

CONTACT INFORMATION			
School:	Cairo Elementary	School Year:	2022-2023

PLANNING TEAM	
Name	Role
Jenny Dayton	Principal
Jamie Marts	Instructional Coach
Wendy Kemble	Instructional Coach
Juzella Fugate	Librarian
Tessa Conrad	4th Grade Teacher

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?

2021-22

Enrollment: 114
 Hispanic/Latino: 65%
 Students with Disabilities: 18%
 English Language Learners: 23%
 Different Language Spoken: 2
 Regular Attenders: 72%

2022-23

Enrollment: 123
 Hispanic/Latino: 65%
 Students with Disabilities: 19%
 English Language Learners: 19%
 Different Language Spoken: 2
 Regular Attenders: 73%

We are noticing an increase in overall enrollment. There has been additional housing units built in our attending zone for low income housing, with more coming soon, which has directly affected our enrollment.

Our regular attenders percentage is also suffering. Our goal for Cairo students is always set at 92%. We believe this decline is also a direct reflection of the pandemic. Families are being conscious about keeping students home if they are not feeling 100%. We have students that may not have Covid or a transmissible illness that are staying at home in order to be careful.

In addition, due to the new housing developments' location that is zoned for Cairo, if students miss the bus or have appointments, etc parents often do not have the means to get their children to school. Cairo along with Ontario School District transportation do our best to help support families to get to school if they miss the bus or have other circumstances preventing them from getting on the bus, but it doesn't always work out for both the school district side and/or the families.

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?

Cairo looks at multiple data points when evaluating our schoolwide plan. We meet, as a staff, three times a year, to look at academics, attendance, behavior, and Language data for our entire school. We then break down that data by grade level. We use EasyCBM, SBAC Scores, Common Formative Assessments, Imagine Language data, In program assessments, English Language Proficiency Assessment and our School-wide Information System (SWIS) data. This year we included some data check points based on each grade levels goals that were set for Reading and Attendance. We meet every two weeks to share our progress on our goals. We believe that these data points give us a good indicator of our needs and challenges that need to be addressed. We also feel this data gives us systems to monitor changes and can help determine if our school is moving in a positive direction.

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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?

Cairo, like all schools across the nation, have noticed our students and their needs are still being impacted after the pandemic. The time out of school has been detrimental to our students and their academics and social and emotional needs. We have been back to in person instruction for a couple of years now, but we are still seeing the decline in foundational skills that students are lacking. Most grade levels are looking at their data and realizing that the majority of students are a grade level behind. We are still concerned about students and their social-emotional well being. We are focusing on attendance and trying to encourage higher attendance rates.

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?

Cairo tries to include all parties to participate in the schoolwide plan. We include certified, as well as, classified staff to engage in the plan. We have invited parents to give input when appropriate often through our PTO.

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.

<p>GOAL/OUTCOME 1: The percentage of Cairo students attending 92% of the total days will increase from 72% to 79% by the end of May 2023.</p> <p>OUTCOME: The percentage of Cairo students attending 92% of the total days was 81% on May 4, 2023 as reported by Cairo’s instructional coaches at our Cairo Core Review Meeting.</p> <p>GOAL: MET</p>	
<p>Activities - What are we going to do? Accommodating families for parent-teacher conferences. (phone calls, zoom calls, text messages)</p> <p>Communicate to parents the importance of attendance in the monthly Cairo Newsletter.</p> <p>For a handful of students, we will set up a “gummy bear” plan. Students will go to the office and “check in” with the designated adult who will welcome them and give them a small treat such as a goldfish cracker or gummy bear for attending school for the day.</p> <p>Re-implement College days. Staff wear college gear and Alma Mater swag in order to open conversations about college. Staff can encourage regular attendance as a way for students to establish positive routines.</p> <p>We work with local community partners to</p>	<p>Measures - How will we know what we are doing is working?</p> <p>Monitor monthly attendance reports</p> <p>Attendance Field Trips- This was a difficult decision because we know at the elementary level, that missing school is often on the parents. The student does not have the ability to get themselves here independently. We sent home letters and notified families over the phone in order for everyone to understand.</p> <p>We are monitoring data during date ranges for incentive field trips. February 21-April 6th (25 days) April 10-May 11 (22 days) The 1st field trip had 28 students unable to participate. The 2nd field trip had 18 students unable to participate. This is tremendous growth!</p>

offer students services within the school setting. This includes free vision, hearing, and dental screenings. The Oregon State University Extension office also offered healthy living resources. Send home alarm clocks to identified students who need extra supports to get up on time for school.

Teachers will send home a positive postcard to every student in their class.

In the spring of 2023, Cairo will implement incentive attendance field trips. This idea came about as a desperate grasp at trying to encourage every student to attend school regularly. This will be broken up into two events.

February 21-April 6th (25 days) Roller Skating

April 10-May 11 (22 days) Boise Zoo

With both of these field trips, students will qualify if they only miss 1 day in the date range. This is regardless if it was excused or unexcused.

In addition, we had a staff meeting share out every two weeks for attendance accountability. We would discuss specific needs of students.

Professional Learning - How are we supporting staff?

During Core Review Meetings, we analyze data, develop attendance plans, and identify possible solutions for chronic absence students. In our Intervention meetings, we review specific data per student in regards to attendance, behavior and academics. We developed individual attendance plans as needed for individual students.

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?

We share individual data during parent teacher conferences, school report cards and through parent communication apps, text messages, notes and phone calls. Teachers work to educate families and provide needed resources for supporting their children's learning. Parents were notified of the incentive field trips that we implemented in the spring of 2023.

GOAL/OUTCOME 2:

The percentage of Cairo students scoring at "low risk" on Easycbm will increase from 44% to 48% by the end of May 2023.

OUTCOME 2:

Cairo students scoring “low risk” on Easycbm was 47% at the end of May 2023.

GOAL: DID NOT MEET (missed by 1%)

Activities - What are we going to do?

Focus on strengthening the core academic English Language Arts Program by using high yield instructional strategies identified at each grade level.

Focus on content review (as needed)

During our winter Core Review meeting, each teacher will set a specific goal around their easyCBM data. These goals will be hung in the staff room with a countdown chart encouraging us to think about “Every day Counts” Each teacher presented on their goal, their current data and their specific progress. Teachers will come with an artifact related to their goal to share where they are on their goal progression.

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

We administer Benchmark Assessments using Easycbm and Imagine Language three times a year. We progress monitor throughout the month on students as necessary. We monitor weekly progress using in-program assessments.

We completed assessments each week to monitor growth on the specific skill in K-1.
K- Letter Sounds
1st- Dolch Words
2-5 Teachers set up routines for recording data on passage reading fluency.

Some of these plans included a new routine that would be added to our small group instructional time. Our instructional coaches taught the new routines to classified staff and set up routines for data collection. In addition, we had a staff meeting to share out every two weeks for accountability.

Our data showed growth from 37% in low risk in the winter to 47% in low risk in the spring.

Most teachers came with an artifact that shared where they were on their goal progression.

Professional Learning - How are we supporting staff?

Professional development activities for all staff are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery. We are engaged in aligning instruction and local assessments to state standards. Intentional Planning is always at the core regarding professional development.

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?

We share individual data during parent teacher conferences, school report cards and through parent communication apps, text messages, notes and phone calls.

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 -

Who is engaged in the development of the plan?

The Cairo Site Council usually initiates the plan development while the entire staff gives input and suggestions. We have continued to maintain a welcoming environment for all families as we have continued our "Drive-Through" events again for the 2022-23 schoolyear. These fun evenings have fostered a positive family interaction for us several times a year. Families drive their cars through stations set up in our parking lot, where they are given school supplies, books, art materials, or treats

We were excited to bring back the family "Turkey Bingo" night in 2022-23.

Family Turkey Bingo Event- November 17, 2023

Turkey Bingo Night - 21 families

Families play site word BINGO. Each family member has a BINGO card and they win food items for BINGOs. These items range from marshmallows, sweet potatoes, to a turkey.

We added "Donuts with Growups" this year. It was a huge success! We had 50 grown ups join their child for a treat before school.

Describe how the school engaged parents/guardians and families in the development of the school wide plan.

Teachers contacted parents to personally invite them to PTO and Site Council meetings.

What additional activities are underway for engagement?

We continue to add to our "Drive-Through" events. The participation among families has grown as we hold these events.

- 2022-23 Fall Family Drive Thru - 27 families (58 attendees)
- 2022-23 Christmas Drive Thru- 27 families (44 students)
- 2022-23 End of the Year Drive - 32 families (45 students)

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 feel like our "Drive Thru" events have been beneficial to our families. It only takes 10 minutes or so to drive-through the stations and families can still stick with their nightly routines. This is evident from the participation numbers. We have accommodated families by

having these events shortly after school and later in the evening. That allows for families with working parents to attend at some point throughout the school year. We have bilingual staff that we can scatter throughout the stations. Parents are able to ask questions or gather additional information as needed. These celebrations do not need childcare and all ages can participate.

Continuing to encourage parents to participate in PTO and Site Council by making personal calls to invite them.

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

What do we share with families at the annual meeting?

We share our Title 1 documents at the yearly back to school night. These are typically well attended, as students and families are wanting to meet their new teachers.

How do we communicate about opportunities for family involvement in school activities?

These opportunities are shared on our Facebook page, through monthly newsletters or parent notifications that are sent out as needed.

How are families involved in the design of compacts? The compacts are developed at the district level.

How are compacts discussed with families and students?

Compacts are shared at the fall parent teacher conferences.

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

Cairo provides a variety of opportunities to support families.

- Our district provides monthly reading nights. Students are encouraged to participate in these fun events.
- We provide access to Imagine Language. This is an adaptable computer program that fits each individual needs.
- We provide several drive-through family events where school supplies and treats are shared.
- We have parent teachers conferences twice a year.
- We held in-person Turkey Bingo Family Night. Families won food items.
- Students have access to vision, hearing and dental screenings.

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?

This plan was developed, reviewed and presented at Cairo staff meetings and Cairo PTO meetings.

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?

Cairo believes we are moving in a positive direction. We have systems in place for educating families and providing needed resources for supporting their children's education. We are working hard at closing some academic gaps. If students are in attendance and we are providing solid instructional strategies, we believe that we will see our goals being met. Cairo staff will continue to actively reach out to parents to encourage their engagement.

Looking Forward: What's next?

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

We will continue to focus our goals on attendance, reading and math. Attendance is our number one focus because we need students at school in order to teach them reading and math. We will be in our second year of our ELA curriculum implementation for the upper elementary grades, providing the opportunity to focus our instruction to meet the needs of all students. We are adopting a new math curriculum K-5 next year.