

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 recorded.

When should this be sent to ODE? School level plans should be retained at the district. ODE will collect plans when the district is selected for ESEA Monitoring.

[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?

Our school district is proud of our small class sizes, strong connections to the community and amazing

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?

Our team reviewed the needs assessment to determine that academic and behavioral needs were the

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?

Currently our school is excelling in creating a welcoming environment for students who feel valued when they come to school. However, we need to work on our positive behavior interventions for our youngest students and adhering more closely to supporting positive behaviors through incentives with our older students. The assessment has shown that our behavior plan has been postponed for more pressing matters in the last few years. We serve a number of underprivileged students who have the right to feel safe when they come to school. When addressing academics, in the past few years we have focused heavily on increasing our reading scores. Doing this has proven to have been successful as we have seen a large increase in percentage of students at or above grade level. The assessment showed that we need to increase effort into increasing math scores in all grade levels.

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?

Staff members, board members, administrators, and family members were involved in creating the schoolwide plan based on the needs assessment results.

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:

ELA - Using high quality instructional materials, purposeful management, and consistent practices to elicit authentic engagement, EOY DIBELS or iRead

Activities

Students will work with highly qualified teachers and paraprofessionals daily through a response to intervention model to ensure reading growth is acquired. Students determined to be tier 3 will also work with a reading specialist daily, focusing on explicit direct instruction. For the math goal, students will work with their teacher receiving explicit instruction on each math skill.

Measures

Student will be evaluated every 6 weeks using DIBELS progress monitoring assessment and 3

Professional Learning

Teachers will be receiving a professional development course regarding the Science of Reading to support their explicit reading instruction in the classroom and during the response to intervention time.

GOAL/OUTCOME 2

Math intervention and supports will be improved across all grade levels.

Activities	Measures
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Math teams will be created to review curriculum to determine any holes that need filled with supplemental material. Said team will also meet to review current math data to find a pattern in our students math literacy to determine the best route take when developing the intervention program. Small intervention groups will then be put into place with tier 3 students.

Student growth will be measured using iReady Math Diagnostic and IXL

Professional Learning

GOAL/OUTCOME 3

Camas Valley school will reestablish our school-wide PBIS system.

Activities

The school will formulate a set of expectations for students to follow school-wide and students will be rewarded for exhibiting these expectations using a variety of incentive systems.

Measures

We will see a decrease in unwanted behavior when focusing our efforts on rewarding positive behaviors and traits in our students.

Professional Learning

Teachers will have professional development in the efficacy of a PBIS system and be offered literature surrounding the importance on this implementation.

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?

A number of different nights are held during the school year where parents are able to participate in their child's education and have the opportunity to discuss the schoolwide plan. Back to School, Literacy Night, STEAM Night, Winter Holiday Concert, etc. In addition to this, parents are able to volunteer their time to be part of the schoolwide plan committee who meets to address the needs of our school and how we can better serve our community.

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?

This meeting is hosted during our Back to School night. During this meeting, families are made aware of their rights as a Title-1 parent. How they can become more involved in their child's education, and how our Title-1 funds are used to support curriculum and assessments.

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 students?

The compact is shared with families during back to school registration.

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?

Our school provides back to school night, literacy night, STEAM night, parent teacher conferences, parent letters, etc. Parents are given many opportunities to be involved in their student's learning.

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.

Our

Communication with families in their home language(s):

All documents can be translated through the Douglas County Educational Service District.

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

Most all activities are held on campus. However, parent/teacher conferences are held in a number of different ways in which are convenient for families and we have a system that can broadcast to an online service any events that happen in the gym.

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

We do not offer childcare during these activities.

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

<https://www.camasvalley.k12.or.us/>

SCHOOL LEVEL PLAN NOTES

Use these pages for notes

GOAL/OUTCOME 1 NOTES

Meet to develop an Areas Needing Improvement survey and narrow down roles for completion

Notes

Jeanine and Caitlyn met. They developed a Area Needing Improvement survey to send out to all staff members. Used demographic data to begin working on the Needs Assessment Summary.

GOAL/OUTCOME 2 NOTES

04/4/24 - Confirm school level goals

Notes

The team met to review the needs assessment and determine the school level goals.

GOAL/OUTCOME 3 NOTES

What change are we hoping for?

Notes

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?

The creation and review of our annual plan included staff members, administration, students and parents. We

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?

the goals that were created this school year. When we meet for our annual review next year, we will then evaluate

Looking Forward: What's next?

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

intervention program, and begin the process of implementing a math intervention program. Our goals will stay the same