

CONTACT INFORMATION			
School:	Pioneer Elementary School	School Year:	2021-2022

PLANNING TEAM	
Name	Role
Erin O'Hara-Rines	Principal
Bethany Walstad	Teacher / Site Council
Jessica Baptiste	Teacher / Site Council

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?

Students we currently serve:

Pioneer Elementary currently serves 96 students in grades K-5 who are from a range of ethnic, cultural and socioeconomic backgrounds. Our present population identifies primarily as either Hispanic/Latino (51%) or White (37%). Additional ethnicities identified include Asian, Black/African American, and Multiracial. Our free and reduced lunch population is 95%. The student body includes 17% EL students, 15% Students with Disabilities, and 65% Regular Attenders.

How our student demographics have changed over time, including trends:

Data gathered since the 2017-18 school year indicate two important demographic trends: 1) slight but discernible trends that indicate the total percentage of Hispanic/Latino families are increasing, while the total percentage of White families are decreasing (there is a slight increase in the percentage of students identified as Multiracial), and 2) the total percentage of regular attenders has dropped from a pre-pandemic high of 90% to 65% this year. The graphs below illustrate these trends. Our percentage of free and reduced lunch students has remained consistent at 95%.

How is your school serving students who have been historically underserved by the system?

The majority of Pioneer's student population is derived from one or both of two main groups that have been historically underserved: 1) students whose families are classified as from a low socioeconomic tier (qualifying for free or reduced lunch), and 2) Hispanic/Latino students. 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?

Academic data: Reading systems were monitored via periodic core review and intervention review meetings that relied primarily on the analysis of *EasyCBM* and in-program assessment data.

- Spring 2020 and 2021 OSAS ELA, Math and Science data was unavailable due to a suspension of some statewide assessments during the 19-20 and 20-21 academic years. Additionally, Spring 2020 ELPA Summative data was unavailable for our EL students since the pandemic shutdown occurred shortly before their scheduled test window.
- **Spring 2021 ELPA data** was available for participating EL students.
- Limited **EasyCBM data** (19-20 Fall and Winter Benchmark, as well as some progress monitoring) for both Reading and Math
- Math systems were monitored using a **locally-developed performance assessment** series known as the Common Formative Assessment.

Behavioral data:

- **SWIS 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 even make strategic adjustments for virtual applications.
- **Attendance data** indicated that the average 20-21 attendance rate for virtual learning (as measured by days present/days enrolled) was 90%.

Programmatic data:

- *Imagine Learning Literacy* and *Math Facts* 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?

Key strengths - Most families were willing to persist with virtual learning through the Winter of 2021 and the subsequent return to on-site learning, despite obstacles posed by the pandemic. This persistence mitigated somewhat the negative potential for interrupted learning, although it was not enough to overcome it completely.

The most crucial story told by the data is that of gaps. These gaps existed across the major categories of data (academic, behavioral, and social). Sometimes the gaps represented negative trends. Other times they indicated data that was altogether missing. Most disconcerting: the hard work done to achieve a 90% attendance rate for our students had quickly evaporated due to the monumental impact leveraged by the pandemic. When our students were offered the opportunity to return to on-site learning in February 2021, most did so. However, a significant number continued to attempt virtual learning. Some students—those who were significantly at-risk prior to the pandemic—disappeared completely from view, despite attempts at outreach.

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?

- Staff members (including classified and licensed).
- District personnel

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:

The average rate of attendance will increase from 90% (20-21) to 93% (21-22), as measured by total days present/total days enrolled reported in the Synergy platform.

Activities - What are we going to do?

- Organize an attendance committee to routinely examine student attendance (daily, if necessary)
- Track attendance using a district-maintained form that identifies reasons for absence.
- Notify parents via a formal letter if an attendance issue develops.
- Notify parents of students with deepening attendance issues by phone to discuss ways we can support attendance.
- Identify ways to continue to support virtual learning (provision of wifi and Chromebooks, etc.)

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

- Outcome data illustrates an average attendance rate in the 90-100% range.

Professional Learning - How are we supporting staff?

- Educating staff regarding attendance procedures.
- Professional development support for the following platforms, which teachers may use to connect more easily and quickly with students and their families as ways to support

attendance:

- Google Meet (video)
- Google Voice Texting features

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?

- Consistent messaging regarding the importance of attendance.
- Attendance conferences available to brainstorm individual family needs
- Bilingual translation available as needed
- District attendance materials and messaging aligns with building materials and messaging.

GOAL/OUTCOME 2: Establish the use of an online platform designed to strengthen reading, language and math skills, with a usage goal of at least 15 minutes per day or a total of 100 minutes week for the ELA portion of the platform.

Activities - What are we going to do?

- Introduce the use of *Imagine Learning* platforms for 1) Language & Literacy, 2) Math and 3) Math Facts for all students.
- Establish the use of *IL Language & Literacy* and *IL Math* as priority Tier 2 intervention programs.
- Provide IL assistance to families of intervention students who participate in remote learning.
- Provide protected time within the school-wide schedule for all students to utilize IL routinely.

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

By the end of the year, all Pioneer students will achieve routine daily use of *Imagine Learning* (priority: *Language & Literacy*).

Professional Learning - How are we supporting staff?

- Staff will receive periodic district professional development designed to orient teachers to the use of *Imagine Learning*.
- Staff will receive strategic professional development designed to target needs at our building level.
- A trained building instructional coach will be available for individualized professional support for teachers who use the program.

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?

- Broad elements of the plan are discussed in parent-teacher conferences

GOAL/OUTCOME 3: Continue to strengthen/rebuild the behavior framework for Pioneer ES by refining PBIS Tier 1 and Tier 2 systems.

<p>Activities - What are we going to do?</p> <ul style="list-style-type: none"> ● Reconvene building Tier 1 and Tier 2 committees to evaluate and refine building practices associated with these PBIS levels. ● Develop an online referral tool that is easy and fast to use and communicate. ● Refine CICO procedures. ● Assess and improve routines associated with the building behavior matrices. 	<p>Measures - How will we know what we are doing is working?</p> <ul style="list-style-type: none"> ● Improved scores for some elements of the framework assessed using the <i>Schoolwide Tiered Fidelity Inventory</i>. ● Routine use of online referral tool that facilitates communication with staff and families. ● Clarified CICO procedures. ● Uniform use of matrices, developed at the building and classroom levels.
<p>Professional Learning - How are we supporting staff?</p> <ul style="list-style-type: none"> ● Access to ongoing professional development by the building instructional coach designed to address strategically-chosen PBIS practices and concepts. 	
<p>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?</p> <ul style="list-style-type: none"> ● Plans (including bilingual translations) are available upon request. 	

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.

<p>Plan Development -</p> <p>Who is engaged in the development of the plan?</p> <ul style="list-style-type: none"> ● The plan is primarily developed by building staff in response to student needs indicated by data sources and priorities that are typically generated by families (e.g., safety and school engagement). <p>Describe how the school engaged parents/guardians and families in the development of the school wide plan.</p> <ul style="list-style-type: none"> ● Staff has developed and maintained a culture that is responsive to parent concerns and suggestions, and includes these in discussions regarding building plans and parent/family events. <p>What additional activities are underway for engagement?</p> <ul style="list-style-type: none"> ● Development of roles for parents to support site council and building fundraising events.

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)?

- Staff and online translator services available
- Staff transportation for families who need this option to get to meetings/events.
- Building parent/family events include before/after school hours to accommodate working families
- On site childcare available in most cases for meetings
- Routine English and Spanish newsletters that include tips for engaging with students' academic and socioemotional progress

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

What do we share with families at the annual meeting?

- Typically this will include an overview of the components of our Title 1 program as well as OSAS student achievement information
- Opportunities for questions customize the discussion according to parent interest.

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

- Building communication regarding family involvement includes:
 - Fliers identifying details for upcoming events
 - Staff efforts to reach out to parents to share opportunities
 - Routine newsletters

How are families involved in the design of compacts?

How are compacts discussed with families and students?

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.

- Major annual activities include: Open House, Love-of-Reading Night, Parent-Teacher Conferences, Kindergarten Conferences (before the start of the year)
- Resources include: All-school newsletters in English and Spanish that provide opportunities for teachers to share tips, free books giveaway at Open House and Love of Reading Night, translators available to assist with parent-teacher conferences, Parent Involvement Coordinator position to assist with medical, social, economic and material needs of families.

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?

- We leaned heavily into feedback from staff for various elements of the plan that especially pertained to building personnel (e.g., implementation of Imagine Learning and refinement of building PBIS systems).
- Family participation w

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?

Outcome of Goal #1: The average rate of attendance for 21-22 was maintained at 90%. The static nature of this outcome indicates our work likely did not necessarily address the most chronic absentee needs. **Future work should include:**

- A higher goal for rate of attendance
- Earlier identification and intervention for chronically absent students
- More intensive communication regarding the district/school attendance policy
- Establishment of some fun routines designed to recognize the importance of attendance

Outcome of Goal #2: School-wide, routine usage of the *Imagine Learning* Program was evident across all classrooms by the end of the academic year, although some classes were more rigorous than others. Additionally, we learned that the program for the oldest students was not very popular among them. **Future work should include:**

- Exploring the calibration of usage amount by grade level
- Exploring the reasons for older students' lack of enthusiasm re. the program
- Expanded communication with families regarding at-home use of the program
- More intensive examination and tracking of usage with intervention students.

Outcome of Goal #3: Specific improvements were initiated to the PBIS system and remained intact through the end of the academic year, resulting in increased scores on the Tiered Fidelity Inventory (Tier 1) in some areas. These improvements included: greater staff participation on PBIS teams, development and implementation of an online referral form, and greater adherence to routines involving the development and communication of behavior matrices. **Future work should include:**

- Use of the Tiered Fidelity Inventory (Tiers 1, 2 and 3) to both monitor and improve our building's tiered systems for behavior
- Increased parent feedback opportunities regarding our systems of behavior support
- More specific goals built on referral data
- Increased opportunities for staff professional development regarding PBIS tiers, management of Tiers 2 and 3 behavior

Looking Forward: What's next?

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

- Based on what we've learned, we need to factor in more parent input! We have already begun to do this in the following ways by creating specific feedback opportunities for parents using both survey tools and in-person feedback events. This feedback will help shape early priorities of our 22-23 plan. We will involve a smaller group of parents for input on our plan at its later stages. We also plan to increase the range and frequency of parent events, and design a more robust system for parent resources, with the cooperation of district personnel.