

Oregon Department of Education

Schoolwide Program Written Plan

Elmira Elementary School
2014-2015



Oregon Title I-A Schoolwide Program Plan

Date when Plan will be Implemented _____ Plan Status: New _____ Revised X

Date Revised _____

| | | | |
|------------------------------|----------------------------------------------------|-------------|-----------------------|
| School District Name: | <u>Fern Ridge School District 28J</u> | | |
| School Name: | <u>Elmira Elementary School</u> | | |
| | <u>88960 Territorial Road</u> | | |
| School Address: | <u>Elmira, Oregon 97437</u> | | |
| Building Principal: | <u>Jackie Turle</u> | | |
| E-mail Address: | <u>jturle@fernridge.k12.or.us</u> | | |
| Phone: | <u>541-935-8214</u> | | |
| FAX: | <u>541-935-8243</u> | | |
| Title I-A Coordinator | <u>Jackie Turle</u> | | |
| Phone: | <u>(541) 935-8214</u> | FAX: | <u>(541)935-8243</u> |
| E-Mail Address: | <u>jturle@fernridge.k12.or.us</u> | | |
| Superintendent: | <u>Dr. Dennis Friedrich</u> | | |
| Phone: | <u>(541)935-2253</u> | FAX: | <u>(541) 935-8222</u> |
| E-Mail Address: | <u>dfriedrich@fernridge.k12.or.us</u> | | |
| Address: | <u>88834 Territorial Road Elmira, Oregon 97437</u> | | |
| School Enrollment: | <u>255</u> | | |
| Grade Levels: | <u>K-5</u> | | |
| Free/Reduced Lunch % | <u>56%</u> | | |

Oregon Title I-A Schoolwide Program Plan Assurances

The Written Plan: General Requirements

The Title I-A Schoolwide Program option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Once the school has completed the written plan, the following actions will occur:

1. The LEA will review the Schoolwide Program Plan using the Schoolwide Scoring Guide, to determine whether the submitted plan addresses all applicable Title I-A rules and regulations.
2. The District Review Team will complete the Schoolwide Scoring Guide, making recommendations for strengthening the plan and addressing legal requirements.
3. The Schoolwide Plan and the completed district Scoring Guide must be submitted to the Oregon Department of Education. ODE reviews the submitted plan and Scoring Guide confirming that all legal requirements have been met and offers suggestions for how to improve the Schoolwide Program Plan, if necessary.
4. ODE will provide written feedback to the district and the district will work with the school to make any additional revisions to the Schoolwide Program Plan. The district must approve each Schoolwide Program Plan before the program may be implemented.

The names below certify this Schoolwide Program Plan has been reviewed using the Schoolwide Scoring Guide, and that the plan meets the criteria in each component of the Schoolwide Program Plan.

_____ District Contact Name and Title

_____ Signature

(List the names and titles and signatures of the District Review Team Members who reviewed the Schoolwide Program Plan.)

| | |
|-------------------------------------------------------------------------|---------------------------|
| <u>Dennis Friedrich/Superintendent</u> <i>Name & Title</i> | _____ <i>Signature</i> |
| <u>Olivia Johnson/Assessment Coordinator</u> <i>Name & Title</i> | _____ <i>Signature</i> |
| _____ <i>Name & Title</i> | _____ <i>Signature</i> |
| Date of District Review: - _____ | |

Schoolwide Program Written Plan

Directions:

The Written Plan is designed around the Ten Comprehensive Components of the Schoolwide Plan. Use the template by **typing** in the boxes and/or by **typing** the answers to the questions in the space after the question. More space may be added as needed. The order may be slightly different or combined as determined appropriate.

Planning

A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.

A. Planning Team

1 Planning Team - List the names of people involved in developing this plan. (Each group should have at least one participant and not serving on more than one role.)

| | |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents: | Tammy Eutsler, Jaime Weaver |
| Licensed Staff: (include position) | Billie Perrier, 1 st grade teacher Jennie Herbert, 2 nd grade teacher Mari Jones, Kindergarten teacher/Title I Lisa Leatham, 3 rd grade teacher Ruth Lewis, 4 th grade teacher Kristin McClean (Behavior Specialist) |
| Classified Staff: (include position) | Sheila Upton, General/Title I Paraprofessional; Devonee Christensen, General Paraprofessional |
| Administrators: (include position) | Jackie Turle, Principal |
| District Staff: | |
| Title I-A Staff: | Mari Jones, Title I teacher; Pam Zellers, Title I Paraprofessional; Brenda Inman, Title I Paraprofessional |
| Others (Optional): (students, community members, etc.) | Sandy Larsen |

B. Schoolwide Planning Summary

1 Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

| Meeting Dates | Agenda Topics/Planning Steps | Participants at Meetings √ all columns that apply | | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------|---------|
| | | Planning team | All staff | Parents |
| 5/23/13 | SWPT Meeting – Data review, new goals for 2013-14 | x | x | x |
| 9/19/13 | Parent Involvement/ School Compact Questionnaire, input and review | | | |
| 9/24/13 | SWPT Meeting – Reviewed Schoolwide plan, use of resources, teaching strategies, observations, push-in vs. pull-out | x | | x |
| Bi-Monthly | Schoolwide Planning Team (SWPT) Meetings – reviewed data, use of resources, professional development, question and answers | x | | x |
| Quarterly | Staff meetings – Staff is kept updated on progress towards goals and adjustments to the SWP. | x | x | |
| 5x per year (minimum) | Family Nights – Parents and students are together. Goals include: community building, parent education, student education, school-family connections | x | | x |
| Weekly | EBIS Team – Discuss student groups in reading/math/attendance. evaluate progress toward goals. | x | x | |
| 3x per year | Data Team Meetings – Staff, administrator, Title I review benchmark data and goals, set goals for next benchmark | x | x | |
| 11/19/13 | SWPT Meeting – Data review, progress monitoring, evaluation of goals, resources, etc. | x | | x |
| 1/14/14 | SWPT Meeting - Data review, progress monitoring, evaluation of goals, resources, etc. | x | | x |
| 3/11/14 | SWPT Meeting- Data review, progress | x | | x |

| | | | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------|---|---|---|
| | monitoring, evaluation of goals, resources, etc. | | | |
| 5/20/14 | SWPT Meeting – Data review, set new goals for 2014-15 | x | | x |
| 6/3/14 | Staff Meeting – Title I review of student data and goals, input on new goals and plans for 2014-15 | x | x | |
| 6/10 & 6/11/14 | Data Team Meeting – Grade levels analyzed, discussed and set new goals | x | x | |
| 6/17/14 | End of Year Parent Meeting – Review 2013-14 Title I Schoolwide plan and results, input on new goals and plans for 2014-15 | x | | x |

C. Communication

- 1. Describe the processes and opportunities that were used to 1) develop the School Wide Plan; 2) inform the entire staff, parents, community and district of the school wide planning team actions; 3) solicit and receive feedback from these groups.**

The following section is in regard to our revised plan for 2014-15

Throughout the school year the Schoolwide Planning Team, the staff, parents and community members were involved in examining student data in relation to our goals and the Schoolwide Plan. Adjustments were made during the school depending on what our data showed. At the end of the year after all assessments were given to students, all stakeholders were able to analyze the data, discussed the context and reasons for the level of achievement and give input on what had happened and what the next steps should be in developing a plan for next school year (2014-15).

| Dates | Topics | Notes |
|------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sept. 2013 | Parent questionnaire/input for Schoolwide Plan, Parent Involvement Policy, and School/Family Compact | Information table during Open House. Met with several families individually and in small groups to review PIV and SFC. Very successful turnout, met with many more parents than in previous meetings to address these issues. Over 30 questionnaires were filled out and the data used to address increased involvement and input in to our plan. |
| Sept. 2013 | Schoolwide Planning Team Meeting (SWPT) | Reviewed Schoolwide Plan, use of resources, teaching strategies, |

| | | |
|--------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| | | observations, push-in vs. pull-out |
| Nov. 2013 | SWPT Meeting | Reviewed data in relation to goals, reviewed use of resources, discussed any pertinent issues |
| Jan. 2014 | SWPT Meeting | Reviewed Schoolwide Plan, use of resources, teaching strategies, observations, push-in vs. pull-out |
| Mar. 2014 | SWPT Meeting | Reviewed Schoolwide Plan, use of resources, teaching strategies, observations, push-in vs. pull-out |
| May 2014 | SWPT Meeting | Reviewed Schoolwide plan, use of resources, teaching strategies, observations, push-in vs. pull-out |
| Apr-May 2014 | Oaks Assessment | Administered to grades 3-5. Analyzed results in relation to goals. Grade level teams and Title I studied student strengths and weaknesses. |
| June 2014 | EasyCBM Assessment | Administered to all students. Analyzed results in relation to goals. Grade level teams and Title I studied student strengths and weaknesses. |
| June 2014 | Data Team Meetings | Grade levels analyzed, discussed plan and set new goals |
| June 2014 | Staff Meeting | Examined student data, reviewed goals, input for Schoolwide Plan for 2014-15 |
| June 2014 | SWPT Meeting | Revised Schoolwide Plan with input from staff |
| June 2014 | End of Year Title Parent Meeting at PTA | Presented Schoolwide Plan and evaluation from 2013-14 and 2014-15 draft for parent/community input. |
| June 2014 | SWPT Meeting | Finalized plan for 2014-15 which will be presented again in the fall of 2014 |

2. What percent of the school staff supports the implementation of the completed Schoolwide Plan? 100 %.

3. Briefly describe how this level of support was determined. If not 100%, how will you address the concerns of those who did not support the plan?

At a staff meeting in September we re-confirmed our commitment to our Schoolwide Plan with a staff vote.

D. Technical Assistance

- 1. Describe the technical assistance provided. Explain why it was considered high quality technical assistance.**

Technical assistance has been given from our Title I Coordinator, internal IT department and from our District Assessment Coordinator. The district makes sure that those in charge get good training and support in order to assist building administrators and teachers in school improvement efforts. In addition, the Title I staff from ODE has assisted us by answering questions and providing support in how to implement and make adjustments to our plan. Title I staff attended the summer Title I conference in August 2013 trained by highly qualified members of ODE and other resources in all aspects of Title I.

- 2. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.**

| Date | Provider | Type of Assistance |
|-----------|-------------------------------------------------|----------------------------------------------------------|
| Aug. 2013 | Oregon Department of Education | Summer Title I conference |
| 2013-14 | District Title I Coordinator | Discussion and interaction on written plan, budget, etc. |
| 2013-14 | Oregon Department of Education Title I staff | Support for Schoolwide Plan |
| 2013-14 | IT Department | Technical support throughout year for EasyCBM and EBIS |
| 2013-14 | District Assessment Coordinator | Assisted with data gathering and analysis |

Comprehensive Needs Assessment

A needs assessment based on the Five Key Dimensions of Achievement (student achievement, school context and organization, curriculum and instruction, professional development, and family and community involvement) is required. Data Collection, Data Analysis, and Prioritization of Needs Worksheets are the major documents in this section.

- 1. Provide a brief description of your school and the community in which your school is located to provide a context for the plan. Also include your school's mission\vision statement.**

Elmira Elementary is located in Elmira, Oregon. It is about 15 minutes west of Eugene on the highway to the coast, and is part of the Fern Ridge School District.

The community is on the western shore of the Fern Ridge Lake. The district encompasses 214 square miles with a population of approximately 9,700 residents. This small, rural district is composed of four schools: two elementary schools with grades K-5; one middle school with grades 6-8; and one high school with grades 9-12. The district also has one charter school that serve students in grades 9-12. Approximately 1500 students are currently enrolled in the school district.

Elmira's mission/vision statement is: "*Elmira Elementary Opens Doors to Learning for Life*".

Elmira Elementary School had approximately 255 students in the 2013-14 school year.

The student population of 255 at EES is 95% White/Caucasian, 3% American Indian, 1% Asian, and 1% African American. The district employs an ELL teacher who travels between the district's four schools. Fifty-six (56%) percent of students at EES receive free/reduced lunch. Elementary students at EES attend school from 8:00 am until 2:00 pm. Classes are held five days a week from September until mid June. EES has two classrooms per grade level for grades 2, 3, 4 and 5. There is one Kindergarten and one 1st grade classroom. We have 1 special education teacher and a part time speech and language teacher. All teachers are highly qualified. There is one principal, one full time secretary and one 2 hour secretary and a half-time behavior specialist and 13 instructional assistants 6-8 hours and 4 part-time instructional assistants

The Title I staff is comprised of a .5 Title teacher and approximately 2.5 paraprofessionals. The Title I teacher had limited time to work directly with students due to the administrative aspects of the job. These factors affected the services provided to students as outlined in the original 2011-12 Schoolwide Plan. Adjustments were made in 2013-14 in order to serve the most students and the neediest students with our combined resources

Members that comprised all stakeholders met in May and June of 2014 to review plan and evaluate the goals. Data used to review plan included: EasyCBM, OAKS, e-School attendance, SWIS, EBIS documents, etc. Changes were proposed are outlined within each goal below. These changes will be taken to staff meeting at the beginning of 2014-15 school year and input will be solicited and incorporated where necessary. The administrator and/or Title I Director will inform Superintendent/School Board.

2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Key Dimensions for Student Achievement: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.

- OAKS assessment data in reading and math examined analyzed by Schoolwide Planning Team, EBIS Team, Grade Level Teams, Data Teams and full staff.
- EasyCBM grade level data examined and analyzed by Schoolwide Planning Team, EBIS Team, Grade Level Teams, Data Teams and full staff.
- Curriculum based classroom measures examined and analyzed by individual teachers, EBIS Team, Grade Level Teams and Data Teams.
- Staff discussion of Prioritization of Needs that will be finalized in the fall of 2014-15

3. *Strengths and Areas in Need of Improvement: Summarize the key findings of the comprehensive needs assessment, which includes the key strengths and areas of need. This section must be based on data gathered across the Five Key Dimensions in your comprehensive needs assessment.*

The summary of key findings of our comprehensive needs assessment gathered across the Five Key Dimensions:

Student Achievement

Strengths:

- Grade 5 science scores (72% meets/exceeds) is +3% above the state scores (69% meets/exceeds)
- Grade 3 readings scores (72% meets/exceeds) is +4% above the state scores(68% meets/exceeds)
- Grade 3 math scores (76% meets/exceeds) increased 5% over last year's scores (71% meets/exceeds)
- Grade 3 math scores (76% meets/exceeds) is +15% above the state scores (61%)
- Grade 5 math scores (56% meets/exceeds) +9% above last year's math scores (47% meets/exceeds)
- Kindergarten EasyCBM has 87% meets/exceeds and 0% high risk.
- AYP was met for all subgroups for the past three years.
- Scores in OAKS and EasyCBM are similar to the other district elementary school.

Areas in Need of Improvement:

Improve reading achievement/instruction:

- Oaks scores declined in reading in grades 3, 4 and 5.
- Grade 5 scores are in the high 50% meets/exceeds and have trended downward for three years.

- Grade 4 reading (72% meet/exceeds) is very close to state scores (74% meets/exceeds) .
- Grade 5 reading scores (58% meets/exceeds) is -11% below state reading scores (69% meets/exceeds)
- Grade 5 math (56% meets/exceeds) is -4% below state math scores (60% meets/exceeds)
- We are not meeting the goal of 80% of students at or above grade level in reading in EasyCBM grades 1-5

Improve math achievement/instruction:

- Math scores on OAKS are low in grades 4 and 5. We need to review the core math program, have additional professional development, and develop a plan for progress monitoring and locate/develop/review math interventions.
- Grading practices are inconsistent. We need to work toward more common and explicit grading practices/policies so that we have a consistent way to report student achievement and behavior.
- We have some inconsistent data agreements, protocols, scoring and specific items,

Improve Data Systems

- We need a database (MIM) or system that consistently shows student assessments from our core reading and math programs which can be used to monitor student progress on classroom measures and make instructional decisions to help student growth.

School Context and Organization

Strengths:

- An effective PBS system is in place with low levels of minor/major referrals.
- Attendance program – “Cool in School” is in place to foster good attendance.
- EBIS targets behavior including attendance and addresses chronic absence and tardies
- Met AYP in attendance for the last 4 years.
- All teachers and paraprofessionals are highly qualified
- Yearly school improvement plan use data to create specific goals, outcome measures and strategies to achieve goals.
- High staff stability with an average of 17 years teaching. Fifty percent (50%) of teachers hold Master’s Degrees or higher level of education.

Areas in Need of Improvement:

- There is a continued need to address students with chronic absences and tardiness.
- We need to collect data to determine if current system of phone calls and letters home are effective to address chronic absence/tardiness. Additional research is needed to develop effective protocols for dealing with attendance issues.

- We need to develop a phone tree/emails with the N.E.W. PTA so that parents can quickly be contacted when necessary.
- We need a new parent/student survey to be given in spring.
- There is a need to disaggregate data to monitor and track new students in reading and math who move into the school.

Curriculum and Instruction

Strengths:

- Instructional assistants spend majority of time directly working with students.
- Grade level teams work together to foster consistency within grade level and meet grade level standards.
- Began Common Core State Standards (CCSS) mapping.
- Core reading program is research based with lesson plans tied to Common Core State Standards.
- Each grade has a scheduled minimum of 90 minutes designated for reading and additional time for interventions.
- Reading Walk-through professional development tool used to give feedback to teachers
- Each grade has a scheduled minimum of 60 minutes designated for math.
- Teachers have been trained to score writing samples.
- Teachers have internet ready desktop computer and access to document camera and projector.
- Full computer lab with a minimum of 60 minutes of time per week for each class using educational programs and learning to type.
- A research based core reading program and interventions are utilized.
- Consistent improvement in using reading data to inform teaching

Areas in Need of Improvement:

- Need research based math assessments and interventions.
- Need to continue to work on CCSS alignment and curriculum mapping.
- Need to update district K-5 writing plan with protocols for grade level writing assessments.
- Need more research based reading interventions to target specific student needs (i.e. comprehension or fluency)
- Better communication and correlation of student reading instruction in core and interventions.
- Fully implement the RTI reading walk-through tool.
- Insure that core curriculum is aligned horizontally/vertically with Common Core State Standards (CCSS).
- Targeted quality professional development to support instruction.
- Need to update reading assessment agreements, protocols, timeline, etc.

Professional Development

Strengths:

- All teachers and paraprofessionals are highly qualified. The school only recruits new staff members that are highly qualified.
- Teachers and paraprofessional have input and help design professional development.
- Staff in special programs (Special Education, and Title I) attend the same trainings in specific intervention programs and instructional strategies.
- High quality trainings have been available or offered and some degree of implementation support has occurred.
- Several opportunities for professional development within and outside the district.

Areas in Need of Improvement:

- Updated and revised school professional development plan, which will support and complement the Schoolwide Plan.
- Math instruction professional development
- Writing instruction professional development
- Classroom management professional development
- Develop system to further improve implementation of professional development in good teaching practices including peer observation, peer coaching, and identifying teacher leaders to support others.
- Continued professional development opportunities in common instructional strategies and curriculum with emphasis on student learning.
- Fully implement and continue to revise the RTI observation form. This will include each teacher receiving an observation at least 3 times per year.

Family and Community Involvement

Strengths:

- Regular “Family Night” meetings (at least 5 times per year) for parents and families at our school providing opportunities for to develop community and gain oral and written feedback on school issues, including, our Schoolwide Plan.
- Annual Title I parent meeting with opportunities to learn about and help make decisions on the Title I program.
- The N.E.W. PTA (Elmira’s active parent group) assists the school with various projects and fundraising to support programs. Teachers and principal attend meetings and join in the collaborative efforts.
- Parent representation on site council and Schoolwide Planning Committee (when possible).
- Current website information, reader board, specific leaflets on activities sent home with students, teacher newsletters, individual meetings and phone calls are used to communicate with parents.
- Many school volunteers both consistent and drop-in that serve classrooms and library.

- Community based support and connections in the school (i.e SMART reading program at Elmira).
- Fundraisers and Community Building Activities such as Harvest Carnival, Auction/Variety Show, Family Fun Nights
- Intermediate Science Fair
- Math Carnival (new this year)
- Open House/Ice Cream Social
- Community gives school supplies
- Use of facilities by sports and other community organizations

Areas in Need of Improvement:

- Redesign and administer parent survey to evaluate parent-teacher communication, including the effectiveness of parent-teacher conferences and report cards.
- Develop and foster community partnership by attending organizations meetings and notifying community organizations on opportunities to volunteer and current school needs in school programs such as SMART reading program.
- Increased parent/family involvement during school day.

4. Attach the Data Collection Worksheets, the Data Analysis Worksheets and the Prioritization of Needs Worksheets at the end of your written plan.

Prioritization of needs were finalized with staff and parents at Schoolwide, Site Council and Staff meetings the end of 2013-14 school year

5. *After reviewing your areas of need, specifically looking at academic need of subgroups and the other Key Dimensions, state the SMART (student-centered and specific, measurable, attainable, realistic, and time bound) goals for the school.*

- **By June 2015, at least 75% of K-2 students at Elmira Elementary School will achieve benchmark level in reading as evidenced by spring EasyCBM data.**
- **By June 2015 at least 30% of 3rd-5th grade students at Elmira Elementary will meet or exceed in reading as evidenced by the 2015 Smarter Balanced reading assessment.**
- **By June 2015 at least 30% of 3rd-5th grade students at Elmira Elementary will meet or exceed in math as evidence by 2015 Smarter Balanced math assessment.**
- **By June 2015, we will provide an intervention to all students who are absent or tardy more than 15% (7 or more days) of a term (without an appropriate reason such as illness/religious, etc.) and set individual goals**

for these students to improve attendance. We will use **e-School data as evidence of improvement.**

- **By May 2015** we will **increase parent and family involvement** at Elmira Elementary School by holding **five or more Family Nights** throughout the year with **at least 40 families attending.**

Inquiry Process

Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. NCLB emphasis is in reading and mathematics.

1. **Briefly describe the process the staff and planning team used to**
 - **identify possible reasons for the identified needs**
 - **identify possible solutions and strategies to address these reasons.**

The Schoolwide Planning Team, EBIS, grade level and whole staff meetings continually look at our data in relation to our goals. We also make adjustments to use of resources, curriculum and teaching strategies. By carefully analyzing the data coupled with observations of learners, the needs become obvious. After we realize a need SWPT and EBIS in particular brainstorm strategies to address the student needs in terms of curriculum, increase learning time, altering classroom instruction, etc.

The discussions about the Schoolwide Plan are expanded at site council, grade-level, staff and parent meetings (NEW PTA) with each group piggybacking on the work of the Schoolwide Planning Team by asking questions, interpreting data, and hypothesizing reasons, and identifying solutions and strategies. The SWPT then incorporates feedback from the various groups.

The priority needs provided direction for the inquiry process. The needs and solutions or strategies led Schoolwide Planning Team members to professional resources qualified to provide high-quality support. The SWPT further also used research, articles and documents about needs, solutions and strategies selected. Overall, the team sought out the best research based solutions and strategies they could find to incorporate into the Schoolwide Plan.

- **receive input from the whole staff and the parents during this process.**

Grade level teams, EBIS and whole staff meetings get ongoing updates on student data as it relates to our goals. PTA has two teacher liaisons and the principal that

provide information to the parent group. During discussions all the groups have the opportunity to give input, suggestions and ideas to promote student achievement.

2. Describe how the staff:

- ***studied and investigated best practices and research***

The SWPT studied and investigated best practices and research in several ways. The teams reviewed publications from the U.S. Department of Education and other professional sources including:

- NCLB law relating to Title I regulations
- Federal and State Title I policies
- Parental Involvement Tool kit from the Oregon Department of Education website
- Oregon Department of Education Publication “Planning Guidance for Teacher Professional Development”.
- The Final Report of the National Mathematics Advisory Panel, The U.S. Department of Education, 2008
- Common Core State Standards for Mathematics 2010
- Achieve the Core
- NY Engage
- NCTM (National Council of Teachers of Mathematics)
- National Mathematics Advisory Panel
- Math curriculum interventions – Math Triumphs, Touch Math, etc.
- IRA/ORA (International Reading Association/Oregon Reading Association)
- National Reading Panel
- Oregon Department of Education website resources such as Common Core State Standards
- Florida Center for Reading Research
- Institute of Education Services (IES) Practice Guides
- What Works Clearinghouse
- Boise State University article,
<http://csi.boisestate.edu/Improvement/Attendance%20Article.pdf>
- American Psychological Association
- School district websites
<http://www.clevelandschools.org/grs/info/Nerren/DPrevention.pdf>

We investigated best practices by consulting local resources and other knowledgeable professionals including:

- Education Northwest
- Lane ESD
- Oregon RTI

- Copies of School-Parent compacts from Title I directors in districts in Lane County
- University of Oregon, Oregon Reading First Center
- University of Oregon, EasyCBM
- Research Base of Effective mathematics Instruction, McGraw Hill math concepts
- Professional Journal articles in reading and math
- International Reading Association local affiliate Emerald Empire Reading Council

After reviewing research and recommendations, the SWPT determined which approaches best met the priority needs and which solutions and strategies would likely be effective within the school context, resources, etc. The team brought information to the staff which added or modified the proposals.

The solutions, and the effectiveness of the solutions, are included in Section 3

- ***visited and contacted successful schools and programs***

Team members contacted people associated with successful programs including:

- For example, Education Northwest provided research and support for 6+1 Writing
- Contacted Tigard-Tualatin for RTI, EBIS systems materials
- Contacted Gresham for RTI and reporting systems materials
- On-line research
- Conferences to meet specific needs

3. Summarize how your solutions match your priority needs.

| Priority Need | Solution |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Student Achievement</u> Increase the number of students meeting reading benchmark standards (as indicated by easyCBM).</p> | <ul style="list-style-type: none"> • Review/refine our reading program by analyzing data from progress monitoring, benchmarks and classroom data to determine effectiveness and shortcomings of the core reading curriculum • Implement enhancements to the reading core that meet students' needs by filling gaps in the core. • Use walkthrough tool to improve instruction • Professional development in best practices • Implement successful instructional strategies |

| | |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Provide curriculum/interventions to meet student needs • Create a system for core curriculum assessment data in reading to enable the data to be easily accessible for instructional decisions. |
| <p><u>Student Achievement</u> Increase number of students meeting math benchmark standards (as indicated by EasyCBM)</p> | <ul style="list-style-type: none"> • Review/refine core math program • Create CCSS curriculum map • Professional development in best practices including classroom management • Increase use of manipulatives and teach to conceptual understanding • Use school wide math facts program • Implement successful instructional strategies • Utilize Engage NY curriculum • Develop measures to monitor math progress in the core and interventions. • Contact successful schools to inquire about math progress monitoring tools that they use successfully. • Investigate/research effective math interventions • Research and implement effective math interventions • Meet with other school in the district and agree with math core monitoring tests, protocols and time to use. • Review and update data agreements, protocols, scoring and specific items, • Create a data base of core curriculum assessment data for math to enable the data to be easily accessible for instructional decisions. |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>School Context and Organization</u> Reduce absences/tardies for those students with chronic absence/ tardiness</p> | <ul style="list-style-type: none"> • Evaluate data and strategies to reduce the number of students with chronic absences/tardiness. (Phone calls and letters home) • Contact PBS resources to gather information on successful attendance programs used in Oregon or country • Attend PBS conference to gather additional resources/ideas to address this problem • Instigate a check-in/check-out system for students with chronic attendance/tardiness targeting that behavior • Instigate parent conferences and/or home visitations with families of students who have chronic absence/tardiness • Correlate the data with our PBS activities to see if we can better meet our needs in this area. • Research other successful programs |
| <p><u>Curriculum and Instruction</u> Improve support for students in reading and math by providing additional support in classrooms.</p> | <ul style="list-style-type: none"> • Utilize paraprofessional support in classrooms in small groups and interventions. • Carefully align master schedule and paraprofessional schedules. • Paraprofessionals supervised by highly-qualified teachers. • Acquire supplementary materials as needed to meet diverse learning needs • Improve communication of student instruction in core and interventions • Research additional reading interventions to meet student needs • CCSS yearlong grade level map |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Curriculum and Instruction</u> Update the current school schedule to include dedicated time for instruction in reading and math consistent across grade level and increase time where necessary.</p> | <ul style="list-style-type: none"> • Review and organize materials and resources to evaluate the effective use of available resources during scheduled times. • Coordinate technology programs to match classroom instruction scheduled time in the computer lab. • Create a schedule based on grade level needs. |
| <p><u>Professional Development</u> Create and implement a professional development calendar to support the Schoolwide Plan</p> | <ul style="list-style-type: none"> • Decide what the PD needs will be based on the data collected. • Incorporate principles of implementation of sustained and ongoing PD. • Create a PD calendar for our school with topic, possible providers and approximate dates of implementation. • Tie PD to Schoolwide goals and School Improvement Plan |
| <p><u>Family and Community Involvement</u> Increase community and family involvement with consistent and regular communication and outreach.</p> | <ul style="list-style-type: none"> • Use family friendly language in school communication • Update and administer parent survey • Utilize school website for ongoing and current information and updates • Attend community events, organizations, programs to foster relationships and advocate school volunteering and support • Have at least five Family Nights – Family based nights where students and their families come and are engaged in activities such as: Math games, Literacy Activities, Science projects, Arts & Crafts, etc. Incorporate a system for parents and community member to discuss, ask question and give feedback on school issues. |

Instructional Program/School Reform Strategies

All students are expected to meet the state’s challenging standards. Students who experience difficulty will be provided timely, effective, additional assistance. Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

1. Describe the key components of the research based instructional program that the school will implement which have been determined to address priority needs.

Elmira’s priority needs will be met using these strategies and research-based principles:

| Instructional Need Being Addressed | Strategy Description | Research-based Principle | Research Source |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve student achievement in reading | <ul style="list-style-type: none"> • Review and refine core reading program • Best practices observations by peers and administrators • Peer Observations for effective teaching/learning • Grade Level agreements – curriculum, assessment and instruction protocols • Standardize grading policies. • Establish reading routines to maximize learning time • Create a database of core curriculum assessment data for both reading and math • Increase student learning in small groups through additional | <ul style="list-style-type: none"> • Big ideas in reading • Comprehension key to reading • Vocabulary instruction • Formative and Summative assessment to inform teaching • Effective questioning • Graphic organizers • Explicit instruction • Environmental effects on learning • Reading/writing connection • Brain-based learning • Engaged learning • Routines/procedures • Higher level thinking • Time on task | <ul style="list-style-type: none"> U or O Reading First Program International/Oregon Reading Association (IRA/ORO) Florida Center for Reading Research What Works Clearinghouse Oregon Dept. of Education US Dept. of Education Institute of Education Services (IES) Practice Guides Northwest Regional Educational Labs Lane ESD, University of |

| | | | |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>paraprofessional support in classrooms.</p> <ul style="list-style-type: none"> • Establish a schedule to increase the use of paraprofessional support in the classroom during student contact time. • Organize and share existing supplementary and intervention materials across grade levels. • Create collaboration and communication through the grade levels in regards to reading instruction. • Targeted Professional Development of best practices • CCSS curriculum map | <ul style="list-style-type: none"> • Smooth and effective transitions • Using data based decision making • Effective small group instruction | <p>Oregon (U of O), Pacific University personnel</p> <p>Peer Reviewed journals and publications</p> |
| <p>Improve student achievement in math and develop measures to monitor math progress and interventions</p> | <ul style="list-style-type: none"> • Review the core math program • additional professional development • develop a plan for progress monitoring • locate/develop/review math interventions • Contact successful schools to inquire about effective math progress monitoring tools that they use • Develop measures to monitor math progress in the core and interventions • Investigate/research best practices and interventions in math • Improve math instruction through additional | <ul style="list-style-type: none"> • Inquiry based learning • Concepts based learning • Brain based learning • Engaged learning • Higher level thinking • Data based decision making • Formative/Summative Assessment • Effective small group instruction | <p>The Final Report of National Mathematics Advisory Panel, U.S. Dept. of Educ., 2008</p> <p>Research Base of Effective Mathematics Instruction, McGraw Hill</p> <p>National Council of Teachers of Mathematics</p> <p>Quality Education Model Report, State of Oregon, 2010</p> <p>US Dept of Education resources</p> <p>Local resources – Lane ESD, U of O, Pacific University staff</p> <p>Peer reviewed journals, and</p> |

| | | | |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>paraprofessional support in classrooms.</p> <ul style="list-style-type: none"> • Establish a schedule to increase the use of paraprofessional support in the classroom during student contact time. • Organize and share existing supplementary and intervention materials across grade levels. • Create collaboration and communication through the grade levels in regards to math instruction. • Implement effective math intervention • Review/refine core math program. • Meet with other school in the district and agree with math core monitoring tests, protocols and time to use. • Coordinate technology used in lab to complement math instruction in the classroom • Create a data base of core curriculum (Math Connects) assessment data for math to enable the data to be easily accessible for instructional decisions | | <p>publications</p> |
| <p>Increase learning time through reduced chronic absence/ tardiness</p> | <ul style="list-style-type: none"> • Update school policy on absence/ tardiness and publish in the Elmira Elementary School handbook • Update letter for parents that addresses absences/tardiness | <p>Chronic absences/ tardiness contributes to high school drop out rate, which lowers wage earning ability.</p> <p>PBS research based effective strategies</p> | <p>Professional Articles and journals American Psychological association: http://www.clevelandschools.org/grs/info/Neuren/DPrevention.pdf Boise State University</p> |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Evaluate data and strategies to reduce the number of students with chronic absences/tardiness. (Phone calls and letters home) • Contact PBS resources to gather information on successful attendance programs used in Oregon or country • Continue check-in/check-out system for students with chronic attendance/tardiness • Instigate parent conferences and/or home visitations with families of students who have chronic absence/tardiness | | <p>article: http://csi.boisestate.edu/Improvement/Attendance%20Article.pdf Parental Involvement Toolkit, Oregon Department of Education</p> |
| Professional learning for teachers and paraprofessionals that is identified in our school PD plan created to help us implement our Schoolwide Plan. | Provide ongoing and sustained PD in the following areas: <ul style="list-style-type: none"> • Using data from the core reading and math programs to refine instructional needs • Effective small group instruction • Differentiated instruction • Correlation of Instructional strategies between specialists, paraprofessionals and teachers • Best practices in reading and math • Effective reading and math interventions • Parental Involvement and developing school-home partnership • Common Core State Standards | Build PD on a clear statement of teacher learning needs. (Data) Specify the intended professional learning outcomes and indicators it addresses of the identified need. Specify learning activities and follow-up Specify how the PD will be evaluated to determine it was implemented and had the desired outcomes in classrooms with students. | Oregon Department of Education's publication "Planning Guidance for Teacher Professional Development" |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student support in attaining academic achievement through increased parent involvement, clarity of communication and support at home and through volunteer programs in the school.</p> | <ul style="list-style-type: none"> • Look for ways to foster two way communications between home and school such as teacher webpages. • Find ways for parents to be more easily involved at school, i.e. Workstudy grants, traveling family nights, GED classes. • Initiate school-family communication and interaction through Family Nights. • Utilize school website for current information and updates • Update and administer parent survey | <p>Homework serves as an important review of concepts and skills that are taught in class, teaches responsibility, and teaches the skill of time management.</p> <p>Parental involvement in child and adolescent education generally benefits children's learning and school success.</p> <p>Communicating effectively with parents is one of the most important things we do as teachers because parental involvement positively affects student learning.</p> | <p>\ Homework: A Nightly Ritual Beginning in the Elementary Grades, Skaggs, Ann-Marie, 8/2007</p> <p>Examining the Underutilization of Parent Involvement in the Schools, School Community Journal, 4/2003</p> <p>Parent – Teacher Interaction for Student Success, Judith A. Thompson & Kathy S. Hulley, 11/1997</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Overview of Reading Program: (Goal to increase number of students at or above grade level standards as indicated by EasyCBM scores)

- Reading curriculum currently aligned vertically and horizontally across grade levels and includes big ideas in reading
- CCSS addressed in curriculum including ELA shifts
- Teachers to review and refine core to meet student needs
 - Utilize feedback from University of Oregon's Reading Research Center
 - Grade level teams to articulate curriculum, instructional and assessment protocols
 - Peer observations and Principal walk-throughs to support implementation of best teaching practices
- Maximize learning environment through PBS expectations and incentives, establishing routines and procedures, etc.
- Grade level teams to refine and standardize grading
- Dedicated minimum of ninety (90) minutes of reading in classroom
 - Paraprofessional support for 20-30 minutes for small groups designed to meet needs of all readers (not just those below grade level)
 - Paraprofessionals will review and practice reading skills taught
 - Ability for grade levels to use a walk to read model for 30 minutes of 90 minute reading block as selected by grade level teams in order to meet student needs
 - Teachers to use research-based strategies such as: explicit instruction, brain-based learning, engaged learning, higher level thinking, and increased time on task
 - Daily Five, Café, other literacy based activities used in 90 minutes

- Create data base to include classroom reading curriculum based measures to be used to pinpoint student needs for Tier I or Tier II interventions
- Tier I – classroom based 90 minute minimum instruction with additional small group (push-in) support for 30 minutes
- Tier II – Targeted interventions designed for specific reading needs with some students getting additional 30 to 60 minutes of targeted instruction (pull-out). Tier II can happen within classroom or by specialist.
- Individualized Instruction (formerly Tier III) – plans to meet student needs after multiple Tier II interventions.

Although Elmira has a strong core reading program that is aligned vertically and horizontally and includes the big ideas in reading, the Schoolwide planning process helped to point out how to improve the effective programs in place and bolster weaknesses. The intent of this proposal is to continue to improve effective practices already in place and add or modify other parts to meet the goals outlined.

Each grade level will continue with a minimum of 90 minutes of dedicated reading time. The teachers will further review and refine the core to meet the specific needs of the students and achieve the goal of 80% or more students at or above grade level. The grade level teams will utilize the feedback given from the University of Oregon's Reading Research Center and other research based strategies pinpointed through the Schoolwide planning process. The teachers will focus on research based strategies such as explicit instruction, brain-based engaged learning, higher level thinking, publications and books (i.e., Daily Five and Café) and increased time on task. The learning environment will be enhanced to maximize learning with strategies such as PBS based behavioral expectations/incentives and establishing routines and procedures. Peer observations and Principal walk-throughs will help sustain and imbed the defined practices in the Schoolwide plan. The EBIS (Effective Behavioral and Instructional Support) team will use data collected to target specific needs of students and provide appropriate interventions. A system that includes classroom data will help identify particular interventions to help students become good readers. The grade level teams will work together on curriculum, assessment and instructional protocols. The teams will also standardize their grading and homework policies.

The school will continue the model of Tier I, II and Individualized Interventions (formerly Tier III) with some modifications as resources allow. Students will continue to get a minimum of ninety (90) minutes of reading instruction in the regular classroom with the new additional support using paraprofessional for thirty (30) minutes of that that time so that all students will get instruction supporting reading, not only those below grade level. Grade level teams may decide to use a walk to read model in that thirty minute block. The paraprofessionals will be able to work with a small group to review and refine the reading skills that have been taught. This will be a push-in delivery model. In addition, there will be some Tier II targeted interventions both in and out of the regular classrooms using Title I specialists and paraprofessionals. The targeted interventions will be for 25-30 minutes in length with

small groups of students working on same specific skill areas of need. Finally, very specific and highly organized Individualized Instruction will take place for those students who are not making progress after multiple interventions. All instruction and interventions will be research based best reading practices. Throughout the program the intent is to have the most skilled people working with the neediest students.

Overview of math program: (Goal to increase student math achievement as evidenced by OAKS scores)

- Dedicated minimum of sixty (60) minutes math in the classroom
 - Paraprofessional support for 20-30 minutes for grades 2-5
 - Paraprofessional to assist students individually or in small groups to review and practice math skills taught
- Review current available math assessment (formative and summative) measurements such as easy EasyCBM, etc.
- Exploring best practices in math – inquiry based learning, concepts based learning, NCTM guidelines, brain-based and engaged learning, higher level thinking
- Research and utilize effective math interventions
- School wide math facts program
- Coordinate math instruction with computer time for practice of skills

The school is just beginning to develop plan for addressing student needs in math. The first step to find effective math assessment tools to figure out what students need and use that data to implement effective interventions. The plan is to review and gather or develop effective math assessments and develop a system to show data collected. Exploring best practices in mathematics teaching and learning and researching effective interventions are also components of the Schoolwide Plan. After these first steps are in place, reviewing and refining the curriculum and implementing effective interventions will follow.

Each grade level will have a dedicated block of sixty (60) minutes in math. To best utilize resources, grades 3-5 will have priority for support to assist individuals or small groups to review and practice math skills taught in the classroom. If any resources are available both K,1,2 may have math support in the classroom. Some Tier II pull out intervention may be better use of resources that will be determined in the fall of 2014.

Overview of reduction of chronic absence/tardiness

Elmira has a current attendance program called “Cool in School” which is monitored by the PBS (Positive Behavior Support) team. It encourages students to come to school and be on time ready to learn. This program has multiple facets. It rewards students with individual and class rewards for attendance on a daily or monthly basis. For example, the classroom with the best attendance for a month is given a reward (this month it’s ice cream bars). The attendance data is displayed so that all

students can see it. Each quarter there is an assembly with a drawing that included students who have not been absent or tardy at all (0,0,0 students = gold) and for those who have three or fewer absences, tardies or leave earlies (silver) in a quarter. Guest speakers come and talk about themselves and the importance of being on time and on the job. Certificates are given to all students who meet the three or fewer criteria. Individual classrooms have additional incentives. The PBS team will continue to implement and improve the "Cool in School" program. Although this program works for the most part, it does not tell the whole story.

Elmira has good overall attendance and meets AYP, but digging deeper into the data revealed that a small number of students are chronically late or absent from school. These students tend to be our highest at-risk students/families. We want to address this issue to be sure that all students are here at school and ready to learn.

The Principal and Site council will create updated version of the school policy on absence/tardiness which will be reviewed and accepted by all staff. This will be included in the school parent handbook. The Principal and PBS team will investigate successful strategies used in other schools to address chronic tardiness/absences and implement those that make sense for the context at Elmira. PBS support resources both at Lane ESD and the University of Oregon will be contacted. If possible, staff members will attend the PBS conference in the spring in order to gather other ideas to address this problem.

Currently a letter is sent home to parents about chronic tardiness/absences. There are two different letters that may be sent to parents. One letter states the problem and encourages the parents to promptly correct it. The second letter is firmer and states the expectations that students are required by law to attend school. The Principal will update these letters. The principal also calls parents of students with absence/tardiness problems and will continue this process. The Schoolwide plan will also have the Principal go a step further and have face-to-face conferences and/or home visitations with families of students who have chronic absence/tardiness.

Finally, a check-in, check-out system for individual students will be implemented. Students with chronic absence/tardiness will be assigned to a caring adult. Each morning and end of day the student and mentor will meet for a brief check in about beginning the day or how the day went. The intent is for this student to have a consistent time with a caring adult to encourage the student.

Overview of parent and community collaboration

The focus on improving student achievement will be reflected in all communication with families and community. Teachers will be looking for improved ways to communicate such as technology based methods, weekly summaries, or student reflections. The school now has a school page on the Fern Ridge website that will be used to post current information and updates. Elmira will continue with a SMART reading program at the school that has community members coming into the school

and reading with students. Bringing families into the school is another part of the Schoolwide plan. Family Nights will have families come and engage in activities together as a school community.

3. *Attach a suggested school instructional schedule, including how the mathematics and reading instructional program will be organized and delivered in your whole school.*
(See attached schedule draft)

The school schedule will have each grade level with a dedicated 90 minute block of time for reading and a 60 minute block of time for math. Intervention pull-out times will be scheduled as needed.

Reading

Tier I: The classroom teacher will give instruction to whole group and small groups designed to reinforce learning. Some grade levels will have push-in support for 25 minutes of the reading block, dedicated to provide small groups for students needing extra support to reinforce reading skills. The grade level team, including the principal and the Title I teacher, will decide on the reading model.

Tier II: In addition, time will be allotted for interventions as needed per grade level. The pullout time will be prioritized based on student needs, serving highest needs students first. There will be an emphasis on providing the youngest students to ensure they are successful at meeting early reading skills benchmarks. However, support for new students and other high needs students will also be considered. It will be necessary to modify and adjust schedule throughout the year.

Individualized Interventions (formerly Tier III): Students not progressing after multiple interventions will have a specific plan designed for reading achievement.

Math

In math, grades 3-5 will be given first priority for support. Some grades will have push-in math support. Other resources will be dedicated based on the highest needs and with consideration of our Schoolwide Plan. Any additional resources will be allotted to support grades K-2 in descending order (2,1,K). In math, interventions will be researched and implemented as they are vetted and acquired.

Student Assessment of Progress

Frequent and ongoing assessments to determine student progress help determine how the schoolwide plan is meeting the student needs. The assessments that will be used need to be determined with teachers involved in decision making and the implementation of the assessments.

1. Use the following chart to describe the Student Assessments which will give staff on-going data regarding student progress:
 - a. give the grade level to be assessed
 - b. give the appropriate content area
 - c. give the full name of the assessment
 - d. when will it be given
 - e. how will staff be trained to give it
 - f. how and when will staff use the information to guide instruction

SMART goals are listed in Part 5 of our Comprehensive Needs Assessment. These assessments will help us measure our progress towards our goals

| Grade Level | Content Area | Assessment Name and Description | Frequency of Assessment | How will Staff be Trained | How/when will Staff use the Information to Guide Instruction |
|-----------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kinder | Reading | EasyCBM Letter Names Letter Sounds Phoneme Segmentation Word Reading Passage Reading Fluency | Benchmark all student 3 times a year. (Sept, Jan, May/June) Progress Monitor all some and high risk students in Oct, Nov/Dec, Feb, Mar, Apr All students may be progress monitored | Yearly trainings are arranged for staff members involved in testing at Fall District In-service. In addition, Title I teachers help train | Information will be available for Effective Behavior and Instructional Support team (EBIS) and Grade Level teams and individual teachers to identify student needs and plan how to meet those needs |
| 1 st | Reading | EasyCBM Letter Sounds Phoneme Segmentation Word Reading Passage Reading Fluency | Benchmark all student 3 times a year. (Sept, Jan, June) Progress Monitor all some and high risk students in Oct, Nov/Dec, Feb, Mar, Apr All students may be progress monitored | Yearly trainings are arranged for staff members involved in testing at Fall District In-service. | Information will be available for EBIS and Grade Level teams and individual teachers to identify student needs and plan how to meet those needs |
| 2 nd | Reading | EasyCBM Phoneme Segmentation Word Reading Passage Reading Fluency Vocabulary Reading Comprehension | Benchmark all student 3 times a year. (Sept, Jan, June) Progress Monitor all some and high risk students in Oct, Nov/Dec, Feb, Mar, Apr All students may be progress monitored | Yearly trainings are arranged for staff members involved in testing at Fall District In-service. | Information will be available for EBIS and Grade Level teams and individual teachers to identify student needs and plan how to meet those needs |

| | | | | | |
|-----|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 3-5 | Reading | EasyCBM Phoneme Segmentation Word Reading Passage Reading Fluency Vocabulary Reading Comprehension | Benchmark all student 3 times a year. (Sept, Jan, June) Progress Monitor all some and high risk students in Oct, Nov/Dec, Feb, Mar, Apr All students may be progress monitored | Yearly trainings are arranged for staff members involved in testing at Fall District In-service. | Information will be available for EBIS and Grade Level teams and individual teachers to identify student needs and plan how to meet those needs |
| K-5 | Reading | Core Placement Test | September of each year | District Professional Development | Used to place students within levels of the core reading program. |
| K-5 | Reading | Core Comprehension Tests | Bi-weekly minimum | District Professional Development | Used to differentiate reading instruction (comprehension) in core and interventions |
| K-5 | Reading | Core Oral Reading Fluency Tests | Monthly minimum for some and high risk students (may test benchmark as needed) | District Professional Development | Used to differentiate reading instruction in core and interventions |
| K-5 | Reading | Core Weekly/Unit tests | Mid point and end of unit | District Professional Development | Used to differentiate reading instruction in core and interventions |
| 3-5 | Language Arts/ Reading/ Writing | Smarter Balanced | 1 attempt per year | Fern Ridge School District yearly trainings | Used to assess strength school's reading program. |
| 3-5 | Math | Smarter Balanced | 1 attempt per year | Fern Ridge School District yearly trainings | Used to assess strength school's math program. |
| K-5 | Math | Core Placement test | September of each year | District Professional Development | Used to place student within levels of the core math program. |
| K-5 | Math | Core Unit test | End of unit | District Professional Development | Used to differentiate instruction during ma |
| K-5 | Writing | Elmira Elementary School Writing Test | 2-3 times a year depending on grade level | Collaboration meetings with district elementary schools, | Used to differentiate instruction within writing time. |
| K-5 | Behavior | Schoolwide Information Systems (SWIS) | Entered weekly – major and minor behavior referrals | School Professional Development with PBS Team | Used to track data on overall schoolwide behavior and use this information to plan PBS systems to |

| | | | | | |
|--|--|--|--|--|--------------------------------------------------|
| | | | | | improve behavior to enhance learning environment |
|--|--|--|--|--|--------------------------------------------------|

2. Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers give assessments in curriculum based measures and on EasyCBM so they are familiar with the instrument and how their students are doing. Title I staff gives benchmark EasyCBM assessment when a 1:1 ratio is required. Title I staff also inputs data and prints reports.

The information gathered from formative and summative assessments is used by teachers individually, in grade level team meetings and during EBIS meetings with the intent of improving student achievement. The teachers analyze the data in relation to goals and determine if additional instruction or assessment are necessary.

Teachers have been integrally involved in decisions regarding the use of academic assessments. They use reading information gained from EasyCBM benchmarks and progress monitoring as well as reading core data in grade level discussions and at EBIS meetings. Teachers help make decisions about individual student needs and continually evaluate the instructional strategies and programs being used. Part of our Schoolwide plan includes using curriculum based assessments at each grade level.

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.

Reading:

EasyCBM benchmarks will be administered to students K-5 three times a year (September, January, May/June). This data will be used by the EBIS team to identify students most at risk for having difficulty in reading and not reaching benchmark goals. EasyCBM progress monitoring assessments will be used with students who are at some and high risk (benchmark students may also be monitored).

Core reading assessments will be administered monthly and bi-weekly as per district wide agreements between the two elementary schools. The data from these assessments will be used at weekly EBIS (each grade level meets every six weeks), at grade level meetings and by individual teachers to identify students with significant difficulty in reading and those who may need additional reading support.

Additional reading assessments, such as phonics screeners and comprehension tests, will be used to clarify specific student needs. OAKS Reading Assessment results from 2013-14 will be used as additional data for instructional decisions.

Teacher observations and independent work skills will also be considered when considering student needs.

Students at each grade level will be monitored at grade level EBIS meetings within a six week period of time in order to receive timely assistance and support.

The system will be:

Tier I – Classroom instruction with additional push-in support within a 90 minute block.

Tier II – Interventions tailored to student needs based on student data.

Predominantly pull-out, may be led by classroom teacher, specialists or paraprofessional.

Individualized Intervention (formerly Tier III) – Specific plan to meet individual student's need that will be comprised of any combination of time/strategies/interventions based on data.

Math:

EasyCBM math assessment will be given three times a year at benchmarks.

Teachers may also use math progress monitoring as needed with students who are at some/high risk.

Core math assessments will be used regularly in the classroom and grade-levels to identify students who may need additional assistance. We will be searching for research-based effective math assessments and interventions next year.

OAKS Math Assessment results for 2013-14 will also be used as additional data for instructional decisions.

Teacher observations and independent work skills will also be considered when deciding what students need to succeed.

The Schoolwide plan for math is still at beginning stages. To begin, extra support for the core program will be given in the classroom for grades 3-5 (additional classroom support may be available for K,1,2 depending on resources). The classroom teacher will have staff members working with a small group or individuals. In addition, some pull-out support may be implemented. The EBIS team will address

those students who need support and what interventions will be used using a similar method as is used for reading. The problem is that Elmira does not have researched based assessments and interventions in place. Staff members will research assessments and interventions in the first year(s) of the Schoolwide plan. In addition, teachers will review, refine and strengthen the core program.

2. Describe how timely assistance and services will be provided for your struggling learners.

The tiered system at Elmira that is reviewed every six weeks per grade level by the EBIS team includes:

Tier I – the core reading program and assessment for all students with additional in class small group support

Tier II – the core reading program/assessment and additional interventions of a minimum of 25 minutes per day for students who are not making adequate progress as shown by collected data. Students may have one or two intervention times per day as decided by the team and based on what the student needs. Interventions are matched to student needs based on data. A minimum of six weeks of intervention is tried before making a program change. Interventions may be done in classroom or by specialist. The intention is for most skilled staff to work with neediest students.

Individual Intervention (formerly Tier III) – a specific program to address student needs after two Tier II interventions have been tried.

Timely assistance will be provided to students struggling with reading in small skill and need based groups. EBIS grade level team meetings will determine specific student needs, intervention to be used, and the grouping of these students. EBIS meetings occur once every six weeks for each grade level. These reading intervention groups will take place in the general education classroom, Title I or Special Education classrooms, depending on student needs and resources available. Paraprofessionals will assist in providing timely interventions under direct supervision of teachers.

Math support will be initially provided in the classroom. As the Schoolwide plan is further implemented, math interventions will be identified and used. Students' needs will determine the level of intervention and/or services necessary to help the students be successful. A similar system as the one used for reading will be used.

Note: New students will be tested within two week of arrival at the school. The data will be considered at the next grade level EBIS meeting.

3. Describe services for the following special populations:

- **how services will be provided for your special education students;**
- **how services will be provided for your English Language Learners;**
- **how services will be provided for your migrant students; and**

- ***how services will be provided for your homeless students***

Services will be provided to special education students in accordance with their Individual Education Plans (IEPs). These plans are developed by the Special Education teacher, with parent and classroom teacher input. Special Education students have access to extra support from school staff as needed and indicated in their IEP. They may receive interventions in the classroom, pull-out and/or in the Special Education classroom.

English Language Learners receive services in the classroom through differentiated instruction using SLOP strategies. Additional services are also available through school staff as needed as well as the district ELL teacher. Currently there are minimal ELL students at Elmira Elementary.

For homeless and migrant students, our district Homeless/Migrant Liaison informs the staff of services available for students. If a student's circumstances indicate a student may be homeless, we will consult with our liaison. Students who fit within this category receive all educational services and interventions available to support their learning.

Professional Development

Professional development must be of high quality, on-going, and sustained for all staff, principals and paraprofessionals.

- 1. List the professional development activities the school will engage in to implement the Schoolwide Plan. If the team has created a professional development calendar include the calendar in the back of your plan.***
 - 1) Training for paraprofessionals in small group instruction and management strategies. This training will be provided by Southern Oregon RTI center and other high quality PD leaders as well as other certified teachers. Embedded support will include peer observations with the use of feedback form for the small groups.
 - 2) Training for all staff in effective small group instruction and management. This training will be provided by high quality PD leaders as recommended by other districts, ODE, universities, etc.. Embedded support will include peer observations with the use of feedback form for the small groups.
 - 3) Training in best teaching practices in reading and math. Areas to include brain-based/engaged learning, explicit instruction, vocabulary instruction, reading-writing connection, graphic organizers, concepts based learning, inquiry based learning, use of manipulatives, engaging skills practice, and partner learning. All professional development will be vetted to be sure it's high quality, research-based and effective. All professional development will include a component to implement and sustain the practice with students.

- 4) Training in new adopted core reading curriculum for grades 1-3.
- 5) Continued training in 6+1 writing by Northwest Educational Labs
- 6) Peer observations and use of walk-through tools.
- 7) Training in Family Involvement, School-Family compact and homework policies will be provided by Lane ESD and Oregon Dept. of Education resources. On-going data and information will be provided through staff and parent evaluations and input.
- 8) Training for principals on evidence that PD is being implemented in the classrooms will be provided by organizations such as Southern Oregon RTI center and University of Oregon. Ongoing support for principals will be available through the RTI center or University of Oregon.
- 9) Visit successful schools using our core reading program to help in reviewing and refining our core reading program, which will increase the number of students reaching Benchmark in EasyCBM.
- 10) Training to use data to evaluate student programs, including the reduced quantity of instruction due to on-going absences/tardiness.
- 11) Visit successful schools using a Schoolwide model to help implement our plan. The plan will help all students to succeed.
- 12) Grade level team meetings to promote sustained implementation of instructional recommendations.
- 13) District elementary level school meetings for teachers to collaborate on instructional issues which include practice, planning, implementation, and assessments.

The district has a PD planning team and includes members from Elmira Elementary. The site council also has input for PD. A PD calendar is attached.

2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.

- 1) (Curriculum and Instruction) Increased time in classrooms for paraprofessionals. Training on management strategies and small group instruction will help paraprofessionals provide more explicit and direct instruction, as well as how to manage small groups and provide motivational teaching to students. These efforts will help improve student achievement.

- 2) (Student Achievement) High quality teaching has been shown to be a major indicator of student success. Small group instruction allows for tailoring to specific student needs.
- 3) (Student Achievement) Implement current best research based teaching practices is an on-going professional development need in order to affect student achievement.
- 4) (Student Achievement/Curriculum & Instruction) Implement current best research based teaching practices is an on-going professional development need in order to affect student achievement.
- 5) (Student Achievement/Curriculum & Instruction) Implement current best research based teaching practices is an on-going professional development need in order to affect student achievement.
- 6) (Professional Development) Peer observations and feedback is effective tool for imbedding practice.
- 7) (Family and Community Involvement) Increasing parental involvement – Expansion of our school’s parental involvement plan, including a revised School-Parent compact, will result in more involvement of parents in their children’s education. Student achievement will be affected as parent have more input and learn more about standards and expectations for students.
- 8) (Student Achievement) Staff development needs to be supported and implemented with students. This principal training will provide tools for supporting on-going implementation of good teaching practices learned in staff development settings.
- 9) (Student Achievement) School visits provide teachers with an opportunity to observe best practices in our core reading program. They also are given time to collaborate with peers in order to improve instruction in the classroom.
- 10)(School Context and Organization) Collect data on students with chronic tardiness and increase the efficiency and ability of teachers to use this data to guide instruction.
- 11)(Comprehensive to include all priorities listed) Getting our Schoolwide model implemented next year and continuing to refine our systems will help all students succeed.
- 12)(Student Achievement/Curriculum and Instruction) Grade level agreement and collaboration will improve consistent instruction and improve student learning.

13) (Student Achievement/Curriculum and Instruction) District collaboration on teaching and learning will increase student achievement.

3. Describe the on-going and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

The following tools will be used to ensure staff is effectively implementing the learned instructional skills and strategies from our on-going and embedded professional development:

- **Principal walk-throughs (Principal will conduct a minimum three walk-throughs per teacher, per year)**
The current Principal has been trained in walk-throughs, observations and is a certified CRIS trainer. All future principals will be trained in the use of these tools as needed. The principal will use a checklist from the core reading program and other sources to ensure that instructional curriculum and strategies are effective. The Principal will communicate with teachers to share observations and notes. The Principal will conduct walk-throughs at least twice a month for each teacher. No specific scheduling is required.
- **Collaborative Grade Level Teams (A minimum of one per month)**
Time is provided for grade-level collaboration after school at least once per month. Many grade level teams meet frequently before and after school. Teachers use this time to discuss instructional strategies and problem solve together.
- **Peer observations and feedback (Each teacher will receive and give a minimum of one observation per year)**
The principal will provide release time for teachers to leave their classrooms and observe peer teachers. This time may be creatively created by having cross-age activities, principal teaching the class, or other viable way. During this time, teachers will have specific goals and expected outcomes for their observations, including viewing implementation of PD instructional strategies.
- **Professional Learning Communities (all staff will participate)**
Learning together and supporting each other to meet all the needs of all students would be our goal. We will read, discuss, implement, support, edit, revise, and renew.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. ***Attach the signed Principal Attestation Form that assures all teachers and paraprofessionals are Highly Qualified or on a plan to reach Highly Qualified status.***

A copy of the Principal Attestation Form is attached.

2. ***Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.***

The school only recruits and hires Highly Qualified teachers and paraprofessionals by including that information as part of the posting description. The district requires that applicants must be HQ under NCLB guidelines. The district also looks for additional skills and training that will help students succeed such as second language experience or special needs experience. Fern Ridge utilizes multiple marketing resources such as University contacts, web based advertisement and job fairs. In addition, first hand knowledge of possible new hires may be used. For example, the school recently hired a new teacher who was previously a student teacher and then a regular substitute. Her work was of a consistent high quality. She was familiar with the students, the school environment, student achievement expectations, and curriculum. The school not only obtained a highly qualified teacher, but someone who had experience in the school's context and could easily integrate into the school.

3. ***Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.***

The school offers competitive salary and benefits, allocates funds for professional development (attendance at conferences, seminars, and/or other educational programs) and provides a new teacher induction program to help retain highly qualified teachers.

The principal is involved in orienting, training, observing and mentoring new teachers. New teachers are given a survey to describe their needs and invited to meetings with other new staff. Paraprofessionals receive training in the intervention programs currently used in the school and receive regular feedback from their supervising teachers. They receive training at school and also through the district.

Both elementary schools in the district are of similar socio-economic status so that there is no particular need to focus on one high-need school over the other.

Family and Community Involvement Strategies

Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.

1. Describe the key strategies planned to increase meaningful family involvement that is designed to enhance home-school partnerships and improve student learning. Include these strategies in the Action Plans.

- Increase community use of the school building with before and after school clubs and groups. These will include a Montessori preschool program, math tutoring club and parenting and GED classes.
- Family Nights – Events held at the school. We have survey data to show what parents want to do on these evenings. Ideas generated by the staff include: Family Fun Night, Math/Science Activities, How to Read with your Child, Guest Speakers on parenting, behavior, modern times (cell phone, computers, etc), Online Educational Games
- Yearly Title I meetings
- Presentation of Schoolwide plan at PTA meeting in spring
- Plan available on school website
- Parent Survey(s) – Given yearly. The results of a survey may lead us in a direction to help strengthen the home-school connection.
- Re-evaluating parent conferences – see if they are effective and how to improve
- Upgraded Elmira Website – improve communication
- Volunteers – have trainings so that parents who volunteer will be better prepared to help their child at home
- Parents included in pertinent meetings pertaining their child even if they have typically not been present
- Parent representation on Site Council, SWPT, facilities and other school teams
- Welcoming school environment from when parents walk in the door. Encourage visits, volunteers, feedback, give support and share information.

2. Describe the strategies or process used to include parents in decision making and evaluation of the Schoolwide Plan and/or other school related programs.

We have included parents in all aspects of program development and evaluation. One of the tools that we use is the spring Family Survey that will be updated for use in 2014-15. The results from the survey are analyzed and provide valuable data that influences decisions in our school. We also have parents represented on the site council and Schoolwide Planning Committee. We have an active PTA, parent volunteers and a new program called Family Nights where our principal and staff members meet with families to discuss issues, invite feedback, give information or engage in an activity. We also share progress on our Schoolwide Plan and goals at a School Board meetings and PTA meetings.

3. Describe the process used to meet with parents of students who have not met academic standards.

The process to help students who have not met academic success involves parents during each step. When academic concerns arise, parents are contacted by phone or come in for individual meetings with teachers. Different grade levels provide specific information to parents about student progress. For example, fourth and fifth grade students may take home daily agendas. After students are assessed, parents are given data from easyCBM and core assessments for reading, scored writing sample and/or math placement and testing information. Parents also receive data on academic progress at Parent-Teacher conferences or at meeting with the teacher. Teachers or parents may indicate a need to meet and discuss student progress in order to plan strategies for improvement.

Elmira uses an RTI system to address reading needs. Children are screened using core reading assessments, easyCBM, other appropriate screeners and teacher/classroom data. Every child is monitored to be sure they are on the path to meeting grade level standards. All students are assessed in September, January and May/June.

Every six weeks or so the EBIS team, comprised of classroom teachers, Title I teacher, Special Education teacher, school counselor and principal meet and use a process to identify students not meeting the standards and plan a systematic, effective intervention group. Students are monitored to see if interventions are working. That intervention continues for a minimum of six weeks. At the next meeting, the team re-examines the student's progress and makes decisions about the effectiveness of the program. After at least two interventions, and where team feels the student is not making adequate progress, they will initiate a multi-disciplinary team meeting which includes parents and the EBIS team. This team will make another more individualized plan to address the student's reading need. This team will re-meet after four to six weeks to evaluate student progress. The team may decide, at that point, that specialized testing is appropriate.

Elmira plans to begin a similar system for math as research based assessments, curriculum and interventions become available. Currently, the classroom teacher and parent work together to address student needs in math.

4. Identify the date and the agenda for the annual Title I-A meeting.

The date for the annual Title I parent meeting in 2013-14 year will be June 17, 2014.

The agenda will be:

- Overview of Schoolwide Title Program
- Present and Review EasyCBM Benchmark Testing Data and OAKS results.
- Present an update of the Schoolwide Plan and Schoolwide goals for 2014-15

Give opportunities for questions, feedback and input

- Present current School-Family Compact and Parent Involvement Policy for any revisions (this will be done in the fall of 2014 as well).

5. Describe community collaboration and partnerships that enhance student achievement.

The local and surrounding communities are involved in enhancing the education of our students.

- The Natives program provides tutoring and cultural identification programs and activities for children of Native background.
- The Oregon Country Fair Foundation provide a yearly arts based grant which is designed to support arts based programs in the local area. Elmira has received thirteen of these grants.
- SMART Reading program
- Idaread Annual program
- Dental Bus
- The Sheriff's Department, Bureau of Land Management, and Fire District #1 provide educational programs for our students.
- The Rotary Club allows each first grade student to select one book they choose from a selection. These books are given to the students to keep.
- The Fern Ridge Library is a highly active literacy advocate with many programs in the evenings, weekends and summer to support reading.
- Higher Education – University of Oregon, Pacific, Northwest Christian University all place student teachers and practicum students with our teachers. The students work with students to provide more support for learning as they fulfill their university requirements.
- Local and surrounding businesses provide prizes for our students so we can reward good attendance, appreciate positive behavior, and highlight academic excellence.
- We also work with our preschools to develop public school based skills and to provide easy transitions for our future students.
- We also encourage community members to be involved volunteers in our school.

6. Briefly describe the process used to develop and implement the school/parent compact.

The School-Family compact and the Family Involvement Policy were reviewed by parents and staff in fall of 2013 during Open House. The current policies were printed and parents were asked to review, edit and add anything they felt was missing or needed to be changed. Several examples from other districts were on hand to gather ideas in content and format. The final draft was a synthesis of the feedback. It should be noted that there were few changes suggested by parents. In addition a parent survey was administered and the data has been being used to implement and address parent ideas and concerns and changes.

7. ***Attach a copy of the school/parent compact in relevant languages to the back of your plan.***

2013-14 School/Family compact is attached.

8. ***Attach a copy of the School Title IA Family Involvement Plan.***

School Title IA Family Involvement Plan is attached.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. ***Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate. Head Start, EvenStart, Oregon Pre-Kindergarten must be addressed, if applicable.***

Our Schoolwide Plan will coordinate transitions for preschool children into primary grades.

Head Start: No children from Elmira are currently attending Head Start. If children attend in the future they would go to the Head Start located in Junction City. We contacted them and we will coordinate with them in the future as needed.

Fern Ridge Child Development Center: Students who transition into our school also come from the Fern Ridge Child Development Center. Plans to coordinate with them include asking FRCDC if the kindergarten teacher could visit in the spring to meet students who will be coming to Elmira and provide them with information on our kindergarten program.

Special Needs (EC Cares/ Early Education Program): The kindergarten teacher and specialists coordinate visits and transitional meetings to ensure a smooth transition into kindergarten.

Kindergarten: A Kindergarten Round-Up and Kindergarten Orientation is held every spring for incoming parents of kindergarten students. At that meeting an overview of the school, the kindergarten program and other pertinent information is shared with parents. Parents are given enrollment paperwork to fill out and leave with the secretary. In addition, early in the school year there is a Open House where parents come and hear about curriculum, tour the school and gather information necessary for their child to succeed. Parents and kindergarten students come in small groups for the first week of school. They meet with the

Kindergarten teacher and are given an opportunity to acclimate to the school environment. Our school provides all Kindergarten students with extra support early in the school year in order to develop reading skills.

2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

We send reading and math information for 5th grade students to the middle school counselor. This includes EasyCBM reading data that shows their progress K through 5. The 5th grade “fly-up” program gives students the opportunity to meet the teachers, visit the school and prepares them for the transition to 6th grade. The middle school principal also meets with fifth grade students as a means of giving information and developing a familiar figure of authority.

3. Describe on-going coordination with other community programs and agencies that support transitions for students.

We have ongoing interaction with preschool community programs and agencies to support transitions of young students into kindergarten. The community programs that our school coordinates with are EC Cares and Early Education Program. We work together on student transitions in spring of each year. Plans for transitions students are made through phone calls, meetings and visitations. There are no other community programs and agencies we work with to support student transitions.

Coordination and Integration of Services and Programs

Schoolwide Plans are expected to use flexibility to integrate services and programs with the aim of upgrading the entire educational program.

1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this Act (i.e., migrant programs, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).

Elmira currently has Special Education, Title and free/reduced lunch programs. As outline in the Schoolwide Plan, we intend to monitor all students and create a learning environment that utilizes resources (regardless of funding source) to support all students to meet high standards. We have planned a structured, yet flexible system that serves all students. In fact, the Schoolwide Plan will allow for greater integration of the federal, state and local program in order to improve the educational program.

The district has a Homeless Student coordinator and utilizes Lane ESD for support with migrant education as a part of a consortium. Elmira currently has few migrant or homeless students. Elmira does not receive any Title IC (Migrant) funds.

Title IIA supplements professional development

No students currently attend Head Start but Elmira will coordinate with Head Start of Junction City if there are students coming to Elmira.

A Native American program has provided after school tutoring for qualifying students at Elmira Elementary as well as other culturally based activities and programs through a Lane ESD consortium. Elmira does not receive any Title VII (Native American Education) funds.

The Fern Ridge Community Library coordinates with our school to support the Oregon Battle of the Books (OBOB). We also coordinate with them in an effort to disseminate information about the library's summer reading program as well as other services they offer that would be beneficial for students.

The Lion's Club provides the service of checking students' eyes and hearing each year. These screenings help the school identify students who may need support in these areas.

The Lane Arts Council has provided after school and summer arts programs through a federal grant. During the summer of 2010 they coordinated with our Title I Summer School on the same school campus.

Food for Lane County provides lunches in the part during the summer. Although it occurs during the summer, it is a valuable nutrition program for our students. Information about this program is available at our school.

2. Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district school improvement efforts.

In our district we have had enthusiastic support from the superintendent, Title I coordinator, principals, other administrators, district data coordinator, and central office staff. The district provided time, expertise and feedback on our plan. We have worked with the other elementary school staff, which is also completing a Schoolwide Plan, to share ideas and research and coordinate some efforts. We have supported each other and plan to continue and increase staff collaboration. Both Schoolwide Plans dovetail with district goals which center on improving student achievement and increasing community involvement. We are also able to coordinate our professional development plans with the district so that it becomes a synchronized effort. The board and superintendent expressed a strong commitment to supporting our Schoolwide plan.

Some examples of the support we receive on an ongoing basis:

The district technology department created space on the district server for a drive for access to information. In 2014-15 there will be an EBIS drive for teachers and team members to access information.

The District's Administrative Assistant to the Superintendent and district data coordinator provided school and district data and information. They read our Schoolwide Plan and provide feedback.

The Title director provides guidance for our Schoolwide Plan. She also contacts the Oregon Department of Education if additional guidance is needed. District guidance and support will be ongoing.

We are including activities and/or strategies in our plan to coordinate with other district school improvement efforts. Our district has goals for improvement contained in the District Continuous Improvement Plan.

On-going Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan.

1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.

A Schoolwide team will guide the process to annually evaluate the effectiveness of the Schoolwide plan. This team will be representative of the all stakeholders in the school including the Principal, teachers, specialist, parents and community members. In September the Schoolwide team will review the SMART goals and Action Plans for the year. The Schoolwide team will help keep the plan and goals visible and a pervasive part of decisions to affect student learning. Data on the SMART goals and Action Plans will also be collected and analyzed throughout the school year. Reports on progress, or any changes, will be made available to stakeholders, along with opportunities for input. In the spring, the Schoolwide team will review the plan for effectiveness based on data collected, goal attainment, feedback from school staff, parents and community and ideas or suggestions. The Schoolwide plan will be an evolving, changing, growing map that uses the specific contextual data to makes the most of resources we have to serve students.

Student progress will be evaluated extensively after each Benchmark in Data Team meetings. In May/June, an evaluation will be conducted to analyze progress on SMART goals and Actions Plans. They will be revised or new goals and plans written as appropriate. These will be reviewed by the district and their input will be

included. Revised copies of the Elmira Elementary Schoolwide Plan will be kept at the school and at the district office and posted online.

2. Describe who will be involved in the evaluation/review and how they were selected.

The Schoolwide team will lead the process but will include the Site Council and school staff to participate in the review. Parents will have opportunities to be involved through the monthly Family Nights, PTA meetings held in our school, an open door policy, Schoolwide Committee membership and via the school surveys or questionnaires.

The Schoolwide team will be selected based on participation in Schoolwide planning or interest and willingness to serve. A rotation of staff members would be a priority so that everyone gets thoroughly familiar with the Schoolwide Plan and its implementation. The goal would be to have all stakeholders represented such as the Principal, primary and intermediate teachers, Title I and Special Ed teachers, paraprofessionals, parents and community members. The Site Council is an elected body voted by staff and parents. PTA members, other parents, members of the community are generally self-selected or staff members may encourage or ask someone to join.

3. Describe what process will be in place to ensure that revisions are completed and that staff and district have been informed of any changes.

The principal along with the Schoolwide Planning Team will be in charge of collecting data on the SMART goals and Action Plans. The Schoolwide Planning Team will conduct a thorough analysis of data and goals in order to annually review and update the plan as needed after gathering comments and responses from staff, parents, district and community. The principal will be responsible designate person to update documents and make changes in the Schoolwide Plan. Updates to the plan will be communicated and made available to the district, school staff, parents and the community.

4. Describe how the district will be informed of the school's progress and changes in the plan.

A new and update Schoolwide Plan will be available yearly, in the fall, to the School Board and Superintendent to receive feedback.

Fiscal Coordination

Schoolwide Plans may consolidate most federal, state and local funds to provide services.

1. Complete the Schoolwide Program Budget Summary in the Worksheet Section. All sources of funds to the building need to be included on worksheet.
2. Provide a brief budget narrative explaining how all funds listed in the Schoolwide Program Budget Summary will be used to support the Schoolwide Plan. Please be specific in what the funds will be used for.

Directions for developing the Action Plans

The Schoolwide Program Action Plans must be based on the results of the needs assessment and the inquiry process. The Action Plans can serve as effective tools for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals.

It should also assist in the implementation of the Schoolwide Plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

The Action Plans will become the school's comprehensive school improvement plan that is required by the district each year. Each year the plan will be updated and submitted to the district.

All the information to complete the Action Plans may be found in the Schoolwide Program Worksheet document.

Include the following additional worksheets (found in separate documents) at the back of the Schoolwide Plan.

Data Collection Worksheets

Data Analysis Worksheets

All Prioritization of Needs Worksheets

Action Plans

Schoolwide Program Budget Summary

Other attachments are referenced in the Written Plan Template.