

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:

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?

Our population of students include a high number >80% of economically disadvantaged students. This demographic has continued to rise over time as COVID impacted many families. Our school is currently 100% free/reduced lunch. Canyonville is serving these students by offering 100% of meals free, increasing staff understanding around trauma, increasing intervention time for math and reading, and partnering with community resources to provide families with additional resources.

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?

Fastbridge, OSAS, Powerschool Attendance and SWIS Behavior data was analyzed. It provided us a comprehensive school view of needs.

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?

The strengths include the community support and their willingness to support school efforts. Other strengths include the retention of teachers in 3-5 and the utilization of a literacy and math coach in the district that can help support teachers in math and literacy. One area that has changed over time is the retention of teachers in K-2. We have several first year teachers starting that are not as familiar with the school and students, as well as their content. We will support them during weekly PLC time and with the literacy and math coach. We have two behavior specialist to help support

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?

Certified and classified staff were included in the process as well as administrators and TOSA's. Feedback and input were part of our Family Outreach Night and presentation to the School Board Meeting.

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, 25 % of 3-5th grade students will meet or exceed OSAS reading summative measure.

Activities

Test taking skills practice, intervention and enrichment time, academic/domain specific vocabulary practice, assessment and goal setting with students. OSAS teacher hub utilization, data tracking and student support, understanding student data for parents/students.

Measures

Review fall, winter and spring math data at all grade levels. Final assessment through OSAS summative measure

Professional Learning

Monthly all elementary math professional development on selected topics led by the district math TOSA.

GOAL/OUTCOME 2

By June 1, 2024, 20 % of 3-5th grade students will meet or exceed OSAS math summative measure.

Activities	Measures
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Test taking skills practice, intervention and enrichment time, academic/domain specific vocabulary practice, assessment and goal setting with students. OSAS teacher hub utilization, data tracking and student support, understanding student data for parents/students. Use of curriculum assessments to monitor student learning and goal setting.	Measured through the OSAS math summative measure. Review Fastbridge fall and winter data to develop intervention groups.
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Professional Learning

OSAS PD at all grade levels, Math IAB Professional learning, PL in assessing student learning vs. compliance, support from math TOSA

GOAL/OUTCOME 3

By June 1, 2024, 60 % of K-5 students will have at least 90 % attendance as measured by power schools.

Activities

Attendance communication with families, teacher/staff connection through personal phone calls, family attendance planning and goal setting, attendance drawings/rewards, HOT (Here On Time) celebrations, student empathy Interviews

Measures

Review and compare attendance data from previous years (2022,2023) while tracking current data through Power Schools

Professional Learning

Behavior/attendance meetings, student success meetings with grade level team/principal/BAM, Empathy interview training with teaching teams.

SCHOOL LEVEL PLAN NOTES

Use these pages for notes

GOAL/OUTCOME 1 NOTES

What change are we hoping for?

Improvement of student scores in OSAS as well as vertical alignment/rigor of instruction in

Notes

Increased achievement of our students around the Reading OSAS as well as improved understanding for teachers around what the test assesses. We are also hoping for K-5 alignment in teaching academic/domain specific vocabulary, creating student goals, assessing student learning vs. compliance and increased rigor in classrooms. Teachers will also work with a new PDSA model of improvement around student data and classroom strategies for learning.

GOAL/OUTCOME 2 NOTES

What change are we hoping for?

Improvement of student scores in OSAS as well as vertical alignment/rigor of instruction in math

Notes

Increased achievement of our students around the Reading OSAS as well as improved understanding for teachers around what the test assesses. We are also hoping for K-5 alignment in teaching academic/domain specific vocabulary, creating student goals, assessing student learning vs. compliance and increased rigor in classrooms. Teachers will also work with a new PDSA model of improvement around student data and classroom strategies for learning.

GOAL/OUTCOME 3 NOTES

What change are we hoping for?

Moving from about 60% regular attendance to 90%

Notes

Create an incentive program not only for students but for families as well. Have a quarterly "family" drawing for excellent attendance. Have prizes for students who are also here on time to help improved tardies. Teachers will call the first two days of missed attendance before the BAM. With families who are becoming chronic absentees, schedule attendance planning meetings. Strategic attendance letters sent home before each break. Look for kids who may not have a connection to school with relationships. How can we work to reach these students?

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?

Increase student/parent engagement in the school. Schoolwide carnival and family nights. School messenger was

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?

Title I Slideshow with information on services related to Title I, Title I brochures and information is available at

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

Compacts are discussed with the students and parents during parent/teacher conferences.

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?

Family nights, monthly newsletters, school messenger, parent/teacher conferences, emails and phone calls.

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

Provide transportation whenever possible, provide meals to families at family night events, include families or childcare when possible.

Communication with families in their home language(s)

Translator for families whose first language is not english, translator apps, and messages to families in their home language

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

In person, website

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

Yes - childcare or activities will be offered for all events.

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

www.susd.k12.or.us

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?

Staff reviewed this plan during staff meetings, PLC worktime (early out Wednesdays) and data meetings every 6 weeks to review language arts and progress monitoring data. Information was shared with families during literacy family night events and parent teacher conferences. Information was shared with district leadership during administrative meetings and school board meetings. Students kept track of goals and progress towards outcomes.

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 did meet our goals. In ELA we had 38% of students meet their SBAC assessment at a level 3 or 4. That breaks down to 5th grade meeting or exceeding at 44%, 4th grade meeting or exceeding at 53%, and 3rd grade meeting at 26%. We will continue to work and make goals around ELA and specifically target the 3rd grade cohort to increase ELA achievement. In math we met our goal with 30% of our students meeting or exceeding on the SBAC assessment. 5th grade met or exceeded with 26% of students, 4th grade with 44% of students, and 3rd grade at 42%. We will target the 5th grade cohort as we move into the next school year with specific goals and interventions for all cohorts.

Looking Forward: What's next?

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

Specific interventions will be in place for cohorts that had a lower number of students meeting or exceeding but all students will be provided with enrichment through daily ECRI lessons and math number talks. We will change our goals to increase the number of students meeting and exceeding assessments.