

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: Unknown

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?

Gervais High School serves 314 students - 213 Hispanic, 90 Caucasian (41 of which identify as members of the Russian community), and 11 students who identify in other demographic categories. Our school is 100% free-reduced lunch. The students demographic of GHS has not changed significantly through the past several decades. Our school and district has always worked to serve our low-income and rural demographic by providing opportunities for students that they would otherwise not have had.

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?

iReady Assessment for Formative Academic progress in Math/Reading, Oregon Healthy Teen Survey for student health monitoring, YouthTruth Survey to gather student, community and staff feedback, DESSA and BASELine assessments to monitor student SEL needs. All assessments given have helped facilitate specific needs for GHS.

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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?

iReady data is showing students are have low scores in Math and Reading, YouthTruth data states Academic Challenge and Relationships are lacking. Socio-economic barriers exist outside of school for may students, which can lead to lack of postive academic performance and low test scores, as well as low perception of academic challenge at school.

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?

Site Council (staff, students and parents), Student Advisory Group, Staff Advisory Group

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:

Increase percentage of GHS 11th grade students meeting or exceeding the SBAC benchmark in English Language Arts (reading and writing) to 66%.
For spring of 2023 our ELA passing/exceeding rate was 56.1%

Activities

Test prep, after school interventions for reading and writing support, student incentives.

Measures

SBAC assessment data, iReady assessment data

Professional Learning

iReady Assessment training, best practices for English instruction PD, English curriculum training

GOAL/OUTCOME 2

Increase percentage of GHS 11th grade students meeting/exceeding the SBAC benchmark in mathematics to 36%. For spring of 2023 math passing/exceeding rate was 16.4%

Activities

Test prep, after school interventions for math support, student incentives.

Measures

SBAC assessment data, iReady assessment data

Professional Learning

. iReady Assessment training, best practices for math instruction PD, new math adoption training, 2+1 math professional development

GOAL/OUTCOME 3

Percentage of students who score one grade level below (or lower) their assigned grade or higher in math and reading on the iReady Assessment from the Fall of 2022 to the Spring of 2023 will increase 5% from 32% for reading and 34% for math.

Activities

After School interventions, homework help and tutoring. Incentives for students and school-wide promotional activities. Teacher PD and data review.

Measures

iReady assessment

Professional Learning

Best practices in math and reading instruction, iReady PD.

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 High 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. 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?

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 councils 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 high school building administration met with various Language Arts and Math teachers about iReady. The district superintendant is very supportive of iReady and we will continue to work collectively (staff, students, and parents) to impliment it with a high degree of fidelity. Even though parents, as members of the school site council, have had an opportunity 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 most grades and subjects improves slightly. Each student has taken two diagnostic tests: the second being half way through the school year. At this point, GHS students who scored more than one grade level below in Reading and/or Math are being requested to attend After School Tutoring two days a week - to work on their IReady lessons to gain skills, but also to receive help in Reading and Math as needed. Teachers in all courses at GHS are receiving Professional Development in Informational Text Reading, to help students improve in reading skills, as this is a district-wide emphasis this year. In the spring, when we take Dianostic Test #3, improvements should be made.

Looking Forward: What's next?

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

GHS wil continue to encourage students to do well on the assessments. With IReady being new to GHS, students struggle to see the value in the assessment. We will ramp up incentive opportunities for students to do their best on the assessments. After school opportunities will continue. We will also be having 11th grade students take the SBAC in the spring, so we can compare scores on that assessment with IReady data. Teachers will continue to obtain best practices using the IReady formative assessment data to inform instruction.