

**Title 1 Schoolwide Program  
Annual Schoolwide Plan  
Review**

(September 12, 2014)

*Sequoyah Elementary School*

*Sequoyah Public School*

*16441 S. 4180 Rd.*

*Claremore, OK 74017*

**I. Schoolwide Program Review Team**

Name	Title	Stakeholder Group
Lorrie Bates	Title 1 Teacher	Title 1 Program
Jennifer Ross	Title 1 Teacher	Title 1 Program
Dayna Weast	Title 1 Teacher	Title 1 Program
Sammy Leonard	1 <sup>st</sup> Grade Teacher	Classroom Teachers
Kim Armstrong	5 <sup>th</sup> Grade Teacher	Classroom Teachers
Lisa Tittle	Principal	Administration
Lynn Schroeder	Federal Program Director	Title 1 Director
Kelly Bridgeman	Parent	Parents

**II. Data Collection**

**A.) Types of Data**

Student Achievement Data	Perception Data	Demographic Data
OCCT	Teacher Surveys	Sequoyah Elementary State Report Card (see next page)
STAR Reading	Parent Surveys	
STAR Math	Title 1 Committee Meeting Minutes	
STAR Early Literature	Title 1 Parent Meeting Minutes	
Benchmarks		
Teacher Observation		
Daily Assessment		

### **B.) Overview:**

- OCCT, and STAR assessment scores are submitted and reviewed by all personnel involved, for the purpose of reflection and setting yearly goals.
- Academic plans are updated and reviewed with parents a minimum of 2 times per year.
- Monitoring is an ongoing process in order to individualize instruction and intervention as much as possible.
- Surveys are sent out annually to parents and teachers to provide feedback on current programs so needed improvements and adjustments can be made.

### **III. Data Analysis:**

#### **A.) Process**

- Data from OCCT statistics is analyzed during professional development with the assistance of the Title 1 team periodically, and is thoroughly analyzed during ongoing staffings with administration.

#### **B.) Summary of Analysis**

- Interventions are provided in Reading in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Interventions are also given for PASS Math and Reading Standards.
- Interventions are provided both in the classroom and with Title 1 assistance, for students who are not scoring at least proficient on the OCCT, or are not performing at grade level on STAR Reading, STAR Math, STAR Early Literacy, or informal assessments in the classroom.

#### **C.) Success of Schoolwide Program**

- Success has been shown, but not at 100%. We continue to work with the teachers to improve our analysis of test scores with the understanding that these scores will drive instructional practices. Research also continues into programs to promote academic excellence with all students.

#### **IV. Review of the Current Schoolwide Plan:**

##### **A.) Overview:**

- 3<sup>rd</sup> – 5<sup>th</sup> grade students who scored less than proficient on the OCCT the previous year are pulled from the classroom for intervention at least once per week on the skills they showed a deficiency in.
- Students also receive remediation if their performance on the STAR assessments finds them to be in need of strategic or intensive support.
- Classroom Benchmark assessments, daily assessments, and teacher observation of a student performing below grade level are other guidelines used for intervention.

##### **B.) Focus Goals:**

- Our focus goal was to increase the number of students scoring at least proficient in both Reading and Math on the OCCT, as well as increasing the number of students scoring at the advanced level.
- The number of students reaching at least the Proficient level in Math has increased in the 3<sup>rd</sup> grade, while decreasing slightly in the 4<sup>th</sup> and 5<sup>th</sup> grades. The 3<sup>rd</sup> - 5<sup>th</sup> grade scores continue to surpass our Schoolwide focus goal.
- The number of students reaching the Proficient level in Reading in 3<sup>rd</sup> grade has increased. 3<sup>rd</sup> – 5<sup>th</sup> grade surpassed our Schoolwide focus goal.
- The number of students scoring advanced in Math has increased in 3<sup>rd</sup> and 5<sup>th</sup> grades. 66% of 3<sup>rd</sup> grade students scored advanced. 22%

of 4<sup>th</sup> grade students scored advanced. 38% of 5<sup>th</sup> grade students scored advanced.

- The number of students scoring advanced in Reading decreased very slightly in 3<sup>rd</sup> grade. The number increased in 4<sup>th</sup> and 5<sup>th</sup> grades.
- The main barrier for our 3<sup>rd</sup> – 5<sup>th</sup> grade students in reading has yet to be determined. We continue to work as a staff to improve our reading scores. Teachers continue to attend professional development in the area of reading. Teachers then return to school to share information in their own in service workshops.

### **C.) Required Components:**

- **Component 1: Needs Assessment**
  - Our data shows an increase in students scoring at least proficient in 3<sup>rd</sup> grade Math, Reading since 2012.
  - 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade have more students scoring at the Advanced level in Math since 2012.
  - 5<sup>th</sup> grade has more students scoring at the advanced level in Reading since 2012.
  - Title 1 intervention, as well as more focused intervention in the classroom needs improvement to increase test scores.
  - More in depth data analysis, and instruction guided by those results needs to be implemented to increase test scores.
  
- **Component 2: Schoolwide Reform Strategy**
  - In the area of Reading we are currently using the STAR Reading, STAR Early Literacy, and STAR Math to get our data for Reading and Math intervention.
  - Read Naturally focuses on fluency.

- Accelerated Reader focuses on Vocabulary and Comprehension.
- STAR Early Literacy focuses on phonemic awareness and phonics.
- Accelerated Math, Math Facts in a Flash, and Factivation focus on Math skills.
- Additional intervention on the PASS skills is given to students scoring below proficient on any Math or Reading standard on the OCCT.
- Smart Boards, response simulators, I-pads, and computers are used to utilize technology in the most effective ways
- Component 3: Instruction by Highly Qualified Teachers
  - 100% of our staff is highly qualified. The staff consists of 40 teachers that hold a bachelor's degree with 5 of those teachers also holding a master's degree. We have 1 Library Media Specialist, 1 Reading Specialist, and 2 Speech and Language Pathologists.
  - Administrators will continue to review all teacher certificates to ensure that all teachers are teaching the appropriate subjects in their field of expertise.
  - Administrators will monitor classroom practices by all teachers.
- Component 4: Professional Development
  - The 2011 – 2012 Professional Development plan was implemented as stated in our Schoolwide plan.
  - Reviewing OCCT test scores with Title 1 succeeded in making teachers more aware of the importance of teaching the deficient areas of PASS.

- Great Expectation continues to train teachers in the best practices of instruction in all areas.
  - The average of the past 3 years of OCCT testing shows a continued overall growth in both Math and Reading in 3<sup>rd</sup> grade. 4<sup>th</sup> and 5<sup>th</sup> grade test scores have shown a decline in overall growth.
  - Professional Development was evaluated in the Teacher Surveys in the spring of 2014.
  - The surveys showed that there is a need for more training in the most current Reading, Writing and Math curriculum.
  - Curriculum mapping was also determined to be a need.
- Component 5: High Quality Teachers to High Needs Schools
    - We currently have 40 certified teachers in the Elementary.
    - Total years of teaching experience ranges from 1 to 35.
    - One 4<sup>th</sup> grade teacher was moved to 3<sup>rd</sup> grade and one 5<sup>th</sup> grade teacher was moved to 4<sup>th</sup> to accommodate fluctuating class size. One 1<sup>st</sup> grade teacher retired and a new teacher was hired to replace her. One of the Title 1 (Reading Specialists) retired and was not replaced. The other Reading Specialist now works with Pre-K – 5<sup>th</sup> grade. An extra assistant was hired to help with the increased student load. One Pre-K teacher was hired due to increased class size.
    - The turnover rate is expected to be low for next year.
    - Curriculum meetings with each grade level are held at least once per month to discuss progress of students and teachers.
    - Teachers frequently give their own presentations to share information about Professional Development workshops they have attended.
  - Component 6: Parental Involvement
    - Services provided to parents include: Open House, Donuts with Dad, Muffins with Mom, Cinnamon Rolls with

Grandparents, 2 Parent/Teacher Conference nights, 2 Book Fairs, grade specific parent nights, Title 1 Meetings, and Transition Days for students.

- The events listed above are communicated to parents through class notes, school website, and campus marquee.
  - Parental attendance for these events was good.
  - A parent survey was sent out in mid-April, 2012.
- Component 7: Transitions
    - Transition activities took place for the following grade levels: Pre-K to Kindergarten, Kindergarten to 1<sup>st</sup> grade, 2<sup>nd</sup> grade to 3<sup>rd</sup> grade, 3<sup>rd</sup> grade to 4<sup>th</sup> grade, and 5<sup>th</sup> grade to 6<sup>th</sup> grade.
    - Parents, students, teachers, administrators, and counselors took part in these transitions.
    - Transitions, with the exception of Pre-K to Kindergarten, took place when the change involved students moving to a new building on campus.
- Component 8: Data Driven Decisions
    - DIBELS is used to assess students in Kindergarten – 5<sup>th</sup> grade.
    - STAR Early Literacy is used to assess students in Kindergarten – 3<sup>rd</sup> grade.
    - STAR Reading is used to assess students in 2<sup>nd</sup> – 5<sup>th</sup> grade.
    - STAR Math is used to assess students in 2<sup>nd</sup> – 5<sup>th</sup> grade.
    - OCCT are used in 3<sup>rd</sup> – 5<sup>th</sup>.
    - Low performing students get additional help daily through small group instruction.
    - The information these assessments provide are very clear and specific to the needs of each student.
    - All staff and administration use the data to identify students and to plan instruction accordingly.
    - Each student has an education folder which includes all current assessments and assessments from the previous years.



- Progress monitoring information, as well as intervention strategies are also included in these folders.
- Teachers are currently being trained to better utilize the data that is presented by all of the assessments
- Component 9: Effective and Timely Assistance
  - OCCT, DIBELS, STAR Early Literacy, STAR Reading, and STAR Math are used to identify low performing students. Once all assessments are completed and these students are identified, the remediation process begins immediately.
  - Title 1 staff provides additional help and practice through small group instruction.
  - Students are monitored weekly in their low area through DIBELS.
- Component 10: Coordination of Programs
  - We utilize all of our funding to support our Title 1 Program. Federal, State, and Local money supports this program.
  - Our programs will continue to be monitored and modified as we look at student performances in order to make adjustments to our Schoolwide Program.

## **V. Modifications:**

### ***A.) Area of Need:***

- Using data from the OCCT, the following reading skills were identified as needing improvement: Figurative Language/Sound Devices (4<sup>th</sup> ), Accessing Information (4<sup>th</sup>), Inferences and Interpretation (4<sup>th</sup>).
- The following Math skills were identified as needing improvement: Polygons and Transformations (4<sup>th</sup>) Circles and Polygons (5<sup>th</sup>).

**B.) Focus Goals:**

- Our goal is to continue to reduce the number of students scoring 70% or below on one or more specific PASS objectives and Standards on both Reading and Math on the OCCT.
- We will better use results from assessments to drive instruction in the classroom.
- We will meet with grade level teams to share instruction methods and curriculum, and to celebrate successes.

**C.) Action Plan:**

- We will use data to drive instruction in all classes.
- Low performing students will receive intervention in their area/s of deficiency from the Title 1 staff, as well as the classroom teachers.
- Students will be monitored regularly to measure progress.
- Teachers will meet with parents regularly to discuss progress.

Scientifically, Research-Based Instructional Strategies Action Plan - Schoolwide				
Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
<b>DIBELS NEXT</b>	Computers Printer Internet Student Materials Laptops	Students, Title 1 Teachers and classroom teachers	Fall/Winter/Spring	Progress monitoring charts and Fall/Winter/Spring DIBELS NEXT benchmark tests
Accelerated Reading Program	Variety of AR reading materials AR Tests Time	Students, parents, Classroom teachers, principal, librarian	Throughout the year	Test Results

	Computers Printer and ink			
STAR Testing Program Reading and Math Early Literacy	Computers Printer STAR Program	Students, parents, Classroom and Title 1 teachers,	2-5 times per year	Test Results
Accelerated Math	AR Math Program Computers Printer and ink Accel scans Scantron Cards	Students, parents, Classroom teachers, Title 1 teachers	Daily throughout the school year	Test Results
PASS objectives for Math and Reading	Computer Internet Printer and ink Copy paper	Students, parents, PLC which includes all teachers, principal and counselor	Daily	Benchmark Tests  Lesson plans  Observation  Work Samples
Math Facts in a Flash	Computers Printer and Ink Copy Paper	Students, parents, Classroom teachers, Title 1 teachers	Daily	Test Results
Read Naturally	Computers Headphones	Students, classroom teachers, Title 1 teachers  Updated Software	Daily	Test Results and progression through levels of program