Henry L Slater Elementary School

Title 1A School Wide Plan

2023-2024

| **CONTACT INFORMATION** |
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| School: | Henry L Slater Elementary School | School Year: | 2023-2024 |

| **PLANNING TEAM** |
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| Name | Role |
| Stephanie Lardy | Principal / Parent |
| Becca Birch | Vice Principal/ AVID Coordinator / Parent |
| Jennie Trent | Teacher |
| Taci Weil | Student Services Director |
| Angela Knox | Parent/ Teacher/ Intervention Specialist |
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# 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? |
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| Henry L Slater Elementary is a K-5 school with an enrollment of 342 students in *2022-23.* Our student population is includes: Hispanic/Latino: 12%, white 78% and 2% American Indian, and 6% multi-racial. Students with disabilities: 16%, and English Learners: 3%. The student population at Henry L Slater Elementary consists of groups that have been historically underserved, including students experiencing houselessness and foster care. Because of this, our school works closely with the Harney County SD3 to deliver resources that serve our students to help them gain highly qualified staff and programs. These include a Parent Involvement Coordinator, a district McKinney-Vento and Foster Care Liaison specialist, funding for an academic Summer School program, Title 1A-funded instructional assistants, and other resources specific to the needs of our underserved student community. Additionally, our school systems utilize both academic Response to Intervention Services (RTI) and behavioral Positive Behavior Intervention and Support (PBIS) procedures. |

| **Data Examined – What data did we look at?** Articulate the multiple measures of data reviewed during the needs assessment including outcome data (academic, behavioral, programmatic), systems data (e.g.; ORIS indicators) and perception data. Did the data provide a comprehensive view of the school community as well as the opportunities and challenges that should be addressed in the school wide plan? |
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| As a team we conducted the ORIS assessment and shared results with the site council and school staff. We then looked at multiple formative and summative assessments of our students.**Academic Data:*** iReady diagnostics and common formative math assessments, Our data is reviewed multiple times throughout the year. We regularly review data during intervention review meetings, school wide data meetings, weekly collaborations, problem solving meetings, attendance meetings and IEP meetings. We are continuously combing over multiple data points as we are a data-driven decision making school

Every student is discussed comprehensively. All aspects of the child are discussed: academic, social-emotional as well as how each student has done in comparison with previous school year(s). |

| **Behavioral data:*** Synergy data provided specific information relative to behavior referrals. Tier I and Tier 2 systems were systematically reviewed to gain insight into ways to improve our building framework and then make adjustments for the program interventions/incentives.
* Attendance data
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| **Strengths and Needs –** What is the story our data is telling? What are the strengths and needs of the students you serve? How has this changed over time? What are the barriers and root causes that students face? What opportunities and strengths exist that can be utilized to support the school’s academic, social and other goals? |
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| Data reviewed:Henry L Slater Elementary SchooliReady school-wide data:Reading:Mid/Above Grade Level: 8%Early/on Grade Level: 12%One Grade level below: 51%Two Grade levels below: 16%Three or more grade levels below: 13%Total below grade level: 44%Math:Mid/Above Grade Level: 1%Early/on Grade Level: 8%One Grade level below: 56%Two Grade levels below: 23%Three or more grade levels below: 12%Total below grade level: 91%Strengths:Teacher experience:Percentages of teachers with3 or more years teaching experience: 73.8%Teacher retention:Percentage of returning teachers: 85%Our summer school program Summer 2023 provided 54 Henry L Slater Elementary students with summer learning enrichment activities to support continued learning and peer access to students. Needs:- Continue to assess student learning periodically throughout the year.- Provide high quality interventions to students in their area(s) of deficit/ demonstrated learning gap.- Provide summer school 2024 for students and families in need of summer enrichment opportunities.  |

| **Engagement- Who was at the table?** Following the results of the needs assessment, describe who was engaged in the development of the school wide plan. Which community members (e.g.; students, staff, families, tribal leaders, and tribal organizations) were included? |
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| This is an area where we are looking to improve. Our district just began working towards becoming an AVID district/ school. Henry L Slater Elementary has identified family engagement as an area needing improvement. Information was gathered from various community groups over the last few years, consultation with the strategic plan and continuous improvement plan, and current needs within the schools in Harney County School District #3. The district also has hired a parent coordinator who will facilitate further family engagement.  |

**GOALS AND ACTIVITIES**

Establish 3 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 each school level plan should include 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 activities will be evaluated.

| **GOAL/OUTCOME 1**: By June 2024, 100% of Henry L Slater students who are present 90% of the time or more will demonstrate growth in the area of reading as evidenced by performance on their iReady diagnostic assessment.

| Grade | Reading Measure | Fall Score | Winter Score | Spring Score | # Meeting Growth Target (out of # total) | Exceeds | Met |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Kinder |  |  |  |  |  |  |  |
| 1st |  |  |  |  |  |  |  |
| 2nd |  |  |  |  |  |  |  |
| 3rd |  |  |  |  |  |  |  |
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| 5th |  |  |  |  |  |  |  |
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| **Activities** -If we target identified needs in each grade level then the teachers will implement highly effective instructional strategies and the students will meet the set growth targets.Fidelity to the core curriculum and pacing. | **Measures** - iReady data review Fall, Winter and Spring 100% meetings and Intervention Review meetings where all students are discussed and targets are reviewed |
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| **Professional Development:** Teachers are observed multiple times in the year where identified elements and feedback given. Review of teacher PGG and SLGG winter and spring. Teachers and paraprofessionals participate in county, district and school-led professional development throughout the year.  |
| **Communication** - Data is shared with parents at parent teacher conferences twice per year. Data is reviewed and shared by principal to the staff as well as our school board. |

| **GOAL/OUTCOME 2**: By June 2024, 93% of students will be considered regular attenders according to the guidance set by ODE, which is a 90% attendance rate.

| Grade | Reading Measure | Fall Score | Winter Score | Spring Score | # Meeting Growth Target (out of # total) | Exceeds | Met |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Kinder |  |  |  |  |  |  |  |
| 1st |  |  |  |  |  |  |  |
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| **Activities** – **Attendance tracking**: Attendance tracking system which automatically sends notifications home to families to increase awareness of absences. Conferences are set to meet with parents to discuss issues or barriers to consistent attendance.**SLGG**: Teachers each have an attendance goal for their students in class. Tracking will be discussed on a monthly basis.**Intervention Team:** We have established an intervention team and will discuss the students not considered regular attenders and have an interventionist visit the home. | **Measures** - We will measure the data on a daily class attendance rate (incentive program), monthly basis looking for trends and individual data (SLGG for teachers) whether or not we are on track for regular attenders. School goal 93%.**Winter:** **Spring:** We look at the data on a monthly basis. We are making progress with families. |
| **Professional Learning** -Continuous education regarding poverty impacts, review on importance of attendance and research based incentive plans.  |

| **Communication** - We cover attendance information in our school handbook, address attendance at every conference. We communicate with families regarding school the school calendar. |
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| **GOAL/OUTCOME 3**: By June 2024, 100% of Henry L Slater students who are present 90% of the time or more will demonstrate growth in the area of math as evidenced by performance on their iReady diagnostic assessment. |
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| **Activities** -If we target identified needs in each grade level then the teachers will implement highly effective instructional strategies and the students will meet the set growth targets.Fidelity to the core curriculum and pacing. | **Measures** - How will we know what we are doing is working?iReady data review Fall, Winter and Spring 100% meetings and Intervention Review meetings where all students are discussed and targets are reviewed |
| **Professional Learning** - How are we supporting staff?Teachers are observed multiple times in the year where identified elements and feedback given. Review of teacher PGG and SLGG winter and spring. Teachers and paraprofessionals participate in county, district and school-led professional development throughout the year. |
| **Communication** - How are we sharing and disseminating our plan to the community? Are families able to access the plan in their home language and on our website?Math growth is shared two times a year at parent teacher conferences. |

**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 school wide plan and in other Title I-A funded activities.

| **Plan Development -**The plan is developed by the building staff in response to students' needs indicated by data sources and priorities that are generated by families and the district Board of Directors. The staff is responsive to parent concerns and suggestions, and includes these in discussions regarding building plans and parent events.Some additional ways we are engaging parents this year is by hosting regular Family Engagement nights, sending out parent surveys, and conference participation.  |
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| **Removing Barriers – How do we ensure participation by ALL families?**What steps do we take to remove potential barriers to participation by families (e.g.; consideration of home languages, transportation, and timing of events, childcare)? |
| **Annual Meeting, Compacts and Building Capacity - How do we engage families around these requirements?** |

# EVALUATION AND REVIEW

Title I-A school wide 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.

| **Reviewing our Plan: Who was at the table?**How did we include staff, students, families, and district leadership in reviewing this plan? |
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| **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? |