr>
<tr>
<td>Nancy Geiger</td>
<td>Teachers</td>
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<tr>
<td>Alicia combs</td>
<td>Teachers</td>
</tr>
<tr>
<td>Stacy Falwell</td>
<td>Parents</td>
</tr>
</tbody>
</table>

Clarify the Vision for Reform:

The purpose of Tahlequah Middle School is to do "whatever it takes for students to learn." It is the responsibility of the middle school to remove obstacles that challenge the success of our students. We are committed to providing all of our students with a quality education within a safe and caring environment.
Create the School Profile:

Tahlequah Middle School (TMS) was established in 2006 on the northwest side of Tahlequah. TMS is located on the west side of Tahlequah High School. This allows the schools to share performing arts and athletic facilities. The success of TMS stems from having highly qualified teachers and a strong support staff. TMS requires students to participate in benchmark testing three times each school year in all core subjects. This enables the leadership team and faculty to track student progress throughout the year. The benchmark tests also identify areas where students need additional instruction. TMS utilizes a variety of formative and summative testing data compiled using the ALCA Comprehend system. This helps identify student needs and target individual instruction.

Identify Data Sources:

Data will be collected throughout the 2014-2015 school year. Eligibility reports are analyzed weekly to determine student needs. The Benchmark exams and district-made assessments will be given to students three times this year to determine academic progress. Student report cards will be viewed each nine weeks to determine student achievement. Reading Sufficiency Plans are prepared at the beginning of the school year based on the 2013-14 spring OCCT results. These plans are reviewed twice a year by the teachers, parents and students. The OCCT data is to be reviewed throughout the year to determine need.

CARE Team referrals are sent by the faculty and staff members and are staffed each week by the CARE Team. Parents are contacted monthly by individual teachers to discuss the needs of the students. Weekly newsletters are sent to parents throughout the school year to keep them apprised of homework, current curriculum and upcoming school events. Surveys are available to the teachers, students are parents during the school year as part of the needs assessment data collection.

Attendance reports are collected monthly and daily attendance is recorded on the school marquee for the community to view. Special education data is being closely monitored due to the use of full inclusion in core classes.

Analyze the Data:

One area of focus will be student attendance. During the 2013-2014 school year, the average daily attendance rate rose from 93.36% to 94.07%. This increase in student attendance also increased the amount of instructional time provided for the students. This year a goal of the middle school is to increase the attendance rate to 94.5%. This increase will occur based on increased parent contact when students are absent. Teachers will contact parents after three absences. A letter will be sent at five absences. The school-based social worker will make a parent contact at seven absences. A truancy ticket will be issued by the school resource officer after ten absences. The daily tardy rate will be another area of focus. TMS will decrease the daily tardy rate by 2%. Incentives will be provided each month to students who have perfect attendance (absences and tardies) for the month.

The other areas of focus for the 2014-2015 school year will be to increase the percentage of students scoring proficient or better by 5% in math and English. The math department at TMS was realigned this year with at least one teacher who is experienced in the curriculum at each grade level. A math coach was added who will work with 6th through 8th grade. Two literacy teachers were added at the eighth grade level. This increases the amount of time in the school day that students focus on English. This also decreases the class size of all eighth grade classes.
Reform Strategies Tab:

Describe the Reform Strategies:

The OCCT provides data demonstrating academic growth and need for remediation in specific areas. The results are also used to determine the need for a Reading Sufficiency Plan. Students who do not score proficient on the math OCCT will be enrolled in Think Through Math. The school has a math specialist who identifies struggling math students based on OCCT and benchmark results. These students are placed in remediation in lieu of an elective. The math coach modifies curriculum as needed based on data from the OCCT, benchmark exams, and classroom performance. Collaborating for Results provides a literacy consultant to meet with all of the middle school teachers. The consultant models in the classroom, works with the teachers individually as well as in small groups and analyzes student work. The middle school’s curriculum follows the current Oklahoma standards. The curriculum is research based and is rigorous. Teachers utilize the strategies of Larry Bell, such as 12 Powerful Words and UNRAVEL, to improve academic achievement. Robert Marzano’s Academic Vocabulary is also utilized throughout the building. KESAM training has been provided to all of the math teachers. SEDLE consultants are working with teachers to better integrate math and science strategies. The middle school has aligned the curriculum to the Oklahoma Standards. Classes are aligned both vertically and horizontally. Teachers work in professional learning communities weekly.

Instruction by Highly Qualified Teachers Tab:

Describe your Instruction by Highly Qualified Teachers:

All teachers and paraprofessionals employed at Tahlequah Middle School are highly qualified in their subject area. The school district pays a stipend to Nationally Board certified teachers. All parents are notified through the student handbook of their right to request information regarding the highly qualified status of teachers and paraprofessionals. A template has been created for notification of parents if students are taught by non-highly qualified teachers by teachers and paraprofessionals. Data charts have been created by the district to display highly qualified data including degrees earned and years of experience.

Professional Development Tab:

Professional Development:

<table>
<thead>
<tr>
<th>Title of Professional Development</th>
<th>Dates</th>
<th>Number and Stakeholder Group of Participants</th>
<th>Description of Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Videos</td>
<td>August</td>
<td>103</td>
<td>View videos which discuss the safety hazards which teachers may encounter during the school day.</td>
</tr>
<tr>
<td>New Teacher Training</td>
<td>August</td>
<td>7</td>
<td>New teachers to TMS meet to discuss the teacher expectations for the building. Also, teachers were given a tour and were introduced to staff and administrators. Question and answers followed.</td>
</tr>
<tr>
<td>ALCA Comprehend Training</td>
<td>August</td>
<td>4</td>
<td>Members of the leadership team were trained in the ALCA Comprehend data compilation system. The team members trained will return to the site and train others.</td>
</tr>
</tbody>
</table>
Great Expectation summer Institute | June | 10 | Teachers are trained in the basic tenets of Great Expectations. Teachers who have attended previous GE institutes will be able to attend workshops of their choice from the GE catalog.

Collaborating for Results | August – May | 50 | A consultant from Collaborating for Results will be working with teachers throughout the building to increase our building-wide literacy program. This will include modeling, small group discussion and the evaluation of student work.

Middle School Nat’l Winter Conf | November | 1 | This conference will be geared toward mid-level administrators.

Model School Conf | June | 5 | The leadership team will attend the national conference on school improvement.

College Board AP Workshops | Sept and Oct | 6 | Teachers will attend workshops focusing on college board standards in math, English, science and social studies.

SEDL Training | Sept – Oct | 9 | Workshops integrating math and science curriculum.

**Effective Teacher Retention Tab:**

**Describe Effective Teacher Retention:**

New teachers are welcomed into the school through four of professional development which are district-centered. The teachers also meet for three hours with their building principal for site-specific information as well as a question and answer period. New teachers receive support through grade-level teams, and team leaders in each grade level act as mentors for the new teachers. The principal works with new teachers throughout the school year to ensure an understanding of the curriculum and procedures.

**Parent Involvement Tab:**

**Describe Parental Involvement:**

The middle school communicates with parents on a regular basis. Weekly newsletters are sent home from the teachers detailing the upcoming curriculum, schedule and events. An automated call system is utilized to reach all of the parents in a short length of time in times of school delays, closures or even for important reminders. Teachers contact parents due to poor grades, poor behavior, and excessive absences. Facebook and the digital marquee are used to make short announcements and provided needed reminders of events. The needs assessment survey provided to parents this year was available through hard copy and online. It was also available in Spanish.

Parents are invited to attend the annual summer social. This provides the opportunity for parents to meet their student’s teachers and build a collaborative relationship that will last throughout the school year. This is the first of many opportunities that parents have during the year to sign up for the TMS PTO. We welcome parent volunteers in the building on a regular basis, and the application to volunteer is also available at the summer social. There are two parent-teacher conferences scheduled for the 2014-2015 school year.
The annual Title I parent information meeting was held at the end of the summer social this year. Parents were informed via letter and Facebook announcement.

Parents are invited to participate in multiple committees during the year. The annual needs assessment surveys are conducted each spring. These are available in English and in Spanish. The opinion of our parents in the education system is very important, and we strive to bring parents into the school as often as possible.

The school utilizes an online parent information portal that enables parents to monitor student grades, attendance and discipline. This is available to all parents who register for the program at the board of education office.

**Student Transition Tab:**

**Describe the Student Transition:**

The important transition grades for the middle school are from 5th to 6th grade and from 8th to 9th grade. Until this school year, the fifth grade students were located at the middle school. They will now be moving to the middle school as 6th graders from three different elementary sites. To ease the transition, the sixth grade counselor is working with the fifth grade students two days a week. This will allow students to already have a relationship with someone at the middle school next year. There will be a 5th grade parent night in the spring. This will allow parents and students to tour the middle school, meet the teachers and hear about the expectations of the middle school.

Eighth graders who are transitioning to the high school participate in "Be a Tiger Day" in the early spring. This event is coordinated by the high school and middle school counselors. During the visit to the high school, students are given a tour of the building. They are able to browse through booths set up by each student organization. Students are able to ask questions of high school student leaders to ease their concerns about moving to the new building. Parents attend the pre-enrollment night with their student to discuss class schedules and elective options. There is also a freshman camp held the Friday before school begins. This allows students to become more familiar with the high school and the opportunities available to them.

The Tahlequah school district utilizes curriculum coordinators in each of the core areas. These coordinators work with all of the teachers in their specific subject area to classes to avoid learning gaps or learning overlaps between the grade levels.
**Teacher Inclusion in School Decisions Tab:**

Describe Teacher Inclusion in School Decisions:

Tahlequah Middle School utilizes district-made benchmark exams to assess the growth of students three times during the school year. The state-mandated OCCT is the final assessment of the year and is completed by the students each spring. It is used to measure the annual growth of our students. The middle school utilizes the data from these tests to determine curriculum gaps which need to be addressed. The results are also used to determine student schedules for the following year. Students who were not successful on the state test are placed in remediation courses which will allow them to gain the information where they were deficient on the exams. Students who do not score proficient or higher on the Reading OCCT are placed on a Reading Sufficiency Plan (RSP). The RSP is an agreement between the teacher and the parents and is specific to each student. It lists goals for the student which are determined from the student's performance in each objective area of the reading test. The RSP will be reviewed at the end of the school year to determine if each student should remain on an RSP or be monitored for the following year.

Within the school, there are grade-level and department teams who analyze the data after each scheduled round of assessments. Teachers analyze student performance on the various objectives on the exams to determine if alterations need to be made to the curriculum maps and pacing guides. Teachers are also able to track student performance through the eligibility list which is published each Monday. Teachers meet multiple times each week to review student information and grades. If they see that there is a need which would better assist the student in achieving academic success, they put a plan into place for that student.

**Academic Interventions Tab:**

Describe Student Academic Interventions:

Teachers at Tahlequah Middle School strive to meet the needs of all of their students. This includes our gifted students and our students in need of more academic assistance. Opportunities are available to the gifted and talented students throughout the school year. They are able to differentiate their coursework through an enrichment class which meets weekly. Students are offered off-site opportunities to enhance their education as well. Students who are struggling in their classes are identified by OCCT results, benchmark results and teacher recommendation. Students are able to attend remediation and intervention sessions daily in the core areas. These sessions take place in lieu of an elective class. Students who are failing a class are required to attend these sessions. Students are also able to attend tutoring after school each day at no cost to the families. This program is offered through the local Boys and Girls Club. The tutoring is done by certified teachers and transportation home is provided to many of the attendees. Summer school is encouraged for students who do not score proficient or advanced in math and/or English. Summer school takes place each weekday morning in June. It is taught by certified teachers from the middle school. Students who do not score proficient or better on the spring OCCT in math are placed in a class which uses Think Through Math to remediate students. Students who do not score proficient or better in English are placed on a Reading Sufficiency Plan. These students are also enrolled in Reading Plus. Both of these software programs are available online and students can access them for home for additional remediation time. Students who are failing two or more classes are placed in a study skills class with a certified teacher.

Remediation and intervention logs are turned in at the end of each month to document student tutoring. Post tests allow documentation of student growth in the Reading Plus and Think Through Math programs. The weekly eligibility report monitors student performance within the classroom. Students who are failing a
class are pulled from an elective to attend a remediation period with their teacher. If a student is failing
two classes, he/she will be pulled from an elective and placed in Study Skills for two weeks to close the
achievement gap in the classes.

**Coordination of Funds Tab:**

**Describe the Funding Sources:**

Federal, state and local resources are used to support our goals of removing obstacles and achieving results
for our students. These programs are integrated into the overall curriculum and the remediation and
intervention strategies. These programs include the Boys and Girls Club and Johnson O’Malley. The Boys
and Girls Club provides before and after school tutoring for our students. The Title VII program provides a
student advocate for our Native American students. This advocate tutors as well as provides in-school
cultural programs and family support services for our Native American population. The advocate also serves
as a mentor for our students.

Tahlequah Middle School coordinates local, state and federal funds to provide high quality education to
prepare students for future success meeting the state’s high academic standards. The site is a schoolwide
Title I school and uses Title funds to improve instruction and quality of education. Title IA funds software
and instructional materials focused on Reading and Math, and professional development to improve
teacher knowledge and teaching skills. Title IC Migrant funds provide a Migrant Recruiter, instructional
materials and software, and summer school for the high population of Migrant students, as well as
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Coaches, training consultants, registration fee, travel costs, and training materials so teachers and
administrators are able to continually improve teaching skills in order to provide students with a high quality
education. Title IIA funds provide a Parent Liaison for LEP students, instructional materials and software for
LEP and Immigrant students, and professional development for teachers to better understand and serve
these high need students. Tahlequah Middle School’s Native American students are served in many ways.
Title VII Indian Education provides a Program Coordinator, a Cultural Specialist, and instructional streaming
software in order to support the Native American youth in understanding their culture, Reading, and Math.
The Indian Demonstration Grant provides a Student Advocate and an Attendance Officer to diminish
possible obstacles for native students receiving a high quality education. The Drug Free Community Support
Program Grant funds preventionist programs to teach students to live alcohol and drug abuse free lifestyles.
IDEA funds provide teachers, speech pathologists, a Project Director, and paraprofessionals to specifically
serve students with Individual Education Plans. TMS and Tahlequah Public Schools believes all students
have the right to a high quality education; therefore, federal funds are used to expand services to district
youth so they can achieve success in meeting the state's high academic standards. State Professional
Development funds are used to improve teacher and administrator content knowledge and teaching skills.
Classroom materials, playground equipment, professional development for teachers, and Advocates are
provided with these funds. Site budgets and activity funds are used to purchase additional classroom
materials.

The middle school is also fortunate to have a school-based social worker located at our site. This
opportunity is provided through a partnership with the Department of Human Services. The full-time social
worker coordinates the CARE Team, schedules off-site counselors, leads the Backpack Program and assists
in crisis situations.
Select Funding Sources:

- Title I-A
- Title I-A Neglected
- Title I-C: Migrant
- Title II-A
- Title II-B: MSP
- Title III-A: LEP
- Title III-A: Immigrant
- Title VI-RLIS
- IDEA, Flowthrough
- Other
Schoolwide Title I Plan

Tahlequah High School
**Part I – Contact Information**

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<tr>
<th>County</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>Tablequah High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
<th>591 Pendleton</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Tablequah</th>
<th>State</th>
<th>OK</th>
<th>Zip</th>
<th>74464</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Contact Person</th>
<th>Janel Meigs</th>
<th>Position</th>
<th>Assistant Principal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:meigsj@tablequahschools.org">meigsj@tablequahschools.org</a></th>
<th>Phone</th>
<th>018-458-4150 X1158</th>
<th>Fax</th>
<th>918-931-4152</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Contact Person</th>
<th>Cory Slagle</th>
<th>Position</th>
<th>Principal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:slaglec@tablequahschools.org">slaglec@tablequahschools.org</a></th>
<th>Phone</th>
<th>018-458-4150 X1105</th>
<th>Fax</th>
<th>918-458-4152</th>
</tr>
</thead>
</table>

**Part II – Contact Information**

- The schoolwide plan addresses all 10 required components.
- The schoolwide plan was developed by a schoolwide planning team consisting of parents and other members of the community.
- The local board of education has approved the Schoolwide Plan. Meeting date: ________________
- Parents and the community were informed of interest in becoming a schoolwide school. Meeting date: ________________
- Faculty and staff were informed and are committed to the schoolwide program. Meeting date: ________________
- A schedule planning team will conduct an annual review of the schoolwide plan in accordance with the required guidelines of the Designing Schoolwide Programs Non-Regulatory Guidance.

<table>
<thead>
<tr>
<th>Signature of Superintendent</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Principal</th>
<th>Date</th>
</tr>
</thead>
</table>

**For Department Use Only**

The Schoolwide Plan has been reviewed and approved.

<table>
<thead>
<tr>
<th>Signature of Schoolwide Plan Reviewer</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Executive Director, Title I, II, VI and X</th>
<th>Date</th>
</tr>
</thead>
</table>
Component 1: Needs Assessment

Step 1: Schoolwide Program Planning Team
Section 1114 (b)(2)(B) of Title I requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to secondary school, students from such schools.

Section A – Core Planning Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janell Meigs</td>
<td>Assistant Principal</td>
<td>THS</td>
</tr>
<tr>
<td>Cory Slagle</td>
<td>Principal</td>
<td>THS</td>
</tr>
<tr>
<td>Laura Watts</td>
<td>Academic Dean</td>
<td>THS</td>
</tr>
<tr>
<td>Vicki Bush, Garry Ferguson</td>
<td>Assistant Principal</td>
<td>THS</td>
</tr>
<tr>
<td>Tate Schneider, Taylor Lynn</td>
<td>Students</td>
<td>THS</td>
</tr>
<tr>
<td>Paula Sloan</td>
<td>Principal</td>
<td>Central Academy</td>
</tr>
<tr>
<td>David Birchett</td>
<td>Student Advocate</td>
<td>THS</td>
</tr>
<tr>
<td>Natalie Cloud, Brenda McClain, Cheryl Cerda</td>
<td>Teachers</td>
<td>THS</td>
</tr>
<tr>
<td>Chris Smith</td>
<td></td>
<td>Parents</td>
</tr>
<tr>
<td>Jerrie Brown</td>
<td></td>
<td>Community</td>
</tr>
</tbody>
</table>

Briefly describe how core planning team members were selected and how members of the school and community not on the core planning team will be involved in the implementation and evaluation of the Schoolwide Plan.

Each THS staff member was selected based on their assigned job and expertise or interest in student achievement. The administrative team was selected due to the serious intent of the site and the district to improve student academic growth. Students Tate Schneider was selected because he has serves as a student representative on the National Bragans Council and has excellent communication skills. Taylor Lynn was asked to serve as a student representative because she has shown leadership qualities and was recommended by staff. Natalie Cloud is a Spanish teacher who is working on her doctorate; she is well versed in research needs. Brenda McClain has technology expertise and is willing to help with anything. Cheryl Cerda has a strong background in Academics personally; she is willing to help from an English background. Jennifer Patrick has served on many school committees; she has three children who have come through our system. Mr. Belcher expressed a desire to volunteer and has a strong academic history. Mrs. Fite offered to help in any way possible, and we were happy to have her professional abilities and help.

Section B – Technical Assistance Provider

<table>
<thead>
<tr>
<th>Name of Provider</th>
<th>Robert Batson</th>
<th>Organization</th>
<th>Tahlequah Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>BOE North Jones</td>
<td>City</td>
<td>Tablequah</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:rbatson@tahlequahschools.org">rbatson@tahlequahschools.org</a></td>
<td>State</td>
<td>OK</td>
</tr>
<tr>
<td>Phone</td>
<td>019-448-4100 X 1016</td>
<td>Zip</td>
<td>74464</td>
</tr>
</tbody>
</table>

Briefly describe technical assistance provided during the planning process and technical assistance planned for the implementation year.

Needed equipment is available to fulfill all printing, typing, and other computer based needs. Any survey data, report needs, or data compilation is available; experts from each field collected gladly provide any help requested.

When school begins in the 2015-2016 year, data will be collected monthly at the site level to assess status. The district allows secretarial staff to collect data and provide reports as requested.

Step 2: Clarifying the Vision for Reform

Before the Needs Assessment begins, the school staff should discuss what the reformed school will look like in terms of students success. This collective vision is the driving force behind school reform and the schoolwide plan. The vision for reform should answer the following questions: 1) What is our purpose? 2) What are our expectations? 3) What are our responsibilities? 4) How important are collaborations and partnerships? 5) How are we committed to continuous improvement?
In the space below, provide the school’s vision for reform.

The purpose of Tahlequah High School is to provide a quality education that is available to every student. Our expectations are to help every student graduate from high school with a goal to attain further education and a plan to achieve that goal. It is the responsibility of the staff and the students to work together to be sure each student has whatever it takes to achieve success in high school. Partnerships and collaboration between staff, students, parents and community must take place so that every point of view is considered. We are fully committed to work on a continuous and collaborative basis; certainly basic timelines will be met, but we feel that we will far exceed expectations.

Step 3: Creating the School Profile
1) The school profile serves as a data-driven snapshot of the current status of the school. The profile will help illustrate the gap between where the school is now and where the school wants to be according to the vision for reform. At a minimum, the school profile should include assessment of the school’s current status as it relates to:
2) student needs,
3) curriculum and instruction,
4) professional development, family and community involvement,
5) school context and organization.

In the space below, provide the school profile. The profile should include, at a minimum, information related to the areas listed above.

Tahlequah High School is proud of the B- achieved by our students on the 2013-2014 report card. It is clear that we can do better in many areas. One goal is to develop more strategies to help student growth. As we enhance literacy in all subject areas, we plan to pay special attention to academic vocabulary. We are optimizing instruction by attempting to cut down all types of interruption, both from students and adults. We are adding a new tutoring plan and continue to work with TLE and McRel to provide quality evaluations. Parent and community involvement continues to develop. Baseline data was collected which will help up set a target for growth. The district has made a commitment to provide education, supplies, equipment, software and staff to help our site help our students attain their full potential.

Step 4: Data Collection
The planning team should collect both qualitative and quantitative data during the comprehensive needs assessment. A Data Profile Addendum has been provided to assist school teams in organizing the data during this process.

Complete the Data Profile Addendum and submit it with the schoolwide plan. The addendum is included at the end of this document.

In the chart below, list the types of data collected and analyzed during the needs assessment. Boxes may be added as needed.

<table>
<thead>
<tr>
<th>Student Achievement Data (i.e., OCCT, Benchmarks, District Assessments, DIBELS, Student Report Cards)</th>
<th>Perception Data (i.e., Staff/Student/Parent surveys, Self-Assessments, Meeting Minutes)</th>
<th>Demographic Data (i.e., Attendance, Truancy, Ethnicity, Low-Income, Special Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCT</td>
<td>Student Survey</td>
<td>Weekly Attendance Records</td>
</tr>
<tr>
<td>Benchmark Assessments</td>
<td>Parent Survey (to be developed)</td>
<td>Semester Tardy Records</td>
</tr>
<tr>
<td>Comprehensive Semester Tests</td>
<td>Staff Self Assessments</td>
<td>All Data in the Data Profile</td>
</tr>
<tr>
<td>State Test Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Test Data (ACT/PLAN/EXPLORE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Okla. Promise Enrollment Data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the space below, describe the team’s data collection process.
The data will be collected from the student software report data, test results provided by the testing companies, site test data collected by department, counselor collected data, survey provided for this plan and the data from that survey, as well as input from departments regarding site testing.

Step 5: Data Analysis
The planning team has the charge of analyzing the data collected to determine the strengths, challenges, and area of critical need of the school. The team should use the information from the analysis to develop the focus goals for the school year.

In the space below, describe the team’s data analysis process.

Each component of the collected data will be reviewed. The team will determine which components show by score or other result (statistical or numerical) that there are student needs that strongly need to be met in that area. The number of respondents will be considered. Data has been collected from the Care Team, Boys and Girl’s Club, Encore tutoring, as well as from before and after school individual teacher tutoring. Discipline records have been reviewed.

In the space below, describe the strengths and areas of need that emerged from the data analysis.

From the data collected and analyzed, THS has determined that parent and community involvement is necessary and has not historically been addressed. We believe that Tahlequah has passionate parents and successful business leaders who would be happy to help our students achieve a positive future. We believe that our professional development needs to be expanded throughout our curricular areas in a consistent manner. Our students must be in class to receive instruction. We believe that consistent effort must be made to record tardies and absences and to communicate status on a regular basis with students and with parents. Our ninth grade students do not seem as involved as we would like; therefore a new mentoring program has been developed for the fall of 2015.

In the space below, list the school goals for the school year. A Schoolwide Goal Addendum must be completed for each schoolwide goal. This document is available on the OSDE Web site.

1. THS has the goal for the 15-16 school year to maintain or improve the grade on the A-F Report Card.
2. THS has the goal to demonstrate measureable growth in parent/community involvement.
3. THS has the goal to maintain or improve above the state attendance rate of 93.5%.

A Schoolwide Goal Addendum must be complete for each schoolwide goal and submitted with the completed plan. Three Schoolwide Goal Addendums are provided at the end of this document. Additional documents may be created, as needed.

Component 2: Schoolwide Reform Strategies

Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students in the school.

In the space below, describe the instructional strategies and initiatives and any new strategies or initiatives that will be implemented.

1. The district has agreed to provide quality professional development for all teachers. Research based strategies are presented, explained, and are expected to be reflected in teaching.
2. Staff will collect tardy and attendance data on a weekly and monthly basis.
3. Incentives will be provided to students with good attendance; exemptions for semester exams and beginning the school day with thirty minutes of free or tutoring time will be utilized.
4. Parent and community involvement data will be collected; the 14-15 summary will be reviewed with an increase in parental involvement to be set in the fall of 15-16.
In the space below, describe the plans for sustaining the current strategies and initiatives and any new strategies or initiatives that will be implemented.

Both the site and the district will work within their respective budget to provide professional development to individuals, groups, and the staff as a whole. Substitutes will be provided for teachers who travel to professional meetings and trainings. Weekly departmental meetings, PLCs and full staff meetings will address strategies that work, and will provide a vehicle for staff to share new information. The staff will work together to help students express themselves in writing and verbally. The school culture will develop in a positive manner through conscious, positive interactions with students. Teachers selected will be paid to tutor before and after school.

Component 3: Instruction by Highly Qualified Teachers

A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate’s degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

Highly Qualified Teachers (HQT) and Paraprofessionals

<table>
<thead>
<tr>
<th>Number of Certified Teachers</th>
<th>Number of HQT</th>
<th>Number of Non HQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>81</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Paraprofessionals</th>
<th>Number of HQT Paraprofessionals</th>
<th>Number of Non HQT Paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>18</td>
<td>0</td>
</tr>
</tbody>
</table>

Teaching Experience

<table>
<thead>
<tr>
<th>Number of Certified Teachers</th>
<th>0-3</th>
<th>3-5</th>
<th>6-10</th>
<th>11-15</th>
<th>15-20</th>
<th>20+</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>10 (0-2)</td>
<td>12</td>
<td>12</td>
<td>15 (11-15)</td>
<td>16 (16-20)</td>
<td>22</td>
</tr>
</tbody>
</table>

Education

<table>
<thead>
<tr>
<th>Number of Certified Teachers</th>
<th>Bachelors</th>
<th>Bachelors +15</th>
<th>Masters</th>
<th>Masters +15</th>
<th>Doctorate</th>
<th>National Board Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>52</td>
<td>17</td>
<td>29</td>
<td>16</td>
<td>0</td>
<td>7 (?)</td>
</tr>
</tbody>
</table>

In the space below, provide the action plan for ensuring all students are taught by Highly Qualified Teachers specifically addressing any current Non-Highly Qualified Teachers at the site.

Start typing here.

Component 4: Instruction by Highly Qualified Teachers

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.
In the space below, describe how the yearly professional development plan is created and who is involved in the decision making process.

The yearly professional development plan is created by a team of teachers and administrators who represent each site in the district. The plan is created based on the district focus for the year. Each member of the Professional Development committee is involved in the decision making process.

In the space below, describe how the professional development plan supports the goals of the schoolwide plan.

This year the professional development plan supports the schoolwide plan because the main two areas of concentration are school culture and literacy. It is a plan to be positive toward students daily; students should feel appreciated and want to be in class and at school. The literacy component will demonstrate increased concentration from all staff toward higher standards; that will be reflected in the school report card.

A Professional Development Addendum for the 2015-2016 school year must be completed and submitted with the schoolwide plan. The addendum is available at the end of this document.

Component 5: Strategies to Attract High Quality Teachers to High Need Schools

Although recruiting and retaining teachers is an ongoing challenge in high-poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Teacher Turnover Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Returning Teachers</th>
<th>Number of New Teachers</th>
<th>Percentage of Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>50</td>
<td>14 (did not replace some)</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>57</td>
<td>10.5</td>
<td>10.5/69 .15%</td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the space below, describe the recruitment plan to attract highly qualified teachers including specific details about partnerships with institutions of higher education and neighboring school districts.

The TPS district advertises in the local newspaper, works within the teacher network to advertise, has utilized Teacher/Teacher and has contacted the local university regarding graduates. Teacher fairs have been visited by staff. Multiple emails are forwarded to staff regarding repaying student loans. Health opportunities are set up at each site for staff to get shots as needed, as well as other preventive health care clinics.

In the space below, describe the teacher support system of the school including specific details about mentoring, collaborative teams, inclusion in decision making, and encouragement to continue higher education or pursue National Board Certification.

The TPS district has utilized available fee waivers from the local university for many years to encourage staff to pursue education. Mentoring has become more of an option with the advent of the new evaluation system. Staff members collaborate on a weekly basis by department and monthly as a staff. The staff is asked and encouraged to be part of the decision-making process, serving on local, state and national committees. Leave time is granted and subs are paid to allow staff to serve. National Board Certification has been strong at THS and throughout the district. At least two THS staff are currently working on a doctoral program.
Component 6: Strategies to increase Parental Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parent involvement. There it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

In the space below, explain how parents were involved in the planning year and the needs assessment process and how parents will be involved in the implementation of the schoolwide plan.

Parents were asked to serve on the Title I committee and graciously agreed. Their input was considered valuable in the needs assessment and each has agreed to be part of the schoolwide continuing evaluation that will occur as data changes throughout the year. The team has discussed ways to involve parents even more, but concrete plans have not been made by the district. With a new principal at the HS for the 2015-2016 school year, the input from that source will be desired and implemented.

In the space below, describe how information will be communicated between school and parents and families including information about parent meetings, specifically the required Annual Parent Informational Meeting.

THS will utilize the local newspaper, the calling tree that contacts all parents at our site, the school website as well as other electronic media available. The possibility of utilizing the Parent Compact and the Parent Involvement Plan electronically has been discussed. The district is also considering having all Parent Involvement information translated into Spanish and also be available on the website.

In the space below, list and describe the parental involvement activities planned for the school year.

Parent involvement continue to be tracked during the 15-16 school year. THS will be asking parents to volunteer during school activities, to serve on committees, and to visit the school when possible. The parent-teacher conference times will be heavily advertised, and ideas to encourage more parents to attend will be considered. The annual Title I parent meeting as well as the two extra parent meetings will be advertised in different print and electronic media forms.

Component 7: Transition Strategies From Early Childhood to Elementary Schools

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.

Identifying Transition Points

<table>
<thead>
<tr>
<th>Transition</th>
<th>Grade(s) Affected</th>
<th>Transition Strategies/Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Year</td>
<td>8th to 9th Grade</td>
<td>Freshman Orientation</td>
<td>Before School</td>
</tr>
<tr>
<td>Freshman Schedule Pick Up</td>
<td></td>
<td>August 2015</td>
<td></td>
</tr>
<tr>
<td>Freshman Assembly</td>
<td></td>
<td>August 2015</td>
<td></td>
</tr>
<tr>
<td>Freshman Announcements</td>
<td></td>
<td>All Year</td>
<td></td>
</tr>
<tr>
<td>Freshman Representatives</td>
<td></td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Mentoring for Freshmen</td>
<td></td>
<td>August 2015</td>
<td></td>
</tr>
</tbody>
</table>

In the space below, describe how the school uses the listed strategies to ensure a seamless educational program for at-risk students.

Freshman students meet as a whole group and watch an assembly and power point presented by older student government classmates. They divide into tour groups, directed by the older students. They tour the campus and meet
the staff. Another part of the tour is to visit tables set up to try to attract each student to become part of a student activity or club. There tables are manned by older students and sponsors/coaches. At the back to school night, freshmen meet their teachers, who are happy to answer questions about what to expect in each class. During the assembly, the Student Handbook is outlined, and questions are welcomed. Freshmen are encouraged to run for student government, and to serve on committees. Freshmen will be given the opportunity to be mentored. The will be adult driven as well as by student choice.

Component 8: Data Driven Decisions

In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. This data often come from less formal assessments, such as observation, performance assessment of end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

In the space below, list the methods of ongoing assessment teachers use to make instructional decisions.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Timeline</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Made Exams</td>
<td>As Determined</td>
<td>Student Knowledge Retention/Understanding</td>
</tr>
<tr>
<td>Benchmark Exams</td>
<td>Set by Department</td>
<td>Understanding/knowledge/need for re-teaching</td>
</tr>
<tr>
<td>Semester Exams</td>
<td>End of Semester</td>
<td>Cumulative/comprehensive measure of knowledge</td>
</tr>
<tr>
<td>Observation</td>
<td>Teacher Decision</td>
<td>Timely intervention as needed</td>
</tr>
<tr>
<td>ALCA</td>
<td>2014-15</td>
<td>Determine student placement as utilized by dept.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assess general knowledge of concepts/re-teach</td>
</tr>
</tbody>
</table>

In the space below, describe the process used by teachers to analyze the data and describe how teachers are using results of the data analysis to improve instruction.

Teachers make individual student decisions as appropriate. Students receive accommodations as appropriate and as required. Re-teaching and remediation take place with available time and staff. Classroom teachers utilize new and shared strategies, using departmental weekly meetings as a vehicle to discuss needs. Students are monitored carefully in Math, and as necessary schedules are changed to ensure each student is in the class that meets his or her current needs.

Component 9: Effective and Timely Additional Assistance to Improve Student Achievement

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

In the space below, describe the additional assistance programs (intervention programs, extended day/year, math/reading blocks, tutoring) currently offered at the school. In the description for each program, include:

1. The process for identifying students in need of additional assistance.
2. The curriculum used and how it coordinates with regular classroom.
3. The process for evaluating the program for effectiveness.

Students who do not pass EOI tests are placed in remediation classes or sessions. Students who fail courses are placed in online make up courses or given the opportunity to re-take the course. Students who fail a class based on a weekly report are required to attend a 30 minute remediation/help session weekly until passing. Tutors are paid before and after school to allow students who need or desire extra help to attain more instruction. Summer school is available, with limited scholarships. Students are given the opportunity for pull out time as appropriate for Content Mastery, a program that allows students to receive personal help during the school day. Many teachers volunteer time to tutor.
Some students may access time to make credits online through Central Academy, during a 3 hour program after school. Regular classroom material is provided to the extent possible during the school day/tutoring session. The effectiveness of the different programs varies, as does the evaluation. The major component of the evaluation process takes place when final grades are reviewed at the end of a semester and/or year. Academic counselors and other staff check grades on a regular basis and attempt to contact parents for support. It will be recommended in 2015-2016 that certified teachers attempt to contact parents as appropriate and possible.

Component 10: Coordination of Programs

Schoolwide schools are expected to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

In the space below, describe how local, state, and federal programs will be coordinated to support high-quality learning opportunities for all students in your school and how these program aligned in the Schoolwide goals.

Local, state and federal programs are utilized as funds are available and requests are approved. This varies each year, but has included classroom incentives, teacher appreciation, equipment and supplies, individual student need requests, student support, such as the backpack program, school supplies, tutoring opportunities and busing.

In the chart below, list the school’s funding sources and how each is used to support the goals of the schoolwide plan.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program/Service Impacted</th>
<th>Coordination of Effort (modifications made to align with schoolwide goals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Misc Account</td>
<td>Student Involvement-FR Lunch Program</td>
<td>Class Incentive for Participation</td>
</tr>
<tr>
<td>TPS Transportation</td>
<td>After School Activities</td>
<td>Bus Routes allow for transportation of Students with no access to personal Transportation/Activity participation</td>
</tr>
</tbody>
</table>
Required Documentation

The following documents must be kept on file at the school for monitoring purposes:

☐ Copy of the Local Board of Education Meeting Minutes reflecting Schoolwide Plan Approval
☐ Copy of Meeting Agenda and/or Attendance Records for Parent Informational Meeting
☐ Copy of Meeting Agenda and/or Attendance Records for Faculty Informational Meeting
☐ Disaggregated Test Data for Math and Reading/Language Arts
☐ Student/Parent Teacher Surveys (if applicable)
☐ Additional Student Achievement Data Used in Needs Assessment
☐ Part IV Addendum – Data Profile
☐ Part V – Schoolwide Focus Goal Action Plan(s)
☐ Letter of Notification to parents of students taught by Non Highly Qualified Teachers
☐ Part VII Addendum – Professional Development Plans for the current and implementation year
☐ Sample Copies of Professional Development Agendas and/or Attendance Records
☐ Sample Evaluation Tool for Monitoring the implementation of Professional Development Activities
☐ Sample Individual Professional Development Plan created by Staff
☐ Copy of Parent Involvement Policy
☐ Copy of Site Parent/School Compact
☐ Parent Survey or other evaluation tool regarding parent involvement activities
☐ Examples of School/Parent communication
☐ Copy of Notification to parents regarding Student Achievement Reports and Test Scores
☐ Copies of Notification to parents of Annual Parent Informational Meeting
☐ Copies of Notification of Title I Programs and Opportunities
☐ Copies of letters, flyers, mailing, etc. notifying parents of Transition Activities
☐ Attendance records of parent meetings about Transition Activities
☐ Evidence of Vertical Teaming among faculty (i.e., agendas, minutes, curriculum maps)
1. **Student Enrollment by Gender**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th># Male</th>
<th>% Male</th>
<th># Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>1185</td>
<td>648</td>
<td>54</td>
<td>537</td>
<td>46</td>
</tr>
<tr>
<td>13-14</td>
<td>1075</td>
<td>579</td>
<td>54</td>
<td>496</td>
<td>46</td>
</tr>
<tr>
<td>12-13</td>
<td>1122</td>
<td>583</td>
<td>52</td>
<td>539</td>
<td>48</td>
</tr>
</tbody>
</table>

2. **Student Enrollment by Ethnicity**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>% Black</th>
<th>% American Indian</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% White</th>
<th>% Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>1185</td>
<td>.01</td>
<td>56</td>
<td>13</td>
<td>.008</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>13-14</td>
<td>1075</td>
<td>.01</td>
<td>55</td>
<td>13</td>
<td>.13</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>12-13</td>
<td>1122</td>
<td>1.4</td>
<td>50.5</td>
<td>13.2</td>
<td>.7</td>
<td>30</td>
<td>4</td>
</tr>
</tbody>
</table>

3. **Students Eligible for Free and Reduced Lunch Program**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>765</td>
<td>65</td>
</tr>
<tr>
<td>13-14</td>
<td>706</td>
<td>63</td>
</tr>
<tr>
<td>12-13</td>
<td>788</td>
<td>66</td>
</tr>
</tbody>
</table>

4. **Students Participating in Title I Programs**

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Enrollment</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>1185</td>
<td>100</td>
</tr>
<tr>
<td>13-14</td>
<td>1075</td>
<td>100</td>
</tr>
<tr>
<td>12-13</td>
<td>1122</td>
<td>100</td>
</tr>
</tbody>
</table>

5. **Student Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Daily Attendance</th>
<th>Percent of Student Population</th>
<th># Male</th>
<th>% Male</th>
<th># Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>1085.7</td>
<td>94</td>
<td>710</td>
<td>65</td>
<td>588</td>
<td>54</td>
</tr>
<tr>
<td>13-14</td>
<td>1042</td>
<td>94</td>
<td>562</td>
<td>54</td>
<td>568</td>
<td>49</td>
</tr>
<tr>
<td>12-13</td>
<td>1160</td>
<td>88</td>
<td>630</td>
<td>48</td>
<td>782</td>
<td>54</td>
</tr>
</tbody>
</table>
6. **Student Tardy Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Daily Attendance</th>
<th>Percent of Student Population</th>
<th># Male</th>
<th>% Male</th>
<th># Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>1085.7</td>
<td>94</td>
<td>710</td>
<td>65</td>
<td>588</td>
<td>54</td>
</tr>
<tr>
<td>13-14</td>
<td>1042</td>
<td>94</td>
<td>562</td>
<td>54</td>
<td>598</td>
<td>49</td>
</tr>
<tr>
<td>12-13</td>
<td>1160</td>
<td>88</td>
<td>630</td>
<td>48</td>
<td>782</td>
<td>54</td>
</tr>
</tbody>
</table>

7. **Student Mobility**

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Academic Year (FAV)</th>
<th>Non Full Academic Year (NFAY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students</td>
<td>% Student Population</td>
</tr>
<tr>
<td>14-15</td>
<td>1126</td>
<td>95</td>
</tr>
<tr>
<td>13-14</td>
<td>1075</td>
<td>90</td>
</tr>
<tr>
<td>12-13</td>
<td>1191</td>
<td>90</td>
</tr>
</tbody>
</table>

8. **Student Truancy Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Daily Truancy</th>
<th>Percent of Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>1.5</td>
<td>.1</td>
</tr>
<tr>
<td>13-14</td>
<td>1.2</td>
<td>.1</td>
</tr>
<tr>
<td>12-13</td>
<td>1.6</td>
<td>.1</td>
</tr>
</tbody>
</table>

9. **Students Identified as English Language Learners (ELL)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Enrollment</th>
<th>Percent of Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>12-13</td>
<td>41</td>
<td>4</td>
</tr>
</tbody>
</table>

10. **Student Behavior**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Referrals</th>
<th>Average Daily In-School Suspensions</th>
<th>Average Daily Out-of-School Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>Emails utilized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>NA</td>
<td>13.3</td>
<td>.93</td>
</tr>
<tr>
<td>12-13</td>
<td>14.4</td>
<td>16.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>
## Title I Schoolwide Program

### Schoolwide Goal Addendum

**Oklahoma State Department of Education**

<table>
<thead>
<tr>
<th>Schoolwide Goal</th>
<th>Desired Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The grade on the A-F Report Card for Grades 9-12 for the school year 2013-2014 was a B-.</td>
<td>THS would like to maintain or improve the B- score during the next school year.</td>
</tr>
</tbody>
</table>

### Action Plan

<table>
<thead>
<tr>
<th>Strategies and Action Steps</th>
<th>Resources Needed</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Evidence of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus professional development opportunities on research based learning strategies.</td>
<td>1. PD Funds</td>
<td>1. PD Committee</td>
<td>1. 15-16 School Year</td>
<td>1. Printed and verbal evidence of conscious use of learning strategies</td>
</tr>
<tr>
<td>2. Develop a school culture that encourages students to be in school.</td>
<td>2. PD</td>
<td>2. Site Principal, Staff</td>
<td>2. 15-16 School Year</td>
<td>2. Improved attendance and fewer failures due to attendance</td>
</tr>
<tr>
<td>3. Make a conscious effort to welcome students and attempt to form positive student/staff relationships.</td>
<td>3. Staff</td>
<td>3. Staff</td>
<td>3. 15-17 School Year</td>
<td>3. Positive response on Spring 2016 Survey, with increased student and parent response.</td>
</tr>
</tbody>
</table>
## Title I Schoolwide Program

**Schoolwide Goal Addendum**

**Oklahoma State Department of Education**

### Schoolwide Goal

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Desired Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent and community involvement has begun to be accumulated; team members feel that a more diligent effort to use all sources of the faculty and students will result in higher numbers. This will become a much stronger focus in the 15-16 school year.</td>
<td>Records will be kept for all parent/community involvement. More staff and more students will be asked to be involved in this endeavor, utilizing all areas of parent involvement in the school and in student activities.</td>
</tr>
</tbody>
</table>

### Action Plan

<table>
<thead>
<tr>
<th>Strategies and Action Steps</th>
<th>Resources Needed</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Evidence of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All activity/athletic/club sponsors will be asked to record the number of parents who volunteer/attend meetings.</td>
<td>1. Cooperation from personnel with administrative support. 2. Administrative Data Collection</td>
<td>1. Title I committee members assigned to this task. a. Academic Counselors b. Senior Parents 2. Principal</td>
<td>1. 15-16 School Year 2. 15-16 School Year</td>
<td>1. Data will be collected and analyzed each 9 weeks 2. Data will be made available and analyzed each 9 weeks</td>
</tr>
</tbody>
</table>
3. Title I Staff will develop ideas to increase parent/community involvement.

4. Involvement in summer activities will also be kept; fiscal years will be considered.

---

3. Input from staff; resources needed to develop ideas.

4. All summer activities will be utilized.

3. Title I stakeholders

4. Principal, AD and Academic Dean.

3. 15-16 School Year

4. 15-16 Summer and School Year to July 1, 2016

3. Each 9 weeks Title I stakeholders will analyze involvement opportunities for the upcoming 9 weeks and make suggested changes

4. Data will be collected each 9 weeks and at each parent meeting.

---

**TITLE I SCHOOLWIDE PROGRAM**
**SCHOOLWIDE GOAL ADDENDUM**
**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

<table>
<thead>
<tr>
<th>Schoolwide Goal</th>
<th>Desired Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are not in class to receive quality instruction and understanding due to the large number of hourly tardies and daily absences. Daily absences have</td>
<td></td>
</tr>
</tbody>
</table>
Historically caused student grades to drop to 59% at semester due to lack of seat time.

Student failure rate due to absences will lessen. The tardy rate will decrease. Student time in class and on task will increase. Student credits will increase at the end of each semester.

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Resources Needed</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Evidence of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies and Action Steps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student tardies will be reviewed each 9 weeks.</td>
<td>1. Staff, possible report training</td>
<td>1. Title I Staff, other staff</td>
<td>1. 15-16 School Year</td>
<td>1. Baseline data after 1st 9 weeks – progress 2-3-4 9 weeks will reflect fewer tardies; yearly results will be tabulated to use the following year.</td>
</tr>
<tr>
<td>2. Student attendance will be reviewed weekly</td>
<td>2. Staff</td>
<td>2. Student Advocate, Truancy Officer, SRO and Administrators</td>
<td>2. 15-16 School Year</td>
<td>2. Data will be analyzed each week, then each 9 weeks by the Title I committee. The number of students who fail a course due to excessive absences will decline.</td>
</tr>
<tr>
<td>3. Developing a positive school climate will become a priority for all staff</td>
<td>3. PD, Staff</td>
<td>3. District and site staff</td>
<td>3. 15-16 School Year</td>
<td>3. Teachers will be in the halls on a regular basis between classes. Teachers will greet many students by name. The survey data in the Spring of 2016 will reflect a positive response to student's feeling welcome at school.</td>
</tr>
</tbody>
</table>
# Title I Schoolwide Program

## Professional Development Plan

In the chart below, list the professional development activities planned for the school year. More lines may be added as needed.

**Year of Plan: 2015-2016**

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Date(s)</th>
<th>Participant Group</th>
<th>Description (i.e., content, duration of time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>August, 2015</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>Varied, up to 8</td>
<td>Administration</td>
<td>Judy Barber</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>November 11</td>
<td>Staff</td>
<td>CPR, Departmental Mtgs.</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1st Semester</td>
<td>Staff</td>
<td>Online PD Videos Various Email Links/PD</td>
</tr>
</tbody>
</table>