

**Amity Elementary School
School-Wide Improvement Plan
2025-2026**

Schools that implement a schoolwide program under Title IA 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.

Who should complete the plan?

To ensure all details are recorded, the plan should be completed by members of the Title IA Leadership Team.

When should the plan be sent to ODE?

School-level plans should be retained at the district and posted on the school website.

Table of Contents	2	Contact Information
	3-4	Amity School District Integrated Plan: Outcomes and Strategies
	5	School Direction: Vision and Mission
	6-7	Needs Assessment
	8-10	Family Engagement
	11	School Planning
	12-13	Long Term School Outcomes
	14-18	Outcomes, Activities, and Measures #1 - 4
	19-20	Quarterly Plan Reviews #1 - 4
	21-22	Annual Review
	23-26	Supplemental Questions

CONTACT INFORMATION

School District	Amity School District 4J	School Year	2024-2025
School Name	Amity Elementary School	Building Administrator	Jessica Rojas

PLANNING TEAM

Name	Role
Jessica Rojas	Principal / Parent
Taralyn Rogers	Federal Programs Coordinator / Parent
Sierra Nordahl	Special Education Teacher/TOSA
Diana Sohn	Reading Specialist
Amie McShane	Math Specialist
Brandon Borst	Science Specialist
Katelyn Rolston	Teacher / Parent
Katie Myers	Teacher
Sundie DeMain	Classified Staff
Aeris Fast	Behavior Specialist
Kenn Peters	School-based therapist (from the 2024-2025 school year for our 2025-2026 planning sessions)
Peggy Button	Speech Language Pathologist
Jill Wood	WESD, Autism Specialist

**AMITY SCHOOL DISTRICT
INTEGRATED PLAN**

The learning experiences through Amity Elementary School are foundational for the academic success of our students as well as being integral in developing productive citizens. A coordinated effort between the district and the schools is needed to ensure that as students move through the district's schools, they are ready to tackle the challenges of each grade level and graduate successfully.

OUTCOMES and STRATEGIES

Outcome A		Students will have equitable access to and participate in CTE classes and career preparation experiences.
Strategies	A1	Coordinate CTE programs and provide additional instruction
	A2	Providing better career coordination and exposure of careers to students
	A3	Provide professional development to CTE teachers
	A4	Ensure CTE programs have industry-standard supplies and equipment
	A5	50% of Amity High School students will take at least one Advanced Course/CTE Completer course by graduation
	A6	Provide Career and College Visitation, both onsite and offsite

Outcome B		Increase math and reading achievement for all students at all grade levels
Strategies	B1	Use data to effectively support struggling students in reading and math
	B2	Provide additional staffing to increase academic instruction in reading and math
	B3	Provide evidence-based interventions for teaching staff to use with targeted groups of students
	B4	Increase the capacity of staff to implement effective teaching strategies
	B5	Provide support to improve the coordination of math instruction across the district

Outcome C		Students will receive a well-rounded education
Strategies	C1	Implement classes incorporating the arts
	C2	Ensure Arts-related classes have the needed equipment and supplies to maximize

		student experience
	C3	Offer additional opportunities for students to participate in STEM
	C4	Ensure that Physical Education is properly supported to maximize student experience
	C5	Ensure students have access to necessary technology

Outcome D		Increase the HS graduation rate to >94% overall
Strategies	D1	Implement 9th-grade data teams to determine appropriate interventions for all students
	D2	Provide dedicated support personnel to track student data and intervene with families
	D3	Maintain graduation rate above 90% for focal student populations, students with disabilities, students experiencing poverty, Hispanic/Latino, Male, and Female
	D4	Ensure CTE programs have industry-standard supplies and equipment
	D5	Through increased partnership with the Middle School staff, students entering 9th grade, in particular male students, will understand the rigor of High School Courses, especially Science and English
	D6	Provide dedicated Credit Recovery Staff

Outcome E		Develop a wider variety of articulated/dual-credit subject courses
Strategies	E1	3 high school teachers reach out to lower grades to prepare them for Advanced Courses in High School
	E2	Collaborate with AMS in order to prep students for Advanced Coursework
	E3	Students will have access to Academic Coaches, Student Support Coach, and high rigor class offerings
	E4	CTE Teachers will train for dual credit courses

Outcome F		Improve the safety and emotional well-being of our early elementary students
Strategies	F1	Provide more support for kindergarten teachers
	F2	Improve incoming kindergarten preparedness

	F3	Work with county resources to better address student behavioral needs
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SCHOOL DIRECTION

Mission	Building the lifelong learning foundation for our students.
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Vision	Amity Elementary School serves as the foundation for the future of our students. We ensure a safe, respectful, and responsible environment that supports and challenges students to achieve their potential while fostering our students' love and excitement for learning.
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Value Statements:	We meet our school vision by:
	Possessing an unwavering belief in all students to become successful citizens
	Dedication to fostering a positive school climate that is welcoming and open to all
	Providing motivating and enriching academic learning
	Nurturing students' social and emotional growth
	Encouraging partnerships with families and the community for the benefit of our school and its students

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Demographics: 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?

- % Female; % Male
- % White
- % Hispanic
- % Multi-Racial,
- % Asian, and Alaskan/Native American, or Pacific Islander/Native Hawaiian
- % Special Education (IEP)
- % English as a Second Language
- % Migrant families
- % 504
- % Talented and Gifted (PEP)
- % Economically Disadvantaged

What data did our team examine?

Articulate the multiple measures of data reviewed during the needs assessment, including outcome data (academic, behavioral, programmatic), systems data, 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?

✓	Family Survey Results -YouthTruth	✓	iReady Math Data
✓	Staff Survey Results - YouthTruth	✓	iReady Reading Data
✓	Student Survey Results - YouthTruth	✓	DIBELS Data
✓	Behavior Data - classroom and behavior specialist	✓	Kinder Assessment Data (Local)
✓	Attendance Data	✓	Performance Task Data from teachers
✓	Acadience - Reading	✓	Acadience - Math
✓	DESSA - social-emotional data	✓	CRT (Crisis Response Team) calls

✓	SEL group data (targeted intervention)	✓	MTSS data plans (Tier 2 and Tier 3)
✓	OSAS 2023-2024 (ELA, math, science)	✓	SST (student support team) meeting data

How did the team examine the different needs of all learner groups?

The team looked at disaggregated data across all data sources to ascertain trends in our subgroup populations. Subgroup populations included race, economically disadvantaged, ELL, migrant, gender, special education, and homeless.

The team looked at the results of the student, parent, and staff surveys to determine needs surrounding school culture and climate, communication and engagement, student/staff relationships, pedagogical effectiveness, school environment, school-sponsored activities, as well as staff feedback concerning educating all students, and effectiveness of administrative feedback, coaching and leadership.

How were inequities in student outcomes examined and brought forward in planning?

Inequities in student outcomes were examined, and areas of main concern were brought forward in planning by using the following questions within the Leadership Team to analyze and discuss results in the following areas:

- Which, if any, subgroups performed lower than others?
- Which, if any, subgroups attended at lower rates than others?
- Were any other trends identified within the attendance data?
- Were any trends identified in behavioral data by grade, race, time of day, day of the week, and other subgroups?
- What areas of concern were identified by staff, parents, and/or students in the survey results?

What needs did our data review elevate?

✓	Safety / Bullying	✓	Reading Achievement
✓	Social-Emotional Learning	✓	Math Achievement
✓	Attendance	✓	Communication
✓	Equity	✓	New vs. Generational Families
✓	Supervision Concerns	✓	Classroom Management

How were stakeholders involved in the needs assessment process?

Staff, students, and families were asked to give input first through a survey to elevate challenges and highlight where we are doing well. The leadership team, including licensed and classified staff from various areas in the school and parents, met to review the data and create the school-wide plan.

Which needs will become priority improvement areas?

Note: Priorities describe where the team intends to go, but do not describe how the team will get there. An example priority might be to improve graduation rates or ensure that all students will meet their growth goals.

✓	Safety / Bullying / SEL
✓	Math Achievement
✓	Reading Achievement
✓	Attendance

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 IA funded activities. This tab is used to document the engagement efforts conducted and underway.

SECTION 1: Who was involved in the development of the plan?

Describe how the school engaged parents/guardians and families in the development of the schoolwide plan. What additional activities are underway for engagement?

The school conducted a family survey to identify what they see as the school's challenges and highlight where we are doing well.

- Planned Activity: The plan will be presented to parents in an APaTT meeting to ask for feedback.
- Planned Activity: School Board presentation.
- Planned Activity: Present at Fthe all Back to School Open House and ask for feedback.

SECTION 2: 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 parent/guardians and families.

Communication with families in their home language(s).

- Families who have indicated a home language other than English receive printed information sent home from the school in their first language.
- The school uses an online communication service that offers translations for all information.
- All information posted on the school site is translated.
- Some information posted on the district website is translated.
- A translator is present for family conferences and meetings.
- A translator is present for award ceremonies and celebrations.
- A translator is available to families when needed for phone calls or visits to the school.
- The office staff have access to a translation device to help them speak to families in Spanish, and for Spanish-speaking families to communicate in their first language.

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

- Family Conferences are scheduled throughout the day and into the evening to provide time before and after the work day to meet.
- Some time might be flexed to meet with families at a time that works into their schedule.
- Amity Parents and Teachers Together (APaTT) meetings are held in a hybrid format.
- Information is posted on the school district website and the ParentSquare communication platform, and sent home in weekly Thursday folders.
- Warrior Way celebrations are held at the same time each month, and families are notified ahead of time to make arrangements to attend with their student.
- Award assemblies and end-of-year celebrations are consistently held at the same time (afternoons, mornings, respectively) to provide an opportunity for all families to attend.

- The APaTT-hosted family events (carnival, movie nights, fairs, etc) are held in the evening to accommodate working families.
- The APaTT-hosted lunches are held in the afternoons and coincide with student regular lunch times to provide consistency for families to attend.
- Other school-hosted events (swimming, STEM fair, ODS, etc) are provided at a variety of times appropriate to the activity to ensure families can attend at least one event in a school year.

Online Presence: Please provide the website link to your school-wide plan.

- www.amity.k12.or.us

Transportation: Do we offer ways for families without vehicles to attend in person?

- The Amity School District does not provide transportation for families.

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

- Childcare has been offered in the past.
- Children who come with families may be accommodated with quiet activities while meetings are in progress.

SECTION 3: Continuous engagement plan in other Title IA required aspects:

Annual Title IA Meeting:

All Title IA schools must host an annual meeting with families to discuss the schoolwide plan, inform families of their rights under Title IA, 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?

- Our annual meeting is held during the Back-to-School Open House.
- Information shared at the Annual Meeting includes:
 - Purpose of the Annual Parent Meeting
 - Current AES Academic Achievement
 - What is Title 1?
 - The Schoolwide Title IA program design
 - Assessment and Monitoring Procedures
 - Parental Involvement Policy and School Procedures
 - Family Rights under ESEA
 - Important Dates coming up on the school calendar
- Family involvement opportunities are communicated through one or more of the following methods: weekly Communication Folder, school newsletter, school calendar, on the school district website, through Parent Square, email, and all calls.

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 Family/Student/School Compact is presented, reviewed, and revised early in the school year at an Amity Parents and Teachers Together (APaTT) meeting.
- Family/Student/School Compact is posted on the Amity ES page of the school district website.
- Compacts are discussed and given to families during fall conferences.

Building Parent/Guardian Capacity:

All Title IA 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?

- Host a Back to School Open House before school begins
- Provide resources through the school counselor as needed
- Hold monthly hybrid APaTT meetings
- Host Family/Teacher Conferences both fall and spring to discuss student levels, review student strengths and challenges, and set goals
- Hold family nights or student fairs - STEM, Literature, and Art
- Host Kindergarten Camp and provide parent information daily

SCHOOL PLANNING

Priority #1: Safety / Bullying / SEL

What change are we hoping for?

- Students resolve peer conflicts without adult intervention
- Students choose appropriate play and self-regulation strategies
- Students understand and respect personal boundaries
- Students are intrinsically motivated to do the right thing instead of relying on extrinsic motivators

Priority #2: Reading Achievement

What change are we hoping for?

- Students read at grade level
- Students make meaning of what they read
- Students can communicate their connections to texts they read
- Students gain knowledge from the text
- Students can identify different types of text
- Teachers instill a joy of reading in their students

Priority #3: Math Achievement

What change are we hoping for?

- Students can apply concepts learned in school to real-world situations
- Students demonstrate conceptual understanding of grade-level standards
- Students can add, subtract, multiply, and divide numbers fluently (whole numbers, fractions, decimals)
- Students can manipulate numbers
- Students show understanding of the relationships between mathematical operations

Priority #4: Attendance

What change are we hoping for?

- School-wide Regular Attender Rate is at 90% or above
- Families understand the importance of attending school
- Families having the appropriate boundaries and follow-through for attending school

LONG-TERM SCHOOL OUTCOMES AND METRICS

- All or some school goals may match district goals
- School goals should be focused, aspirational, aligned with needs, and written for all students.
- Example: *All students will meet their annual growth targets in math.*
- Metrics are outlined for the years to come

Outcome 1	Safety/Bullying/SEL: All students will feel safe and respected at school.			
Measurement Tool	Student and Family Surveys- Question from YouthTruth survey: "I feel safe at school."			
Metrics	Prior Year	By June 2024	By June 2025 goal (reality)	Current By June 2026 goal (reality)
	Yes - 49% Sometimes - 49% No - 2% (2022-2023)	Data not collected *Survey was not completed in the 2023-2024 school year	Yes, very safe - 70% (60%) Somewhat safe - 29% (36%) No, not very safe - 1% (4%)	Yes, very safe - 80% (70%) Somewhat safe - 19% (21%) No, not very safe - 1% (9%)

Outcome 2	Literacy Achievement: As outlined by the state, the percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade will increase.			
Measurement Tool	OSAS Reading Scores			
Metrics	Prior Year*	By June 2024 goal (reality)	By June 2025 goal (reality)	Current By June 2026 goal (reality)
	34% (2022-2023) 26 students tested; 9 meeting	35% (29%) 35 students tested; 8 meeting	37% (34%) 50 students tested; 12 meeting	40% (40%) 50 students tested; 20 meeting

**this same class, taking the test in 24/25 as 5th graders: 34%, 56 students tested, 19 meeting*

Outcome 3	Math Achievement: The percentage of students in Tier 3 will decrease by 10% each academic year.			
Measurement Tool	Acadience - given 3 times a year			
Metrics	Prior Year June 2023	By June 2024 goal (reality)	By June 2025 goal (current)	Current By June 2026 goal (reality)
	Tier 1: 25% Tier 2: 28% Tier 3: 47%	Tier 1: 35% (34%) Tier 2: 25% (27%) Tier 3: 37% (39%)	Tier 1: 50% (39%) Tier 2: 20% (28%) Tier 3: 27% (33%)	Tier 1: 65% (50%) Tier 2: 15% (28%) Tier 3: 17% (22%)

Outcome 4	Attendance: Increase the percentage of students attending more than 90 percent of their enrolled school days by 3% each year.			
Measurement Tool	Regular Attender Rate - Synergy Attendance Reports and ODS (Oregon Data Suite) information			
Metrics	Prior Year June 2023	By June 2024 goal (reality)	By June 2025 goal (current)	Current By June 2026 goal (reality)
	Synergy data: 84% 259/308 students ODS data: 56.82% 175/308 students	Synergy data: 87% (86.3%) 267/311 students ODS data: 69.45% 216/311 students	Synergy data: 90% (87.2%) 283/325 students ODS data: 77.85% 253/325 students	Synergy data: 93% (88.4%) students ODS data: 78.85% 246/312 students

OUTCOMES, ACTIVITIES, AND MEASURES

Each school receiving ESEA Title IA funds should establish 3-5 goals that address student's ability to meet Oregon's state academic standards. The goals and activities can focus on academic, social-emotion, or behavioral strengths and needs. Development of the school level plan should include feedback of administration, staff, families, and students. These strategies should be reviewed periodically and adjusted as appropriate.

Definitions:

- **Outcomes:** Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, and families.
- **Activities:** Describe the actions to support the outcome
- **Measures:** Describe how the effectiveness of activities will be evaluated.

Safety/Bullying/SEL: All students will feel safe and respected at school.	
Activities	
What are we going to do?	
1.1	Trauma-informed training provided for teachers and paraprofessionals
1.2	SEL morning time for students will instruct students on specific social-emotional skills and definitions of types of behaviors and appropriate social interactions
1.3	PBIS is utilized in classrooms and schoolwide
1.4	DESSA will be used to assess student social skills and utilize results to guide SEL instruction
1.5	Teachers will report classroom conflicts to the administration using a behavior flow chart
1.6	Parents will receive SEL information to support concepts presented at school
1.7	School counselor to support peer-to-peer conflict through social groups and/or individual counseling as needed
1.8	School counselor will lead Tier 2 and Tier 3 SEL small group sessions based on DESSA data and teacher input
1.9	Counselor to utilize our MTSS model from WIN groups to report in Synergy and collect data to show growth or areas of continued concern
1.10	An additional special education teacher was added to the team to support students with behavioral needs and goals through their IEP/BSP

1.11	New special education teacher to help classroom teachers identify students in need of an FBA to create behavior support plans
1.12	Consistent and concise communication from special education teachers and Cozy Cove team to classroom teachers and admin so they can intervene before issues become difficult to manage
1.13	Principal to utilize “rolling office” style next year to be more visible to students, available to staff, and to address behavior concerns in the moment
1.14	Adjustments made to school behavior policy to provide clear steps to parents when interventions are not working for their student (violations, referrals, in-school suspension, loss of privileges)
1.15	Adding “behavior contracts” section to the student/parent handbook for 2025-2026 to inform parents of the possibility of students losing field trips, special assemblies,
1.16	Active recess duty monitoring training by principal for paraprofessionals who have lunchtime recess duty

Measures	
How will we know the plan is working?	
1.1	Reduction in reports of minor and major classroom conflicts
1.2	Students accurately report bullying incidents
1.3	Reduction in the number of parent complaints regarding student safety
1.4	Increase in the number of students receiving recognition for positive character traits
1.5	Reduction in complaints during lunchtime recess

Staff Support		
Person or Team Responsible:	Professional Development to be Completed this Year:	Date:

Staff	1	• Mandt training (all components) • Mandt training (de-escalation strategies) • Insight321 asynchronous training videos through WESD	June and August 2025 for new staff and paraprofessionals For paraprofessionals, ongoing as needed
Staff	2	SEL curriculum & instruction and training	Quarterly
Classroom Teachers, Specialists, other Team Leads	3	DESSA Training provided by the WESD	August 2025 for counselor October 2025 for additional new staff
All Licensed Staff	4	QPR Training	TBD, fall 2025
Principal	5	Behavior Flow Chart Training	Refresh/update August 2025
Principal	6	PBIS Training/Refresher	August 2025 for new staff Quarterly
Principal	7	Handbook updates	Review with staff August 2025
Counselor	8	ASIST and BSAS training	TBD, fall 2025

Outcome #2: Literacy Achievement: The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade will increase as outlined by the state.

Activities

What are we going to do?

2.1	Collaborative planning meetings between the specialist and grade-level teachers will occur weekly to support core instruction and tier groups
2.2	Data Team Meetings will meet quarterly to evaluate health of tier 1 core instruction schoolwide

2.3	Teachers are receiving support from the Literacy specialist through coaching, observations and conversations
2.4	Students receive WIN- targeted skill instruction based on the MTSS for data collection, analysis, and tiered groups
2.5	Student support team will meet weekly to evaluate specific needs of students to determine targeted supports for students and/or teachers
2.6	Targeted professional development and coaching from reading specialist outside of district, focused on the needs of our classroom teachers (syntax, vocab, comprehension, phonics)
2.7	Research and adopt a new writing curriculum (grades 3-5 to pilot for 2025-2026 school year)
2.8	Integrate ELA into Science and Social Studies units to create a cohesive model for teaching reading and writing across all content areas, providing additional time for opportunities to read fiction and non-fiction texts for all students, at every level
2.9	Utilize our Science teacher to support classroom teachers in the implementation of the Science units to support reading and writing opportunities in this content area
2.10	Professional Development for Science curriculum to support ELA integration into unit planning and assessment components

Measures	
How will we know the plan is working?	
2.1	Decrease in students needing Tier 3 & Tier 2 intervention as determined by DIBELS data
2.2	Students are making progress in decoding and encoding as measured by UFLI data for core instruction
2.3	Students in grades 3 - 5 will show personal growth in their reading fluency, accuracy, and comprehension as measured by Acadience
2.4	Students in grades 2 - 5 will show personal growth in their reading fluency, accuracy, and comprehension as measured by the DIBELS Maze
2.5	Students in Kindergarten - 2 will show personal growth in their phonics, phonological awareness, and accuracy scores as measured by DIBELS
2.6	Students in 5th grade will demonstrate proficiency on the OSAS Science assessment

Staff Support			
Person or Team Responsible:	Professional Development to be Completed this Year:		Date:
WESD & Literacy Team	1	LETRS volume 1 and 2 Training or SOR Pepper course	Ongoing
Literacy Team	2	Science of Reading Education to all staff in the 5 pillars of reading	Ongoing
Leadership Team	3	MTSS and WIN time - how to determine and provide targeted, explicit instruction, and how to differentiate	Ongoing
Literacy Team, all teachers and paraprofessionals	4	Raising the Cognitive Demand of Instruction	Ongoing
Literacy Team and paraprofessionals	5	Training for the use of curriculum, intervention materials, and strategies for small group lessons	Sept 2025 and ongoing as needed
Literacy Team and Teachers	6	PDX Reading professional development for classroom teachers	Sept and Oct 2025
Literacy Team and Teachers	7	PDX Reading professional development through classroom observations and teacher feedback for support (targeted and explicit)	Sept and Oct 2025 following a full-day PD
Science teacher	8	Support teachers in implementation and integration planning for Science units to ensure reading and writing is embedded in this content area	Monthly
Science teacher	9	Amplify (Science curriculum) professional development to support unit development and integration of ELA standards into lessons	Dec 2025
Principal	10	Provide ongoing and consistent instructional coaching for teachers through informal and formal classroom observations, goal-setting, and CPMs	Monthly

Principal	11	Analyze classroom data to provide accountability and plans of support as needed for teachers in need	Quarterly
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Outcome #3: Math Achievement

Activities

What are we going to do?

3.1	Collaborative planning meetings between the specialist and grade-level teachers will occur weekly to support core instruction and tier groups
3.2	Data Team Meetings will meet quarterly to evaluate health of tier 1 core instruction schoolwide
3.3	Teachers are receiving support from the math specialist through coaching, observations and conversations
3.4	Students receive WIN- targeted skill instruction based on the MTSS for data collection, analysis, and tiered groups
3.5	Utilize our Science teacher to support classroom teachers in the implementation of the Science units to support math computation skills in this content area
3.6	Professional Development for Science curriculum to support math integration into unit planning and assessment components
3.7	Support and strengthen the coaching skills of the math specialist through quarterly coaching sessions with New Math Minds
3.8	Continue use of fruit salad math groups within each classroom

Measures

How will we know the plan is working?

3.1	Weekly quizzes or performance tasks will reflect 80% or higher meeting goal.
3.2	Using data to inform instruction, teachers will make changes to pacing or strategies to meet the needs of students

3.3	Percent of students scoring at Proficient or Advanced will increase (Goal: 80% or higher)
3.4	Number of Tier 3 students in groups will decrease

Staff Support			
Person or Team Responsible:	Professional Development to be Completed this Year:		Date:
Math specialist and behavior support team	1	Classroom and Small Group Management	Ongoing
MTSS Leadership Team	2	Active Student Engagement	Ongoing
Math specialist and classroom teachers	3	Differentiated Instruction during Core	Ongoing
Math specialist, all teachers and paraprofessionals	4	Raising the Cognitive Demand of Instruction	Ongoing
Math specialists and paraprofessionals	5	Training for the use of curriculum, intervention materials, and strategies for small group lessons	Sept 2025 and ongoing as needed
Math specialist	5	Increase coaching capacity through one-on-one coaching sessions with New Math Minds	Quarterly
Math Alignment Team	5	Cohesion across grade levels: strategies and vocabulary	Ongoing
Math Specialist and Teachers	6	New Math Minds professional development for classroom teachers	Feb 2026
Math Specialist and Teachers	7	New Math Minds professional development through classroom observations and teacher feedback for support (targeted and explicit)	Feb 2026 after full-day PD
Science teacher	8	Support teachers in implementation and integration planning for Science units to ensure reading and writing is embedded in this content area	Monthly

Principal	9	Provide ongoing and consistent instructional coaching for teachers through informal and formal classroom observations, goal-setting, and CPMs	Monthly
Principal	10	Analyze classroom data to provide accountability and plans of support as needed for teachers in need	Quarterly

Outcome #4: Attendance Rate

Activities

What are we going to do?

4.1	SEL morning time for students will instruct on specific social-emotional skills and focus on classroom community building
4.2	Relationship building between staff and students
4.3	Formal letters home to parents concerning attendance issues
4.4	Conversations with parents on the impact of absenteeism on learning
4.5	Reach out to high-risk families to determine barriers to attendance
4.6	Quarterly surprise!
4.7	Targeted intervention with students who have chronic attendance issues
4.8	Adding “attendance contracts” section to the student/parent handbook for 2025-2026 to inform parents of the possibility of students losing field trips, special assemblies, Outdoor school, field day, and other special activities if attendance is not a minimum
4.9	School counselor to support contacting families who have students chronically absent to address concerns, barriers, and to support our students in coming to school
4.10	Utilize district long-term substitute to conduct after-school mentoring groups with students as determined by teacher, counselor, and principal (through SST meetings)

Measures

How will we know the plan is working?

4.1	Increase in Average Attender Rate
4.2	Positive Attitude towards school - both parent and student survey
4.3	Increase in Attendance for high-risk students
4.4	Reduction in attendance letters sent out
4.5	Reduction of attendance contracts needed for special events

Staff Support			
Person or Team Responsible:	Professional Development to be Completed this Year:		Date:
Counselor and Principal	1	WESD-provided training to address chronic absenteeism in school	TBD, when scheduled by WESD
Counselor and other new staff	2	SEL curriculum & instruction and training	August 2025 and on-going as needed
Leadership Team	3	Develop and implement targeted interventions for chronic absenteeism	Winter
Classroom teachers and Principal	4	Determine the need for attendance contracts for special events and meet with the parent(s) and the student	Quarterly, most importantly before field trips, ODS, field day, scheduled assemblies
Principal, in-house substitute, and counselor	5	Determine, based upon SST meetings, DESSA data, and teacher input, which students should participate in an after-school mentoring club (focus on increasing attendance, social skills, importance of education, etc)	August 2025 training, then monthly cycles for students and team

QUARTERLY PLAN REVIEW

Title IA school-wide plans should be reviewed during the school year. This review is part of a continuous improvement process and should include the leadership team.

Outcome #1:				
Performance Updates				
Date	What does your evidence show?	What is working? What is not?	What will you do now? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Sept	As students entered this school year, we had approximately 60% of our students reporting they felt safe from bullying (based on previous data) BOY DESSA data indicates: Strength: 63% Typical: 31% Need for Instruction: 6%	In previous years, our teachers did not have explicit time for direct instruction in necessary skills for students to form healthy friendships We also did not have consistent access to an in-school counselor	• Begin SEL groups for students • Counselor monthly lessons in classrooms • Teachers daily SEL time • Use of Character Strong curriculum	• Counselor • Curriculum • Consistent discipline practices by principal • Rules review tour
Feb	Our DESSA data shows some growth from Need for Instruction into Typical from fall to winter. MOY DESSA data: Strength: 63% Typical: 34%	Counselor groups are meeting regularly, and more students have access to his support than we've had in the past Recess duty times are fully staffed for each grade level at each timeslot	• Additional training for group instruction • Connect more with classroom teachers for the counselor to determine the needs of a class for explicit support in necessary areas • Ongoing training for lunch duty recess staff on conflict resolution and proactive discipline	• Counselor is meeting regularly with students needing T2 or T3 supports based on DESSA scores and teacher/specialist input • School counselor will receive ongoing PD surrounding MTSS models for T2 and T3 intervention supports for

	Need for Instruction: 3% A review of discipline data indicates that friendship or relational issues may occur during the grade-level lunch recesses, where two grade levels overlap for 15 minutes of their time.	and absences did not drastically affect this coverage in the first semester (end of January)	strategies to prevent issues • Complete a rules review tour not must in Sept and Jan, but in April when we return from spring break • Consistent application of playground rules and PBIS-outlined processes	students in his groups • Our school counselor is available to support students in conflict resolution • Using 5th-grade leadership for morning assembly skits
May	See Annual Review	See Annual Review	See Annual Review	See Annual Review

Outcome #2:

Performance Updates

Date	What does your evidence show?	What is working? What is not?	What will you do now? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Sept	BOY DIBELS: T1+: 43% T2: 20% T3: 38%	This year we have 1.5 reading specialists to support coaching for core instruction as well as intervention planning and instruction All paraprofessionals are trained on the entire curriculum used for interventions, small	• Begin MTSS WIN sessions • Start weekly tutoring to support a T# reduction • PDX Reading Specialists' professional development and training opportunities	• Monthly CPMs for grade level review of core instruction and data • Access to specialists for coaching in the classroom • Grade-level meetings to support student-specific

		group management strategies and tools Access to Title coordinators (math and reading specialists) for questions, support, and ongoing check-ins and training		and content specific needs in the classrooms for teachers ● Access to 2 special education teachers to support the implementation of accommodations and provide feedback and tools for differentiation for all students during core
Feb	MOY DIBELS: T1+: 47% T2: 18% T3: 35%	WIN intervention Weekly tutoring ELA integration unit was developed by teachers within our Science curriculum (Amplify) Continued and focused PD for reading from out-of-district professionals Piloting the ThinkSRSD model for writing across the 2nd-5th grade classrooms for alignment of writing structure and teaching Including the ThinkSRSD model for writing within the Kindergarten classes	● Coaches to provide additional tutoring for T3 students as needed during open times in the morning or after school ● Increase coaching time in the classrooms to focus on building core instruction ● Continued time for ELA integration unit development ● Discussion regarding best teaching practices with specialists	● All of the supports above, plus: ● 1:1 teacher coaching opportunities from specialists ● Sharing of in-house teacher videos to support best practices across the building ● Review of SST process for teachers and specialists to ensure all students are getting what they need, when they need it

		to support their developing writers		
May	See Annual Review	See Annual Review	See Annual Review	See Annual Review

Outcome #3:

Performance Updates

Date	What does your evidence show?	What is working? What is not?	What will you do now? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Sept	Acadience data: T1: 49.3% T2: 23.2% T3: 27.5% iReady data: T1: 10% T2: 68% T3: 22%	Full-time math specialist to support coaching for core instruction as well as intervention planning and instruction All paraprofessionals are trained on the entire curriculum used for interventions, small group management strategies, and tools Access to Title coordinators (math and reading specialists) for questions, support, and ongoing check-ins and training	• Begin MTSS WIN sessions • Start weekly tutoring to support a T3 reduction • New Math Minds professional development for training teachers and coaching of math specialists	• Monthly CPMs for grade level review of core instruction and data • Access to specialist for coaching in the classroom • Grade-level meetings to support student-specific and content-specific needs in the classrooms for teachers • Access to 2 special education teachers to support the implementation of accommodations and provide feedback and tools for differentiation for all students during core
Feb	Acadience data: T1: 46.7%	WIN intervention Weekly tutoring	• Implement fruit salad groups at all	• Fruit salad model • Using a Building Thinking

	T2: 21.3% T3: 32% iReady data: T1: 30% T2: 56% T3: 14%	Continued and focused PD for math from out-of-district professionals	grade levels based upon their specific student needs and teacher preferences ● Utilize BFF (building fact fluency) and Math review supplemental materials for instruction and small group support ● Utilize PD from New Math Minds to support core instruction growth	Classrooms strategy that is focused on increasing and building student discourse ● Focus on mathematical practices within units ● Ongoing coaching for our math specialist to build instructional capacity for teachers and support math learning across the building
May	See Annual Review	See Annual Review	See Annual Review	See Annual Review

Outcome #4:				
Performance Updates				
Date	What does your evidence show?	What is working? What is not?	What will you do now? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Sept	ODS as of 10/01/2025: 84.21% regular attenders Synergy: 92% regular attenders	Positive school culture Encourage regular attendance beginning with incoming Kindergarten families Letters home regarding the importance of regular attendance	● More consistent communication with families when attendance becomes a concern ● Attendance contracts when applicable for	● Phone calls home ● Attendance letters ● Creating a positive and inclusive school culture ● Having fun events that motivate

			field trips and special events	students to attend
Feb	Attendance remained above 80% regularly attending through the end of January 2026, the first semester. ODS data only: February/March were each < 78% regularly attending April moved back into the 80% regularly attending range May plummeted back down to 77.56% regularly attending Even June did not bring our numbers back up for the final two weeks of school: 78.85% regularly attending	Friday surprise activities and pajama day have increased attendance on this typically low-attended day Illness swept through both staff and students at least three separate rounds in February, March, and again in May	● Encourage communication with parents and students ● Reminders sent to parents to keep students home when exhibiting symptoms to avoid spread ● Attendance agreements need to focus on improvement and not feel like they are discipline or punishment ● Letters from principal to encourage vacations until the school year ends ● Partnering with APaTT to come up with ideas to increase attendance	● Parents are contacted daily to follow up concerning absences and encourage student attendance ● Principal made personal contact with families regarding chronic absenteeism ● Better cleaning procedures in high-contact areas to reduce the spread of illness ● Hang signs for hand-washing as directed by the CDC
May	See Annual Review	See Annual Review	See Annual Review	See Annual Review

ANNUAL REVIEW

Title IA school-wide plans should be reviewed and updated annually. This review is part of a continuous improvement process and should include all school community members.

School Year 2025-2026

Review Date: June 2026

Reviewing our Plan: Who was at the table?

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

See page 2

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?

EOY data for Safety/Bullying/SEL: 70% (103/147 students who took the survey) felt safe at school. In addition, DESSA data shows that 95% (269/283 students assessed) are at typical or above for their SEL skills.

EOY data for OSAS (3rd grade ELA only): 40% (20/50 students who took the test) reached proficiency or above.

EOY data for Math Acadience, specifically Tier 3 (most intensive need): 21.8% (67/308 students assessed).

EOY data for Regular Attenders, from ODS: 78.85% (246/312 students enrolled) attended 90% or more of their school days.

We did a great job in decreasing the number of students in need of Tier 3 (intensive) intervention for math, although we did not quite meet the 17% we had set for this three-year plan. Also, although not part of this goal, we succeeded in an increase in our students who are at or above grade-level in our math Acadience data, and increased our Tier 1 levels in iReady math to nearly 60%. For reading, not only did we meet our goal for our state OSAS scores in 3rd-grade proficiency, we finally reached the point where well over HALF of our student body was meeting or exceeding benchmark proficiency in our building-wide DIBELS assessment data.

We did see an increase in the number of students who feel safe when at school, based on survey responses from our students. I believe this increase is directly reflected in the first semester attendance data, which remained well over 80% regularly attending. Although our attendance dropped for the second semester and we did not meet that goal, widespread illness (Norovirus and others) wiped out our student body and staff members for at least two rounds in the spring. A review of our year-end data, staff feedback, and parent input indicates that we still need to work on alignment within core instruction to our intervention model, increasing the writing ability of all our learners, and continuing to make changes to support students in feeling safe from peers while at school.

Looking Forward: What's next?

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

Moving forward, a new plan for the next cycle (2026-2029) will be created when we return in August of 2026. This new plan will focus on the many changes made under a new principal, the positive data increases we have experienced, the coaching from specialists, and having a newly trained counselor. The plan will be created involving many new team members and will be a more collaborative process than we've experienced in the past, as we know where we want to 'go' as a team, and how we should get there. With the introduction of new interim assessments beginning with the 2026-2027 school year, our outcomes will be slightly more rigorous, and our strategies will be more focused on supporting the instructional and leadership capacity of the team. In this way, we will directly strengthen staff capacity and improve instructional systems, provide more consistent, high-quality instruction and intervention, which will result in higher levels of academic achievement for students across the outcomes in our next schoolwide plan.

SUPPLEMENTAL QUESTIONS

Once the school has completed a comprehensive needs assessment please address the following supplemental questions to address the Title IA requirements for a schoolwide program.

School Year 2025-2026

Comprehensive Needs Assessment:

Describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. If another needs assessment is used by the school, please still respond under the given domains. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. ESSA Section 1114(b)(6).

Our team examined the following data:

- OSAS Achievement Data
- School-Wide Achievement Data
- Participation in Intervention Programs
- Attendance/Regular Attender Rates
- Participation in the School Nutrition Program
- Participation in Afterschool Programs
- Discipline Data
- Conference Attendance Rates
- Family Engagement Rates – Participation in family activities and parent group meetings
- Professional Development

To the best of our ability, data was broken down into sub groups and analyzed with regard to equitable and inclusive practices. We looked at the following groups and noticed these trends in the data:

- Students with disabilities had a lower achievement level than their peers
- Students with limited English proficiency had a lower achievement level than their peers
- Students in poverty had a lower achievement level than their peers
- Families in poverty participated less in parent groups
- English-speaking families participated less in parent groups
- Kindergarten and 3rd-grade students had the lowest regular attender rate

Based on the review of the above data analysis, the team elevated the following areas of need:

- Increase feelings of safety (anti-bullying, school climate, discipline referrals) for students in all grades
- Increase math proficiency of basic skills for Kinder - 5th grade
- Increase the regular attender rate for all grades
- Increase reading proficiency to grade level for Kinder - 5th

How were stakeholders involved in the needs assessment process?

- We brought together a team of elementary school teachers, classified staff, parents, and administration.

Based on the school's needs assessment, what are the identified priorities/goals that the school will be focusing on this year.

- I. Safety/Bullying/SEL: All students will feel safe and respected at school.
- II. Literacy Achievement: As outlined by the state, the percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade will increase.
- III. Math Achievement: The percentage of students in Tier 3 will decrease by 10% each academic year.

- IV. Attendance: Increase the percentage of students attending more than 90 percent of their enrolled school days by 3% each year.

Please respond to the following:

A. Leadership

Please describe how the district has provided ongoing support for the implementation of the school's plan. In addition, describe how the district annually reviews the school's plan and provides feedback. ESSA Section 1114(b)(3)

In order to ensure ongoing support for the plan is provided, the school wide goals are aligned with the district wide goals. Therefore, the resources are available from the district to support the school wide plan. The district administration meets weekly with building administrators to discuss the progress of district-wide and building-level goals and continuously track the progress of goals. The administration also reports progress and receives feedback from the school board.

B. Talent Development

Please describe how professional development will be provided to school personnel to improve instruction and the use of data. ESSA Section 1114(b)(7)(A)(iii)(IV)

The majority of the school wide goals are focused on staff professional development surrounding best practices for instruction in SEL, literacy, and math. The staff have been trained to use data to regularly inform instruction and interventions schoolwide. Staff needing additional training and support will receive it.

C. Stakeholder Engagement

Please describe how parents are informed of their school's participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting. ESSA Section 1114(b)(2)

The school conducted a family survey to elevate what they see as the school's challenges and highlight where we are doing well. The school compact was presented to parents in an APaTT meeting to ask for feedback and revisions on October 3, 2023. The required Title I information was presented to Parents at the Fall Back to School Open House on August 31, 2023. The School Wide Plan was presented to the School Board.

D. Well-Rounded Learning System

Please describe methods and instructional strategies that will be used in the school to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. ESSA Section 1114(b)(7)(A)(i)

The daily school schedule was revamped to allow for the maximum amount of learning time in the student's day and accommodate the needs for interventions using the MTSS (multi tiered system of support). For example, TIER II and TIER III interventions for math and literacy are built into the schedule so that all students have access to supports or enrichments as needed to meet the needs of every student. The

schedule also allows for students to engage in STEM for 90 min a week, physical education 120 min a week, art for 30 min a week, SEL for 120 min a week, social studies and health 30 min a week, TIER I literacy 90 min a day, and TIER I math 75 min a day.

E. Instructional strategies:

Please describe strategies that will be used to address student needs

1. Counseling, and/or specialized support services, or mentoring.
2. Preparation for and awareness of post-secondary education opportunities and/or entrance into the workforce. (e.g. career and technical education, transition to high school).
3. Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.
4. Assisting preschool children in the transition to local elementary school programs. ESSA Section 1114(b)(7)(A)(iii)(I-III, V).

During the school day, students are supported by 30 min of SEL instruction, and the school has implemented PBIS as a tiered model to prevent and address problem behavior, and the MTSS system to identify the need for early intervention for students struggling academically. The school partners with the high school and community to introduce to students to post-secondary education opportunities and careers. In order to support preschool children in the transition to local elementary school programs the school offers a Kinder Camp to all incoming kindergartners in the weeks prior to the start of school.

F. Inclusive Policy and Practice

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

The school works with community partners such as the WESD, Yamhill county, and our district ELL and McKinney Vento Coordinators to support our economically disadvantaged students, children experiencing homelessness, children with disabilities, migrant families, and English learners.

Annual Title I-A Documentation

In addition, there is required school-level Title I-A documentation that will be submitted by the school to ODE. These documents are:

- Title I-A Annual Meeting documentation (refer to link below)
- Parent Engagement Plan (reviewed and revised with parent input annually)
- Parent-School Compact (reviewed and revised with parent input annually)
- Building Parent Capacity documentation (refer to link below)
- Verification of staff qualifications (refer to link below)
- Para-professional highly qualified documentation (refer to link below)

In addition, there is required district-level Title I-A documentation that will be submitted by the district to ODE. These documents are:

- Comparability Report Calculations (refer to link below)

<https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/ESEA-Monitoring.aspx>