

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?

Myrtle Creek Elementary serves approximately 270 students of a variety of demographics. 13% of our students being served are on individualized educational plans. Over 70% of the students we serve are living below poverty. We have three different primary languages and students from multiple ethnicities.

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?

The assessments that we used to conduct our needs assessment for academic growth were the Smarter Balanced Assessment and Fastbridge Data. We used SWIB Behavior data to address our behavior and social emotional needs. The assessments provided a comprehensive view of the school and community by breaking data into sub groups as well as looking at the results schoolwide.

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?

After the team reviewed the school assessment data from Fastbridge and SBAC data it was determined that the area that the students need the most improvement in was math and social emotional regulation. Over the past three years, Myrtle Creek Elementary has had a high need for improvement in both math and reading. As a school, we have been providing reading and math interventions for all students. We have also expanded our Skills Building team to help students learn to regulate in the classroom and have support when needed.

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 data review, as well as administrators and our district math and literacy instructional coaches. Parents and students were included in our school review during our Family Outreach night.

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 activites will be evaluated.

GOAL/OUTCOME 1:

By June 1, 2024,20% of fifth grade students will meet or exceed on the OSAS math summative measure.

Activities

Intervention/enrichment blocks, assessment and test taking skills practiced in core blocks, data review with students and goal setting, OSAS teacher hub to check progress on individuals.

Measures

Review fall, winter, and spring data provided by the Fastbridge Benchmark Assessments. Students will also be practicing the interium OSAS Assessment each quarter.

Professional Learning

All certified staff will receive monththly professional development and PLC's provided by the district and instructional coaches. Teachers will receive individual cycles with our district instructinoal coaches. Teachers will also be receiving additinoal professional developement in early math practices provided by a consultant.

GOAL/OUTCOME 2

By June 1, 2024, 25% of fifth grade students will meet or exceed on the OSAS reading summative measure.

Activities	Measures
Intervention/enrichment blocks, assessment and test taking skills practiced in core blocks, data review with students and goal setting, OSAS teacher hub to check progress on individuals.	Review fall, winter, and spring data provided by the Fastbridge Benchmark Assessments. Students will also be practicing the interim OSAS Assessment each quarter.

Professional Learning

All certified staff will receive monthly professional development and PLC's provided by the district and instructional coaches. Teachers will receive individual cycles with our district instructional coaches.

GOAL/OUTCOME 3

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

Activities

Students tracking individual attendance, family meetings to discuss the importance of attendance and setting goals for improvement, staff phone calls to students who have been absent for more than two days, empathy interviews with students facing chronic absense.

Measures

Review previous data and trends while comparing to current data as measured on Power Schools.

Professional Learning

Behavior Attendance Meetings with attendance team and families, Empathy Interview Training for staff and attendance team, student success meetings with attendance team.

SCHOOL LEVEL PLAN NOTES

Use these pages for notes

GOAL/OUTCOME 1 NOTES

What change are we hoping for?

Notes

The change we are hoping for is increased academic achievement in math as measured on the OSAS assessment as well as during instruction in the classroom. Teachers will gain an understanding of the assessments given and create times to practice and teach skills to students. We are hoping for increased rigor and engagement through daily lessons and all assessments. We are also going to be working on giving timely feedback to individual students.

GOAL/OUTCOME 2 NOTES

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GOAL/OUTCOME 3 NOTES

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Notes

The change we are looking for is to create an environment where students are looking forward to coming to school and students and families understand the importance of regular attendance. We will be tracking attendance for all students and meeting with families who need help improving attendance.

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?

Monthly parent groups meetings to increase student/parent engagement in the school. Schoolwide carnival and family nights. School messenger was used to communicate with all families.

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 night and during conferences. Information is shared with families through school messenger via calls, texts and emails. Our Title Teacher meets with families and discusses services offered and provided to all students.

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?

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)

The district offers translators for all forms of communication to families in needs.

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

We have them both in person and through websites.

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

Yes, child care is offered when small children are not included in the activities.

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

<https://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?

Certified and classified staff, as well as administrators and instructional coaches met regularly to review individual student data and to review schoolwide, gradewide, and individual trends in student growth. Families were included in reviewing data during conferences, family meetings, and schoolwide family events. Students were included in individual data review and goal setting with staff.

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 met our goal for increased attendance and we still need to work on reading and math. We made growth in all three areas, but will need to continue to improve in academics and attendance. We have come to these conclusions by tracking and comparing data from this school year to data collected in 2022-2023.

Looking Forward: What's next?

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

My goals will continue to be based around reading and math as well as attendance. We will change strategies by implementing ECRI into our reading core, seeking assistance in a consultant for the science of reading and math. We will also be reviewing data for frequently and planning more specifically to meet individual needs.