

Reviewed and Updated September 3, 2019

SAYRE PUBLIC SCHOOLS

**SAYRE ELEMENTARY SCHOOL
TITLE I SCHOOLWIDE SITE PLAN
2019-2020**

Mission Statement

Sayre Public Schools are committed to building lifelong learners to meet tomorrow's challenges.

Vision Statement

THE VISION OF SAYRE UPPER ELEMENTARY AND SAYRE EARLY CHILDHOOD IS TO PREPARE OUR STUDENTS FOR THE FUTURE BY INSTILLING IN THEM A LOVE FOR LEARNING, INCLUDING CRITICAL THINKING SKILLS AND A RESPECT FOR VALUES OF INTEGRITY, PERSEVERANCE, RESILIENCY, EMPATHY, AND KINDNESS (EAGLE STANDARDS). OUR STUDENTS WILL EXPERIENCE SUCCESS TODAY AND BE PREPARED FOR TOMORROW.

Sayre Elementary Schoolwide Program

I. Comprehensive Needs Assessment

- The needs assessment for Sayre Elementary School will be an ongoing process.
- The needs assessment will be addressed by the School Improvement Committee at least once per year and as needed throughout the year.
- Student achievement will be closely monitored using:
 - o OSTP in grades 3-5
 - o Acadience
 - o STAR Reading
 - o Accelerated Reader Program
 - o Reflex Math
 - o Study Island Pretest and Posttest Assessments
 - o Quarterly Math and Reading Benchmarks
 - o Teacher designed tests
 - o Teacher and Principal Observations
 - o Buckle Down, Grades 4 and 5
 - o ESGI, Pre-K and Kg
 - o Easy CBM

II. Schoolwide Reform Strategies

- All reform strategies are researched based and directed towards students achieving state and federal standards. Students who are at risk will be targeted with special programs.
- Current strategies in place include:
 - o Full-day Pre-K program
 - o In-school intervention for students struggling in Math and Reading
 - o After-school intervention for students struggling in Math and Reading

- o Individualized reading sufficiency plans for identified students
- o ESL interpreter
- o Elementary Counselor
- o Accelerated Reading and Math Programs
- o Study Island Program
- o ACT Aspire
- o Professional Development will be provided throughout the year
- o A completed curriculum alignment calendar

III. Instruction by Highly Qualified Teachers

Sayre Elementary Highly Qualified Teachers

Number of Certified Teachers	Number of Highly Qualified Teachers Teaching in Field for the Entire Day	Number of Teachers Teaching out of Field for One or More Periods during the School Day
28	28	0

Sayre Elementary Highly Qualified Paraprofessionals

Number of Paraprofessionals	Number of Highly-Qualified Paraprofessionals	Number of Paraprofessionals working to become highly qualified	Source of Highly-Qualified Certification
7	7	0	Para-Pro Test Para-Pro Training Class

IV. Professional Development

- A minimum of 40% of Title II funds are used to provide the Professional Development.
- There are members of the Title I committee who are also members of the Professional development committee to ensure program needs are aligned.
- The district conducts annual needs assessments to determine the professional development needs that will improve the teaching of the academic subjects and will enable all children to meet state content standards. A part of the assessment will be professional development to address the needs of educationally deprived children.
- Monies will be set aside to meet identified professional development needs established by yearly district wide needs assessment.
- A Resource Center is available for all staff in the Teachers' Lounge.
- The Professional Development Committee will coordinate all in-service activities to ensure a balance, on-going, high quality staff training.
- Early Release dates will be used to focus on areas of weakness and methods for improvement, as well as common core implementation.

V. Recruitment and Retention of Highly Qualified Teachers

- The Sayre Board of Education currently has policies and regulations in place that prohibits the hiring of personnel that do not meet the requirements of "HQ".
- When hiring and retaining top quality personnel, the district will:
 - Conduct a comprehensive search for each posted vacancy.

- Communicate the District's vision, mission, and expectations with the recruitment and interview process.
- Make employee training and orientation an on-going, systematic, day to day activity for which written procedures exist.
- Build employee empowerment by fostering an environment when concerns and input may be offered and received.
- Provide high quality professional development opportunities in which the staff shares ownership.
- Offer stipends for extra duty assignments that are competitive with the surrounding area.

VI. Strategies to Increase Parental Involvement

- Parents serve on all Title I district committees. Needs surveys were provided to give parents the opportunity for school input. Open meetings are conducted on all Title I meetings.
- The school provides consultation in areas of need for parents and families.
- Hearing and vision screening is performed each year. Counseling is available at the school throughout the day.
- Parental involvement strength identified by the needs assessment is that the parents feel comfortable coming to the school. The research based strategy is that all students do better when parents are involved, so the school has made an attempt to personally contact each parent/guardian throughout the year.
- Positive phone calls to parents about students.

- Volunteer forms were distributed at open house.
- All parents are welcome at Eagle Wake Up Assembly.
- The parental involvement action plan includes a school-parent compact, a beginning of school family night, family involved projects, knowledge of the student handbook and student policies, parent/teacher conferences, newsletters, weekly folders, and compliance with the “Parents Right-to-Know”, activities for families through the program, Read, Love, Learn, RIF distribution and RIF parents night.
- Parents are invited to all meetings concerning the district Title I plan. They are involved on all school committees and encouraged to request information concerning all education opportunities.
- Parents are provided with a copy of the state testing results. Explanations are provided one on one with the teacher. If a student has an area of low performance, parents are notified of a plan of improvement.
- Access to an online gradebook system to allow parents constant access to their student’s grades.
- Parents are notified of a student’s grades through mid-progress reports and report cards each 9 weeks.

VII. Plans for Successful Transitions

- Three Prekindergarten Classes have been added in order to insure that all 4 year old students in the district have the opportunity to attend public school.

- All schools at Sayre are at a single site. Students go through a student orientation as they enter pre-kindergarten, and again as they enter the 6th grade. Our on-site counselor provides transition guidance for students.

VIII. Measures to Include Teachers in Decision Making

- Teachers will analyze tests scores on each student and use those test scores to measure student achievement. Assessments research based programs will also be used to measure student achievement. Teacher-made formal and summative assessments will also be utilized.
 - Teachers will administer selected assessments.
 - The homeroom teacher will work with the special education teacher in using the assessment data to improve student learning.
 - Key assessments include STAR Reading, Acadience, WJ III Form C assessments, Accelerated Reader assessments, and teacher made summative and quarterly benchmark assessments.

IX. Activities to Ensure Additional and Timely Assistance

- Students who are not meeting Oklahoma's high academic standards have the opportunity to attend tutoring sessions. Individualized instruction is provided using curriculum intervention materials, Study Island, and classroom aide.
- After-School tutoring and intervention was identified as a strength by the school-wide assessment.

- In-School tutoring was identified as a strength by the school-wide needs assessment.
- Areas that were identified by the needs assessment as in need of improvement were assistance for students in critical thinking skills, reading, math, and written expression.
- The action plan for helping all students meet Oklahoma’s high academic standards especially in reading/language arts and mathematics include using researched based programs such as Study Island and the continuance of full-day kindergarten and pre-kindergarten, and intensive one-on-one help when warranted.
- Oklahoma test results will be used to identify those students not meeting the state’s high academic standards.
- The student’s age, the low performing subject area and the best modality to instruct the student in will be used to determine which intervention program will best serve each individual student.

X. Coordination of funds and Services

- The District Planning Committee will annually review all district programs and activities to ensure efficient coordination of efforts and to plan for the subsequent year’s changes and revisions of programs and activities.
- All federal, state and local programs will be coordinated for the benefit of Sayre Public Schools students. Special education, speech, occupational, and physical therapy services are provided to all identified children.

**SAYRE ELEMENTARY SCHOOL
TITLE I SCHOOLWIDE SITE PLAN
COMMITTEE MEMBERS**

Smith Steigleder

Krista Holland

Cheyenne Spencer

Andra Wyatt

Tara Tignor

Lori Kennemer

Stephanie Willis (Parent)

**SAYRE MIDDLE SCHOOL TITLE I
SCHOOLWIDE SITE PLAN
2019-2020**

Mission Statement

Sayre Public Schools are committed to building lifelong learners to meet tomorrow's challenges.

Vision Statement

Serving Students for the Future

I. Comprehensive Needs Assessment

- The needs assessment for Sayre Middle School will be an ongoing process.
 - The needs assessment will be formally addressed by the School Improvement Committee at least once per year, but may also be addressed at multiple times during the year at the request of committee members.
 - The foundational elements of the needs assessment will be the results of prior years achievement test scores, teacher and principal observations, and remediation statistics.

II. School-wide Reform Strategies

- All reform strategies will be researched based and be directed towards all students meeting achieving state and federal standards. Special attention will be made to those student populations that are low achieving or at risk of not meeting state standards.
- Current strategies in place include:
 - A. 7th grade Block of Math with Enrichment and Remediation
 - B. 8th grade Block of Math with Enrichment and Remediation
 - C. 6th grade Block of Math with Enrichment and Remediation
 - D. Study Island internet program
 - E. Honors 6th, 7th, 8th Math, English, and Reading Classes
 - F. Curriculum Coordinator oversight
- Professional development will be provided throughout the year for identified needs.
- We have had curriculum alignment process which strengthened our courses and revisit these plans on a yearly basis.

III. Instruction by Highly Qualified Teachers

Sayre Middle School Highly Qualified Teachers

Number of Certified Teachers	Number of Highly Qualified Teachers Teaching in Field for the Entire Day	Number of Teachers Teaching out of Field for One or More Periods during the School Day
22	22	0

Sayre Middle School Highly Qualified Paraprofessionals

Number of Paraprofessionals	Number of Highly-Qualified Paraprofessionals	Number of Paraprofessionals working to become highly qualified	Source of Highly-Qualified Certification
0	0	0	Professional Development

IV. Professional Development

- A minimum of 40% of Title II funds are used to provide the Professional Development. Monies will be budgeted for ongoing teacher training in reading and math instruction. Training supportive of effective schools research and characteristics of high performing schools will be utilized.
- Monies will be set aside to meet identified professional development needs established by yearly needs assessments. Emphasis will be placed on developing and fostering good school-home relations. The district planning committee will conduct parent's needs assessments to determine the types, frequency, and duration of parent training.
- The Professional Development Committee will coordinate all in-service activities to ensure a balance, on-going, high quality staff training. There are members of the Title I committee who are also members of the Professional Development committee to ensure program needs are aligned.

V. Recruitment and Retention of Highly Qualified Teachers

- The Sayre Board of Education currently has policies and regulations in place that prohibits the hiring of personnel that do not meet the requirements of "HQ".
- When hiring and retaining top quality personnel, the district will:
 - Conduct a comprehensive search for each posted vacancy.

- Communicate the District's vision, mission, and expectations with the recruitment and interview process.
- Make employee training and orientation an on-going, systematic, day to day activity for which written procedures exist.
- Build employee empowerment by fostering an environment when concerns and input may be offered and received.
- Provide high quality professional development opportunities in which the staff shares ownership.
- Offer stipends for extra duty assignments that are competitive with the surrounding area.

VI. Strategies to Increase Parental Involvement

- Parents serve on all Title I district committees. Needs surveys were provided to give parents the opportunity for school input. Open meetings are conducted on all Title I meetings.
- Counseling is either available at the school or from Systems of Care and/or Red Rock Behavioral on a sliding scale basis.
- The school provides consultation in areas of need for parents and families.
 - Parental involvement strength identified by the needs assessment is that the parents feel comfortable coming to the school. The research based strategy is that all students do better when parents are involved, so the school has made an

attempt to personally contact each parent/guardian throughout the year.

- Areas of parental involvement that were identified by needs assessment as in need of improvement were that the parents either didn't know what to do to help or how to show support for the school and/or students.

- The parental involvement action plan includes a beginning of school family night for 6th grade students, family involved projects, knowledge of the student handbook and student policies, parent/teacher conferences, mail/email, school website, local newspaper, school marquee, School Reach notification system, Study Island, which can be accessed online from home for Math, Reading, Science, and History, and compliance with the "Parents Right-to- Know." Art display shows in conjunction with band and choir concerts.

- Parents are invited to all meetings concerning the district Title I plan. They are involved on all school committees and encouraged to request information concerning all education opportunities.

- Parents are provided with a copy of the state testing results (when provided by the OSDE). Explanations are provided as needed. If a student has an area of low performance, parents are notified of a plan of improvement.

VII. Plans for Successful Transitions

- All schools at Sayre are at two sites. Our on-site counselor provides career and college guidance for students as well as bullying and character education. An internet awareness program will continue for the middle school in the 2018-2019 school year.
- Transition from elementary to middle school can be difficult for our incoming 6th graders. A new program will be introduced to begin the 2018-2019 school year. We will select 8-10 8th grade students to be on our LINK crew. These students will attend our 6th grade Eagle Camp. They will wear matching t-shirts. These students will be in charge of showing the 6th graders around the school. They will also wear the same t-shirts on the 1st day of school to be a guide for the 6th grade students. They will help with lockers, finding classrooms and sit with them at lunch.

VIII. Measures to Include Teachers in Decision Making

- Teachers will analyze tests scores on each student and use those test scores to measure student achievement. Assessments research based programs will also be used to measure student achievement. Teacher-made formal and summative assessments will also be utilized.
 - Teachers will administer self-made assessments.
 - The Title I teacher and the special education teacher will aid in administering assessments.

- Key assessments include, Study Island program, Accelerated Reading assessments, benchmark tests, and teacher made summative assessments.

IX. Activities to Ensure Additional and Timely Assistance

- Summer Boot Camp is provided for students that struggle academically and attendance issues.
 - Areas that were identified by the needs assessment as in need of improvement were assistance for students in critical thinking skills, reading, math, and written expression. Another area identified in need of improvement is counseling students who are failing by grades or are having attendance problems.
- Oklahoma test results will be used to identify those students not meeting the state's high academic standards.
 - The student's age, the low performing subject area and the best modality to instruct the student in will be used to determine which intervention program will best serve each individual student.

X. Coordination of funds and Services

The District Planning Committee will annually review all district programs and activities to ensure efficient coordination of efforts and to plan for the subsequent year's changes and revisions of programs and activities.

- All federal, state and local programs will be coordinated for the benefit of Sayre Public Schools students.

**SAYRE MIDDLE SCHOOL
TITLE I SCHOOLWIDE SITE PLAN
COMMITTEE MEMBERS**

Marla Hendrix

Stacey Valdez

Tim Martin

Jade Bell

Jason Bohannon

Rylee Varnell

Shelley Maddoux

Rocky Willis (Parent)