

Title I-A School Wide Planning Form

Schools that implement a schoolwide program under Title I-A must develop a plan for changing the total instructional program in the school. The plan must be based on a comprehensive needs assessment and include specific outcomes and strategies to address the learning needs of all students in the school. In addition, the plan must be reviewed annually with the input of families, and updated as needed. Districts have a great deal of autonomy in determining the format of their schoolwide plans. ODE created this template that schools can use to guide the development of their school wide plan. Schools or districts that choose to develop their own template must include criteria located in the Title I-A planning page linked in the resource section below.

Who should complete this template? This template should be completed by members of the Title I-A school planning team, to ensure all details are

When should this be sent to ODE? School level plans should be retained at the district. ODE

[Needs Assessment Summary](#)

[Goals and Activities](#)

[Family Engagement](#)

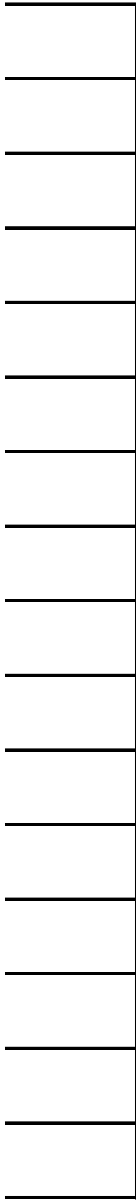
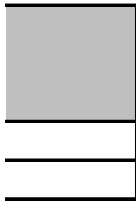
[Annual Plan Review](#)

ESSA Citations

- [1] ESSA Section 1114(b)(6)
- [2] ESSA Section 1114(b)(7)(A)(i), (iii)
- [3] ESSA Section 1114(b)(3)

Helpful Resources

- [School Wide Planning Brief](#)
- [Title I-A Planning Page](#)



NEEDS ASSESSMENT SUMMARY

All schools receiving ESEA Title I-A funds must perform a comprehensive needs assessment at the school level to review the strengths and needs of the students the school serves, including identifying the barriers that students who have been historically underserved experience. The needs assessment should inform the goals of the school level plan. ODE recommends a school to conduct a needs assessment at least once every three years. This tab asks for a brief summary of the results of this needs assessment and the process that the district used to conduct the needs assessment.

DATE OF LAST NEEDS ASSESSMENT:

2020-21

STUDENT DEMOGRAPHICS: Who are our students?

Describe the students you serve. How have your student demographics changed over time? What trends are you seeing? How is your school serving students who have been historically underserved by the system?

We have high levels of poverty in our school and many families that have doubled up housing. We are seeing a trend in poor attendance. Our school population has been in a slight decrease. Our students with disabilities population has remained relatively the same at an average of 21%. The school is 95% free and reduced lunch. We have two languages spoken. We have an average of 9% Hispanic/Latino students, 11% multiracial, 78% white, 2% American Indian/Alaskan native.

DATA EXAMINED: What data did we look at?

Articulate the multiple measures of data reviewed during the needs assessments. This can include student outcome data (academic, behavioral, programmatic), systems data (e.g. ORIS indicators) and perception data. Did this provide a comprehensive view of the school and community as well as the opportunities and challenges that should be addressed in a school wide plan?

Student data reviewed includes: attendance data, OSAS, Fastbridge assessment data and behavioral data. We identified an increased need to support regular student attendance to support academic and behavioral improvement. It was also identified that additional PBIS (Positive Behavior Interventions Support) needs as there has been an increase in major (aggressive) behaviors with students. This would include reviewing our matrix for adjustments, identifying training needs to support behaviors. Around attendance we identified the need to increase parent communication around the importance of attendance. In reviewing previous years of OSAS it was determined staff needs a better understanding of the test, test blueprint and how to support

NEEDS ASSESSMENT SUMMARY cont

IDENTIFIED STRENGTH AND NEEDS: What is the story our data is telling?

Describe the results of the comprehensive needs assessment. What are the strengths and needs of the students the school serves? How has this changed over time? What are the barriers, and root causes, that students in the building face? What opportunities and strengths exist that can be utilized to support the school's academic, social, and other goals?

A huge barrier is regular student attendance which we have been working on student engagement and incentives. Our students are inquisitive and many want to be here to learn but, after COVID, we still have students with large gaps in their learning. We still have enrollments of students who have not been in school for multiple months or years. This has been a large change from previous years pre-covide where attendance numbers were much better. Other barriers for families include: doubled up housing, lack of transportation/employment.

ENGAGEMENT IN PLAN DEVELOPMENT: Who was engaged in this process and how?

Following the results of the needs assessment, describe who was engaged in the development of the schoolwide plan. Which community members (e.g.; students, staff, families, tribal leaders, and tribal organizations) were included?

Development has been through both formal and informal meetings and have included; Title 1 teacher, Behavior and Attendance Monitor, Skill Building Staff, Teacher in-put. We have also been working closely with our local tribe around support for students identified as Tribal. They also participate with our parent and family outreach nights and how to engage their members.

GOALS AND ACTIVITIES

This tab is used to articulate your schools goals. Each school receiving ESEA Title I-A funds should establish 3-5 goals that address students ability to meet Oregon's state academic standards. The goals and activities can focus on academic, social-emotional, or behavioral strengths and needs. Development of the school level plan should include the feedback of administration, staff, families, and students. These strategies should be reviewed periodically and adjusted as appropriate.

Definitions

Goals: Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, and families.

Activities: Describe the actions to support the goal.

Measures: Describe how the effectiveness of activities will be evaluated.

GOAL/OUTCOME 1:

By June 1, 2024, 37% of 3-5 grade students will meet or exceed OSAS reading summative measure. By June 1, 2024, 38% of 3-5 grade students will meet or exceed OSAS math summative measure.

Activities	Measures
OSAS and test taking skills taught in the classroom. Teachers will meet with students, practice test and develop goals. Admins to provide feedback around observations. Student success meetings with grade levels and admin. Implementation of "yolanda" writing strategies. Utilizing "I notice/I wonder across	OSAS Math and ELA Test
Professional development around writing, all grade levels. Understanding OSAS and OSAS Blueprint Professional Development, PD around Math Early On for family engagement	

GOAL/OUTCOME 2

By June 2, 2024, 65% of K-5 students will have at least 90% attendance as measured by power schools

Activities	Measures
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Teachers connect with families and personal phone calls. Teachers call students on the first two days of school for unexcused absences, BAM calling on the third day. Reduce student check out and chronic tardies by hosting meetings with families after 5 incidents. Classroom competitions for attendance. Positive attendance drawings for each class. Pulling chronically absent students for empathy interviews	Weekly attendance meetings and review of data
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Professional Learning

Professional learning around PBIS and attendance practices/data.

GOAL/OUTCOME 3

By June 1, 2024, there will be a 10% reduction in office referrals (major referrals) compared to June 1, 2023, as measured by SWIS data.

Professional Learning

Active supervision training for IA's. PD for teachers on how not engage in power struggles. Behavior meetings, combined with attendance to work on tiered supports for students. PBIS training on building a culture that recognizes students when they are being safe, respectful and responsible.

Building and maintaining relationships with students. Date: Ongoing

Active Supervision Training. Date: 08-23-23

Behavior Team Meetings. Date: Weekly by grade level.

PBIS Team Meetings. Date: Bi-Weekly

Positive reinforcements of safe, respectful and responsible behaviors.

Development of grade level classroom matrix and expectations explicitly taught

"Play by the Rules" 5 times a year

PBIS Training/Work session "Supporting Tiers"

Behavioral check ins and goal setting

Modeling and implementing SEL strategies

SCHOOL LEVEL PLAN NOTES

Use these pages for notes

GOAL/OUTCOME 1 NOTES

What change are we hoping for?

Improved academic growth 3-5 on the OSAS

Notes

Are we teaching students good test taking strategies that they can use to navigate all test taking? Provide PD for teachers round OSAS, the blue print and utilization of the tool that are available to them to build student learning and practice around the test. These skills could be well utilized in all areas. Look at HMH and Wonders to see how they support student learning and rigor.

GOAL/OUTCOME 2 NOTES

What change are we hoping for?

Improved Attendance

Notes

We are finding that more parents are apathetic when it comes to student learning and regular school attendance. We would like to look at ways where we can build anticipation for students to come to school regularly, and on time. What are things we can do to get parents involved? e.g. family night drawings for regular attendance, HERO class competitions, random breakfast drawings for students. Introduction of letters before each break around the importance of attendance and student learning. Possible utilization of an attendance contract with families. Continued personal phone calls.

GOAL/OUTCOME 3 NOTES

What change are we hoping for?

Reduction of Office Referrals

Notes

The past few years we have had an increase of office referrals around physical behavior. What can we do to lessen the amount of behavior referrals, majors and build staff efficacy of how to work with escalated behaviors. Look at additional PD opportunities. Increase push in support from the SBR rather than sending to SBR. Additional reteach opportunities and behavior problem solving with parents.

FAMILY ENGAGEMENT

Engagement with families is a critical component to school planning and meeting school goals. Families, Parents and Guardians, should be included in the planning process of the schoolwide plan and in other Title I-A funded activities. This tab is used to document the engagement efforts conducted and underway.

Who was involved in the development of the plan?

Describe how the school engaged parents/guardians and families in the development of the schoolwide plan. What additional activities are underway for engagement?

We have a schoolwide plan we share with families at the beginning of the year and ask for family input. This plan has been developed by title Staff, administrator, office staff, behavior and attendance monitor

Annual Title I-A Meeting:

All Title I-A schools must host an annual meeting with families to discuss the schoolwide plan, inform families of their rights under Title I-A, and discuss opportunities for involvement in school activities.

What do we share with families at the annual meeting? How do we communicate about opportunities for family involvement in school activities?

We have our annual meeting during open house and additional information for families during parent/teacher conferences and family nights. We also post information about how to be involved in school frequently through social media and through parent/teacher communications.

Family/Student/School Compact:

The compact is a shared understanding of how families, students, and school staff are all responsible for assisting students in academic achievement.

How are families involved in the design of compacts? How are compacts discussed with families and

The compact was designed quite a while ago by our RTI/Title team. Each year we review the compact to ensure that we have to correct information for families regarding our Title 1 program at school. This includes any changes in benchmark testing, staffing etc...Compacts are shared with families during open house and fall conferenced. They are used as a discussion tool between parents, students and their teacher to ensure we are meeting the needs of each student and working as a team.

Building Parent/Guardian Capacity:

All Title I-A schools must provide a variety of opportunities and activities to support families in supporting their student's learning. This should include both in person events and resources for home activities.

What are the strategies we use to help families support their student's learning?

We host family nights for STEAM and Camp Learn A Lot that has a focus on literacy. We have family resources available during conferences and online

What are the steps the school takes to remove barriers to participation?

Describe how the school removes potential barriers to ensure authentic participation by all parents/guardians and families.

Communication with families in their home language(s)

We have not had barriers with families around their home language at this time. One large barrier we have with families and participation is around meals so we work to make sure that we provide family dinners at events.

Variety of activities at times and locations convenient to families (e.g.; in person/virtual/website):

In person and website information

Childcare: Do we offer options for families to bring small children to meetings or activities?

All events are family friendly

Online Presence: Please provide the website link to your schoolwide plan.

<https://www.susd.k12.or.us/tce/>

ANNUAL PLAN REVIEW

Purpose: Title I-A schoolwide plans should be reviewed and updated annually. This review is part of a continuous improvement process and should include all members of the school community.

Review Date:

Reviewing our Plan: Who was at the table?

How did we include staff, students, families, and district leadership in reviewing this plan?

Title Staff, administrator, office staff, behavior and attendance monitor

Looking Back: How did we do?

Where did we meet or exceed our goals? What do we still need to work on? How do we know?

We are still waiting for additional data. We did have some additional activities to engage families in academics with our Math Early On project but could look for more opportunities that, if successful, would be sustainable.

Looking Forward: What's next?

Based on what we learned, what will next year's plan look like? Should our goals or strategies change?

Additional communication to families. More resources online. Look at what additional events/classes we could host to support families.