

<b>CONTACT INFORMATION</b>			
School:	Alameda	School Year:	22-23

<b>PLANNING TEAM</b>	
Name	Role
Chelsie Borbon	Site Council Leader
Andrea Buchholz	Principal
Amanda DeVos	Teacher
Bertha Calderon	Parent
Cassie Love	Parent
Katie Mason	Teacher
Laurie Castonguay	Instructional Assistant/Parent

## 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?

Alameda Elementary is a K-6 school with an enrollment of 362 students in 2021-22. Our student population is Hispanic/Latino: 65%, white 32% and 3% multi-racial. Students with disabilities: 18%, English Learners: 9%, Mobile students: approximately 20%, Different languages spoken: 4.

Alameda's student population is derived from two main groups that have been historically underserved. Because of this, our school works closely with the Ontario School District to leverage broader financial and logistical resources that allow our students access to a number of strategic personnel and programs. These include a bilingual Parent Involvement Coordinator, a district migrant specialist, an EL specialist, a district McKinney-Vento specialist, funding for an academic After School program, a phone translation service that provides access to a wide range of languages other than Spanish, Title 1A-funded instructional assistants, district professional development related to effective instructional strategies for English Learners, and other resources specific to the needs of our underserved student community. Additionally, our school systems employ a multi-tiered system of supports (MTSS) approach that addresses both academic (RTI) and behavioral (PBIS) dimensions.

**Data Examined – What data did we look at?** Articulate the multiple measures of data reviewed during the needs assessment including outcome data (academic, behavioral, programmatic), systems data (e.g.; ORIS indicators) and perception data. Did the data provide a comprehensive view of the school community as well as the opportunities and challenges that should be addressed in the schoolwide plan?

As a team we conducted the ORIS assessment and shared results with the site council and school staff. We then looked at multiple formative and summative assessments of our students.

**Academic Data:**

- eCBM, ELPA 21, common formative math assessments, SBAC scores over the course of the past 8 years. Our data is reviewed multiple times throughout the year. We look at disaggregated data during intervention review meetings, schoolwide data meetings, weekly collaborations, problem solving meetings, attendance meetings and IEP meetings. We are continuously combing over multiple data points as we are a data-driven decision making school

Every student is discussed comprehensively during the intervention review meetings. The whole child is discussed: academic, social-emotional as well as how each student has done in comparison with previous school year and then compared to during the pandemic and post pandemic.

**Behavioral data:**

- SWIS/Synergy data provided specific information relative to behavior referrals. Tier I and Tier 2 systems were systematically reviewed to gain insight into ways to improve our building framework and then make adjustments for the program interventions/incentives.
- Attendance data

**School program data:**

- *Imagine Learning Literacy* usage and performance reports.

**Strengths and Needs** – What is the story our data is telling? What are the strengths and needs of the students you serve? How has this changed over time? What are the barriers and root causes that students face? What opportunities and strengths exist that can be utilized to support the school's academic, social and other goals?

We are still seeing some residual side effects of the pandemic. Prior to 2020, our school was growing at a pace faster than the state of Oregon. One of the reasons for this growth was our attendance rate. We had about 93% of our students considered regular attenders. Last year only 78% of our students were considered regular attenders under the guidelines set by the state. We know by past successes that 78% is not a sufficient rate to make academic gains. As stated in the 21-22 plan we were going to focus on attendance because we know in a district as ours, our students need to be in school to receive the support for academic success. What we have found throughout this year is that families are struggling to make the adjustment from pandemic online schooling and health protocols to making sure their students are in attendance. We have set goals for attendance this year. Teachers are the main contact with parents regarding attendance however, we have monthly data meetings where staff looks at individual students, supports needed and effectiveness of incentive programs within the school. We formed an attendance team who meets to discuss incentives and parental contact to be made.

We have also seen that we are making progress with students academically. We are constantly looking at the benchmarking data and addressing needs with appropriate interventions.

We have noticed that students are emotionally fragile and have gaps in some social skills which we are addressing through an extensive SEL focus with daily instruction and curriculum.

**Engagement- Who was at the table?** 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?

This is an area where we are looking to improve. Our Site Council, PTO, school staff and leadership team were included in this process. The site council and teachers have input into the goal setting and are all vested in tracking progress. Our 22-23 ORIS assessment (seeattached) identified family engagement as an area needing improvement. This year we are forming a focus group of different parents to provide input for the direction and needs of our school. The first focus group was in November (Tiger Talk) where community members were invited in to share concerns and celebrations with the school board, district leadership and school leadership. We will have another focus group in May to review our title plan for 22-23.

We have worked really hard to reestablish community involvement and parental/student feedback through surveys, focus group meetings and presentations regarding a special community schoolyard project at our school. This isn't necessarily academic but does have an indirect impact on the success of students and has been a great way to reestablish the working relationships with parents and community.

## GOALS AND ACTIVITIES

Establish 3 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 each school level plan should include 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: Reading

By June 2023, 100% of Alameda students who are present at least 90% of the time will demonstrate growth in the area of reading as evidenced by performance on grade level easyCBM assessments. Growth target for each grade level have been set on the anticipated growth with each percentile range for a given measure, from Fall to Spring within easyCBM progress monitoring scoring guidelines.

Grade	Reading Measure	Fall Score	Winter Score	Spring Score	Meeting Growth Target	Exceeds	Met
Kinder	PSF	2	31	50	(+35) 37	38	Exc
1st	LS	30	47	55	(+14) 44	45	Exc
2nd	PRF	48	66	85	(+42) 90	91	Met
3rd	PRF	81	120	114	(+26)107	108	Exc
4th	PR (comp)	10	13	12	(+2) 12	13	Met
5th	PR (comp)	11	15	13	(+3) 14	15	Met
6th	PR (comp)	12	12	14	(+1) 13	14	Met

<p><b>Activities -</b> If we target identified needs in each grade level then the teachers will implement highly effective instructional strategies and the students will meet the set growth targets. Continued use of Imagine Learning Fidelity to the core curriculum and pacing.</p>	<p><b>Measures -</b> eCBM data review Fall, Winter and Spring 100% meetings and Intervention Review meetings where all students are discussed and targets are reviewed. See K-6th core review data collection for fall, winter and spring. Example:  <ul style="list-style-type: none"> <li><span style="background-color: #e0e0e0; padding: 2px;">W</span> Winter 2nd: Core Review (100%) Meeti...</li> <li><span style="background-color: #e0e0e0; padding: 2px;">W</span> Winter 1st Core Review (100%) Meetin...</li> <li><span style="background-color: #e0e0e0; padding: 2px;">W</span> Winter Kinder: Core Review (100%) Me...</li> </ul> </p>
<p><b>Professional Development:</b> Teachers are observed multiple times in the year where identified elements and feedback given. Review of teacher PGG and SLGG winter and spring. Teachers and IA's participate in county, district and school-led professional development throughout the year. Instructional Assistants receive training and coaching regarding the intervention programs and instructional strategies from the instructional coach in the building. Teachers will participate in weekly collaboration meetings with a trained instructional coach where strategies will be discussed and data reviewed.</p>	
<p><b>Communication -</b> Data is shared with parents at parent teacher conferences twice per year. Data is reviewed and shared by our instructional coach and site council and then shared with the staff.</p>	

<p><b>GOAL/OUTCOME 2:</b> By June 2023, 93% of Alameda students will be considered regular attenders according to the guidance set by ODE. (90% attendance rate)</p>	
<p><b>Activities - A2A attendance program:</b> Attendance tracking system which automatically sends notifications home to families to increase awareness of absences. Conferences are set to meet with parents to discuss issues or barriers to consistent attendance.</p> <p><b>SLGG:</b> Teachers each have an attendance goal for their students in class. Tracking will be discussed on a monthly basis.</p> <p><b>Intervention Team:</b> We have established an intervention team and will discuss the students not considered regular attenders and have an interventionist visit the home.</p>	<p><b>Measures -</b> We will measure the data on a daily class attendance rate (incentive program), monthly basis looking for trends and individual data (SLGG for teachers) whether or not we are on track for regular attenders. School goal 93%.</p> <p><b>Winter:</b> 11/2023 80% <b>Spring:</b> 4/10/23 85.38%</p> <p>We look at the data on a monthly basis. We are making progress with families but it is proving to be very slow progress.</p>
<p><b>Professional Learning -</b>Continuous education regarding poverty impacts, review on importance of attendance and research based incentive plans. Implement educational materials from Attendance Works.</p>	

**Communication** - We cover attendance information in our school newsletter, address attendance at every conference. Fall conference is educational and spring conference is educational and data review of every student in our school.

**GOAL/OUTCOME 3:** By June 2023, 30% of Alameda students in grades 3-6 will meet/exceed on the smarter balanced math assessment (SBAC).

**Activities -**

If we target identified needs in each grade level then the teachers will implement highly effective instructional strategies and the students will meet the set growth targets.

Continued use of Imagine Learning

Fidelity to the core math curriculum and pacing.

Review of data for eCBM and CFA in the fall, winter and spring. CFA has been triangulated to be an indicator of success for the SBAC math test.

SPARK in every classroom by schedule/Spiral review

**Measures** - How will we know what we are doing is working?

2022: 23%

CFA correlation  
eCBM data  
Pacing for grade level monitored by the instructional coach  
SBAC test results

Currently testing for SBAC just started math 4/18/23

**Professional Learning** - How are we supporting staff?

Staff professional development opportunities for quality instructional practices addressed in teacher observation feedback and weekly staff meetings. Teachers meet weekly with the school instructional coach and meet quarterly with the district math coach.

**Communication** - How are we sharing and disseminating our plan to the community? Are families able to access the plan in their home language and on our website?  
Math growth is shared two times a year at parent teacher conferences.

## **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.

### **Plan Development -**

The plan is developed by the building staff in response to students' needs indicated by data sources and priorities that are generated by families (tiger talk information and ORIS assessment) The staff is responsive to parent concerns and suggestions, and includes these in discussions regarding building plans and parent events.

Some additional ways we are engaging parents this year is by establishing focus groups (tiger talks), site council, PTO, monthly family engagement activities, conference participation, Schoolyard Project engagement activities.

### **Removing Barriers – How do we ensure participation by ALL families?**

What steps do we take to remove potential barriers to participation by families (e.g.; consideration of home languages, transportation, timing of events, childcare)? We provide translation and interpretation services at events and messaging sent home. We offer transportation services, child care, at times, and bilingual information for our events and parent-teacher conferences.

### **Annual Meeting, Compacts and Building Capacity - How do we engage families around these requirements?**

During our open house we offer parents an opportunity to participate in our annual Title IA program overview as well as OSAS student achievement data. DURING this time parents are encouraged to ask questions and engage in discussions according to the parent's interest. Our parent involvement coordinator is instrumental in building relationships and communication with the school. We communicate with fliers, newsletters and staff efforts to encourage participation in our school events. Annual activities include: Bingo for Books Reading night, Open house, Math night, kinder conferences, Donuts with dad and muffins with mom, STEM science night, parent-teacher conferences twice a year where we strive for 100%. Some of the resources we use are classroom newsletters, all-school newsletters, attendance works information, SRP resources. We provide free books for the community all year long with a book box in front of the school, hand out books at open house and during reading night.



## EVALUATION AND REVIEW

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.

### Reviewing our Plan: Who was at the table?

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

The entire staff and site council were involved with creating and reviewing progress with this year's plan. Our focus group is scheduled in May to look over the data and have a roundtable on what we could improve on for next year. We leaned heavily into feedback from the ORIS assessment and staff for various elements of the plan that especially pertained to building personnel

### 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?

ELA met our eCBM goals, we also set another ELA SBAC goal of 39% and we scored 34% which we did not meet.

### Looking Forward: What's next?

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

In Progress

ELA

#### Strategies:

- K-2 direct instruction reading foundations delivered by classroom teacher
- K-4 double dose intervention for students at risk
- Reading SLGG emphasis
- Continued focus on individual student data
- Weekly collaboration with building coach
- Building focus on annotation
- Building focus to increase writing stamina by continued practice on written language being transferred to typed form.
- After school program with an ELA focus (Started in September)
- Continued focus of implementation of PBIS system (positive behavior aligns to academic success)
- Focus on increasing attendance %
- Getting students better prepared for testing and incentives using effort rubric
- Intentional focus on engagement and language strategies

- Intentional focus on scales and rubrics in the classroom
- Student ownership for tracking progress
- Small group instruction embedded in the Core
- Share out of Small group strategies during PDW
- Imagine Learning in ASP and Small group
- Implementation of Step Up to Writing K-6

## Math

### Strategies:

- Increase of instructional math minutes with a review block in the school schedule
- Application of math foundational skills within classrooms; utilize Common Formative Assessment (CFA). S.M.I.L.E/ S.P.A.R.K
- Building focus on annotation
- Math SLGG building emphasis
- Weekly team collaboration with building coach
- Utilize the District Math Coach and curriculum pacing guides
- After school program with a Math focus (started in September)
- Continued focus of implementation of PBIS system (positive behavior aligns to academic success)
- Focus on increasing attendance %
- Getting students better prepared for testing and incentives using effort rubric
- Intentional focus on engagement and language strategies
- Intentional focus on scales and rubrics in the classroom
- Increasing student data tracking systems throughout the school (student ownership)
- Addition of Imagine Learning math for ASP, and Sped students

## Family/Parent Involvement

Continue to get feedback from families and community per focus group involvement.  
 Create a parent advisory committee  
 Continue getting parent input on site council.  
 Revamp and ignite increased participation at PTO meetings.  
 PIC will help with this school priority.  
 Continue to implement Remind system for parent communication.  
 Involve Student Leadership members to attend PTO and after school events  
 Communicate PTO dates to all parents and look for dates/times to boost involvement.

