

## NEEDS ASSESSMENT SUMMARY

All schools receiving ESEA Title I-A funds must perform a comprehensive needs assessment at the school level to review the strengths and needs of the students the school serves, including identifying the barriers that students who have been historically underserved experience. The needs assessment should inform the goals of the school level plan. ODE recommends a school to conduct a needs assessment at least once every three years. This tab asks for a brief summary of the results of this needs assessment and the process that the district used to conduct the needs assessment.

### DATE OF LAST NEEDS ASSESSMENT:

### STUDENT DEMOGRAPHICS: Who are our students?

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

Since 2017-2018 the enrollment of the middle school has declined from 234 students to the current enrollment of 194. This is a decrease of 40 students or 17%. Of the 194 students 153 or 79% are Hispanic. Only 12 or 6% are Russian Old Believers. This has greatly decreased in the past few years due to the fact they started their own school in the community. The number of SPED students have increased over the last several years. The middle school has 2 half time ELD teachers and 4 instructional assistants who all speak Spanish.

### DATA EXAMINED: What data did we look at?

Articulate the multiple measures of data reviewed during the needs assessments. This can include student outcome data (academic, behavioral, programmatic), systems data (e.g. ORIS indicators) and perception data. Did this provide a comprehensive view of the school and community as well as the opportunities and challenges that should be addressed in a school wide plan?

Data that was reviewed included: School enrollment, i-Ready test scores along with state assessments, and referral data. This did give basic data on the school, but believe community information could have been more comprehensive.

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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?

Strengths - The students care about each other and the school. It is a close knit community with many of the community related to one another. Generations of families have grown up and still live in the area. Many of the children that currently go to school had parents who attended the same school. Some barriers are generational poverty, low education, few job opportunities close by, and lack of home computers/technology. The school is the center of the community. It brings people together. It is not only the educational center but sports, and social activities.

### **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 school wide plan was developed by district staff: teachers, IA's, counselors, administrators and a few parents. Getting parents involved is a challenge and has been for many years. Parents work long hours and do not have access to day care to be able to attend meetings in the evening.

## 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:

Students in sixth through eighth grade at Gervais Middle School will attain 100% Typical Growth (TG) in reading informational text, as measured by iReady diagnostic assessments. TG, per iReady, is the average annual growth for students at that grade following their beginning -of-year baseline placement level.

#### Activities

All language arts classes dedicate one day per week to use of iReady. Each grade spends between 30-45 minutes on those days on iReady, allowing each student to learn at their pace. Additionally, one day per week, students read informational text and discuss it in their elective class.

#### Measures

Diagnostic testing through iReady is done three times a year: September, January, and May.

#### Professional Learning

A two-hour professional development training was provided in September '22 titled "Getting Good Data with i-Ready" (hosted by iReady trainers). In the beginning of February (the start of 2nd semester) a second i-Ready training took place ("Assessment and Personalized Instruction"), also hosted by iReady personnel. Finally, the school district's TOSA for Curriculum, Teaching, and Learning assists teachers at all levels in understanding and leveraging iReady data to influence their instruction and student growth towards reading informational text.

**GOAL/OUTCOME 2**

Gervais Middle School students in sixth through eighth grades will be utilizing BASE, the district's adopted Social Emotional Learning curriculum, during advisory period every week.

**Activities**

Once time per week, advisory class has all students work on lessons involving Social Emotional Learning. The curriculum, BASE, covers subjects such as anxiety, depression, and healthy relationships. The student lessons are interactive and require a demonstration of learning on the part of the student.

**Measures**

Advisory teachers keep track of the BASE lessons that students complete. There is a week-to-week schedule for the curriculum lessons.

**Professional Learning**

The counseling staff at the middle school has received extensive BASE curriculum training, which allows them to push into classrooms and support teachers, as needed. Furthermore, the staff have received training on how to use BASE, and when needed, and there is a teacher's manual that goes with the curriculum to help with each lesson.

**GOAL/OUTCOME 3**

All Gervais Middle School students in seventh and eighth grade will improve their math grade level on iReady by at least one grade level during the 22/23 school year.

<b>Activities</b>	<b>Measures</b>
In the seventh and eighth grade math classes, students are using iReady in every class. Every student is spending approximately 30 minutes a week doing lessons at their own pace and ability.	Three times a year (Sep, Jan, and May), diagnostic testing is done to determine present levels of each student in math. These scores are used as the measurement metrics to determine if students are advancing in level(s) or not.

**Professional Learning**

A two-hour professional development training was provided in September '22 titled "Getting Good Data with i-Ready" (hosted by iReady trainers). In the beginning of February (the start of 2nd semester) a second i-Ready training took place ("Assessment and Personalized Instruction"), also hosted by iReady personnel. Finally, the school district's TOSA for Curriculum, Teaching, and Learning assists teachers at all levels in understanding and leveraging iReady data to influence their instruction and student growth in math.

## FAMILY ENGAGEMENT

Engagement with families is a critical component to school planning and meeting school goals. Families, Parents and Guardians, should be included in the planning process of the schoolwide plan and in other Title I-A funded activities. This tab is used to document the engagement efforts conducted and underway.

### **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?

Gervais Middle School developed this plan based on feedback from school administration, licensed teachers, classified staff members, and parents. This was done over the course of several meetings, both in person, virtually (Zoom), and through emails. Site council meetings throughout the rest of the year will facilitate additional parental involvement in the ongoing development of this plan and the plan for the 23/24 school year.

### **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)**

All communication is done in both English and Spanish. Each week a newsletter is put on the website and sent through email to each middle school family about the upcoming activities for the school.

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

The school makes sure important events such as educational fairs, health fairs, conferences, and celebrations are in the evenings when parents and families are able to attend. The events take place at the school, which is a central location for the community.

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

Weekly Newsletters, contact information, school calendar, athletic information, student handbook, SafeSchools online information, bell schedules, iReady information, lunch menus, support for families, and student and parent portals with important links to school and district resources.

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

Yes, the district has a bus system to pick up students to bring them to school and return them home. If students are identified as houseless, a bus route will be created to take them to school and home (even if they are out of district).

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

During the most meetings or activities, the district provides free-of-charge childcare. For any events when childcare is not provided, those events have events designed for parents and children to participate together.

### **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. This is a priority for Gervais Middle School.

#### **Annual Title I-A Meeting:**

The district Director of Student Services hosts 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. This

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

At the annual Title IA meeting, parents learn about the core elements of the district's Title IA program, different ways in which parents can be involved in both the district and the middle school's Title IA program, and district contact information if parents want to learn more about how to participate. The district communicates family involvement opportunities in a number of ways: school website, social media, phone calls, emails, flyers in the front office foyer, an electronic readerboard outside the school, and a parent newsletter that is prepared weekly.

#### **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?**

Compacts are discussed with families during in-service week (Back to School Night) and at the Title IA Parent Information meeting. From both of those events, any information shared by the parents to improve the nature of the compacts is earnestly considered and the documents amended, as applicable. Individual building site counsels also have the opportunity each year to discuss compacts and suggest amendments.

#### **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?**

Access to all curriculum material is provided through the district website, and parents are encouraged to view it and ask questions to support learning at school and at home. Parents have access to teachers through messenger apps (i.e., ClassDojo), as well as through Parent-Teacher conferences twice a year. Evening tutoring is offered and parents are invited to support their student's learning by participating along side them during these events.

## ANNUAL PLAN REVIEW

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

**Review Date:**

### Reviewing our Plan: Who was at the table?

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

The middle school building principal met with various Language Arts and Math teachers about iReady. The school counselor took a survey of the teachers about BASE and got information concerning that curriculum. Students were also asked about BASE and it's value to their emotional health. The district superintendant is very supportive of both BASE and iReady, and we will continue to work collectively (staff, students, and parents) to impliment both with a high degree of fidelity. Even though parents, as members of the school site council, have had an oppportunity to review this plan, our goal for the 23/24 school year is to increase parental involvement in all aspects of our school's decision-making processes, including this one.

### 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?

For the Language Arts and Math goals half way through the school year the data is looking good. Every student set a goal to reach by the end of the school year. Each student has taken two diagnostic tests: the second being half way through the school year, and 95% of the students have met or exceeded at least one of their half yearly goals and a large percentage met have already met their yearly goals. At this point, we still need to continue doing iReady every week and doing the informational reading in both advisory and the elective classes. I think we need to work on doing the informational reading in the electives with more structure and consistency. It is easy to be working on the elective projects and forget to set them aside to focus on the reading once a week.

### Looking Forward: What's next?

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

We especially need to continue with the Social Emotional Learning goal. Students are really struggling with emotions, fears, working with others, social media, etc. It is difficult to focus on school work if you are struggling emotionally. The iReady mid-year scores are looking good. Once the students do the state testing (May) and we can compare the results, decisions will be made whether iReady is helping the students fill those educational gaps or not, and how we can adjust accordingly to achieve greater growth and achievement during the 23/24 school year..