

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?

May Roberts Elementary is a K-6 school with an enrollment of 355 students. Our student population is made up of a diverse group of students with a wide array of needs; low income, homeless, English Language Learners, Foster, Gifted, and Special Needs students that vary from Mild needs to Severe. Ontario District as a whole offers numerous supports, services and financial supports that 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 employs a multi-tiered system of support(MTSS) approach that addresses both academic (RTI) and behavior (PBIS).

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 analyze and discuss shared results of the numerous data points we have to drive our decision making; Multiple Measures of assessment in math and ELA, SWIS behavior management system that tracks our referrals and students that require Tier II/Tier III support.

Academic Data:

- EasyCBM, CFA, IImagine Learning, ELPA 21, common formative math assessments, OSAS scores. Our data is reviewed multiple times throughout the year, known as Core Review. 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/II 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 ongoing side effects of the pandemic. What we have found throughout last year and this year is that families are struggling to make the adjustment from pandemic online schooling and health protocols to making sure their students are performing both in ELA and Math with appropriate behaviors.

We really have leaned into this year as our first year out of the pandemic with no restrictions. For that reason it truly is a baseline year for our students and school. Our goal is to re-engage in our Districts intentional planning, learning walks, effective and engaging teaching strategies, and so on to establish numbers that we can grow from and demonstrate meaningful goal planning for our students and school.

We have seen that we are making progress with students academically. We are constantly looking at the benchmark data and addressing needs with appropriate interventions. Our students are utilizing the rapid growth in their technology skills because of the pandemic and alongside good/effective instructional practices. Our teachers are utilizing all of these tools to elevate their instruction for their students. Here are a number of programs we utilize with our students; Robotics, TAG, PreK summer program, outdoor school, family engagement nights, safeschools, attendance rewards, communication, remind messaging to parents and staff, .safety pd.

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. This has been one of the biggest barriers to getting students re-engaged in the learning.

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. 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 January (Tiger Talk) where community members were invited in to share concerns and celebrations with the school board, district leadership and school leadership. Parent conference, family engagement nights, parent night ell, meet the teacher, newsletter, social media,

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, May Roberts students 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	Growth Target	Below Met Exceeds
Kinder	PSF	100%	72%	TBD	(+0) 100%	TBD
1st	LS	43%	67%	TBD	(+27) 70%	TBD
2nd	PRF	34%	43%	TBD	(+18) 52%	TBD
3rd	PRF	49%	50%	TBD	(+15)65%	TBD
4th	PR (comp)	81%	95%	TBD	(+1) 96%	TBD
5th	PR (comp)	86%	84%	TBD	(+0) 84%	TBD
6th	PR (comp)	86%	83%	TBD	(+0) 86%	TBD
Activities- -Teachers will implement highly effective instructional strategies and the students will meet the set growth targets. -Continuous use of Tier II/III Interventions				Measures - -eCBM data review Fall, Winter and Spring -Intervention Review meetings (K-6th core review data collection)		

-Fidelity to the core curriculum and pacing.
 -PD and collaborative opportunities to refine/maximize teacher effectiveness.

Professional Development: 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.

Communication - 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.

GOAL/OUTCOME 2: Math

By June 2023, May Roberts students will demonstrate growth in the area of math 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	Math Measure	Fall Score	Winter Score	Spring Score	Growth Target	Below Met Exceeds
Kinder	PM	xxx	56%	76%	(+10)66%	Exceeds
1st	PM	65%	67%	TBD	(+10)75%	TBD
2nd	PM	63%	47%	TBD	(+10)73%	TBD
3rd	PM	67%	78%	TBD	(+18)85%	TBD
4th	PM	68%	77%	TBD	(+12)80%	TBD
5th	PM	79%	69%	TBD	(+2)81%	TBD
6th	PM	77%	68%	TBD	(+4)81%	TBD

Activities -

-Teachers will implement highly effective instructional strategies and the students will meet the set growth targets.
 -Continuous use of Tier II Interventions
 -Fidelity to the core curriculum and pacing.

Measures -

-eCBM data review Fall, Winter and Spring
 -Intervention Review meetings (K-6th core review data collection)

<p>-PD and collaborative opportunities to refine/maximize teacher effectiveness. -SPARK & Problem Solving</p>	
<p>Professional Learning - 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>Communication - 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>GOAL/OUTCOME 3: Behavior By June 2023, Students will demonstrate a decline in behavior referrals at each grade level as measured by SWIS data broken down by grade level from the start of this year to the end.</p>	
<p>Activities -</p> <ul style="list-style-type: none"> -Entire school will utilize PBIS. -Teachers will access racoon store for student rewards. -Teachers will offer behavior incentive parties for good decisions. -Site will utilize Self Manager program -School counselor will teach lessons in classrooms, utilize small groups and individual meetings to work with students. -Parents will be communicated with regularly about behavior. -Positive post cards 	<p>Measures -</p> <ul style="list-style-type: none"> -SWIS behavior management Reports -Core Review Meetings
<p>Professional Learning - How are we supporting staff? 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>Communication - How are we sharing and disseminating our plan to the community? Are</p>	

families able to access the plan in their home language and on our website?
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.

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 student data sources and priorities that are generated by families (tiger talk information) 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, and conference participation.

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?

In Progress

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