

NEEDS ASSESSMENT SUMMARY

All schools receiving ESEA Title I-A funds must perform a comprehensive needs assessment at the

DATE OF LAST NEEDS ASSESSMENT:

STUDENT DEMOGRAPHICS: Who are our students?

Describe the students you serve. How have your student demographics changed over time? What trends are you seeing? How is your school serving students who have been historically underserved by the system?

Since 2017-2018 the enrollment of the elementary school has declined from approximately 425

DATA EXAMINED: What data did we look at?

Articulate the multiple measures of data reviewed during the needs assessments. This can include

Data that was reviewed included: School enrollment, student attendance, i-Ready test scores, state

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IDENTIFIED STRENGTH AND NEEDS: What is the story our data is telling?

Describe the results of the comprehensive needs assessment. What are the strengths and needs of the students the school serves? How has this changed over time? What are the barriers, and root causes, that students in the building face? What opportunities and strengths exist that can be utilized to support the school's academic, social, and other goals?

Regarding strengths, we have learned that our students truly care about their school, their teachers,

ENGAGEMENT IN PLAN DEVELOPMENT: Who was engaged in this process and how?

Following the results of the needs assessment, describe who was engaged in the development of the schoolwide plan. Which community members (e.g.; students, staff, families, tribal leaders, and tribal organizations) were included?

The GES leadership community and staff were involved in the development of the School Wide

GOALS AND ACTIVITIES

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

Definitions

Goals: Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, and families.

Activities: Describe the actions to support the goal.

Measures: Describe how the effectiveness of activites will be evaluated.

GOAL/OUTCOME 1:

GSD Strategic Plan: Equity... through inclusive practices, we leverage our diversity to establish opportunities for all.

GES Goal: Develop intentional and systematic reading, ELD, and SPED interventions that support every student exceeding typical student growth in i-Ready reading and ELPA testing.

Activities	Measures
<p>Hive Time- daily 30-minute reading intervention with every student participating in a small group with Really Great Reading lessons.</p> <p>ELD- daily 30-45-minutes English language development intervention with every student (including non-English learners) in small groups with EL Achieve lessons.</p> <p>SPED- all IEP service minutes provided through both push-in support in the classroom and pull-out support in the learning resource center providing both Tier II</p>	<p>iReady reading diagnostic data English Language Proficiency Assessment (ELPA)</p>

Professional Learning

Really Great Reading training

EL Achieve training

GES data team professional learning communities (PLC)- discussing reading and ELD data every 6 weeks

early release Wednesday building and district professional development (PD)
professional conferences

GOAL/OUTCOME 2

GSD Strategic Plan: Excellence... students achieve from high expectations and staff modeling grit, perseverance, and a love of learning.

GES Goal: Implement adopted K-5 curriculum with fidelity with each classroom following the district-approved scope and sequence for the curriculum.

Activities

Master Schedule- collaborative process for teachers to help build schedule that has designated time for each curriculum
Admin Walk-Throughs- frequent admin visits to each classroom to observe the lessons in each content area
TalentEd Observations- admin will use informal and formal observations to give feedback on the effectiveness of the curriculum adoption

Measures

district-approved scope and sequencemaster schedule and class room schedule content block

Professional Learning

virtual curriculum training from publisher
early release Wednesday building and district professional development (PD)

GOAL/OUTCOME 3

GSD Strategic Plan: Community... we gain unity through our shared generational values.

GES Goal: Provide opportunities for families to engage with the school through frequent and high-interest parent nights, assemblies, field trips conferences, and family activity nights.

Activities	Measures
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<p>Parent Informational Presentations- parents will be invited to multiple presentations at school (e.g. home support for kinders, healthy technology use, safety etc.).</p> <p>Assemblies- several student recognition assemblies will bring parents to the school to recognize the great work of their students</p> <p>Field Trips- every grade will go on two field trips and parents will be recruited to help as chaperones</p> <p>Family Activity Nights- monthly evening activities that allow families to engage in fun activities at the school (e.g. art night, Dia de los Muertos, health fair, winter concert, board game night, coding night, STEAM night, makers night, talent show, and field day).</p>	<p>family attendance at activities Youth Truth parent survey GSD Equity Community Survey parent</p>
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Professional Learning

COSA New Principals Academy community engagement sessions
South Metro STEM Partnership team meetings
GSD admin meetings to discuss events

FAMILY ENGAGEMENT

Engagement with families is a critical component to school planning and meeting school goals. Families,

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

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

Families were not engaged in the initial development of this plan. There has not been strong parent

Section 2: What are the steps the school takes to remove barriers to participation?

Describe how the school removes potential barriers to ensure authentic participation by all parents/guardians and families.

Communication with families in their home language(s)

GES communicates with parents in both English and Spanish. This includes fliers, emails, social media posts,

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

Parent presentations or student recognition assemblies are scheduled early in the morning so families can

Online Presence: What is available for families on our website? Is our Title I-A plan online?

GES has a website managed by the district director of technology but it is not updated very often and still has some outdated information. The school needs to redesign and reimagine how the website is being used and what information is posted there. The principal manages an active Facebook page where the school posts announcements, reminders, and photos from student events and family activities. This social media presence is used to promote the school in the community (especially considering the district is in the process of working to get a bond passed) as much as it is to communicate effectively with families. Additional staff will be invited to contribute to the Facebook page and the school will create similar social media accounts on Instagram and Twitter if parents report that they use these platforms more frequently.

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

No. Gervais is a very small community and many families can arrive to the school walking if they are unable to drive. Transportation is provided for students participating in our after school programs, but transportation has not yet been provided to families coming to open house, parent conferences, or evening events.

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

No, but each of the evening family activities have been designed for the entire family with activities for little kids.

Section 3: Continuous engagement plan in other Title I-A required aspects

Family engagement is a critical component of Title I-A programs and families should be engaged throughout the year and have a voice in the activities that the school undertakes to support the strengths and needs of the community. The following are additional requirements of Title I-A schools:

Annual Title I-A Meeting:

All Title I-A schools must host an annual meeting with families to discuss the schoolwide plan, inform families of their rights under Title I-A, and discuss opportunities for involvement in school activities.

What do we share with families at the annual meeting? How do we communicate about opportunities for family involvement in school activities?

We have not had an annual parent meeting this year to discuss the schoolwide plan. As we develop a site council in 2023-2024 with a parent organization to help with events and activities, we will also plan this annual meeting to discuss the schoolwide plan. There will be an open invitation for any family to join the meeting and it will be an opportunity to share the vision and goals for the school and to build a stronger partnership with families to work and collaborate together to achieve these goals.

Family/Student/School Compact:

The compact is a shared understanding of how families, students, and school staff are all responsible for assisting students in academic achievement.

How are families involved in the design of compacts? How are compacts discussed with families and students?

GES has not developed a school compact yet under the leadership of the new principal. There is a detailed Parent-Student Handbook 2022-2023 that outlines expected student behavior, general policies, and emergency notification systems. These handbooks are shared with every family in either English or Spanish to best communicate with families the school expectations.

Building Parent/Guardian Capacity:

All Title I-A schools must provide a variety of opportunities and activities to support families in supporting their student's learning. This should include both in person events and resources for home activities.

What are the strategies we use to help families support their student's learning?

Every communication with parents (whether in-person or virtual) should be positive and empower them in their central role in the child's education. Every communication is also a chance to educate parents and support them in this role. GES uses kinder roundup, school registration, open house, parent pickup and dropoff, parent presentations, student recognition assemblies, parent conferences, parent meetings, and home visits as an opportunity to help parents their student's learning. We want parents to feel like they belong in our school too. We use our website, social media platform, newsletters, and fliers to have additional opportunities to share positive messaging and support for parents.

ANNUAL PLAN REVIEW

Purpose: Title I-A schoolwide plans should be reviewed and updated annually. This review is part of a continuous improvement process and should include all members of the school community.

Review Date: May 10, 2023

Reviewing our Plan: Who was at the table?

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

The GES leadership committee will meet to review the School Wide Planning Form GES 2022-2023 and the

Looking Back: How did we do?

Where did we meet or exceed our goals? What do we still need to work on? How do we know?

Looking Forward: What's next?

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