

District* Eagle Point SD

Please enter your School's Institution ID#:*5572

If you do not know your school's Institution ID#, please visit Oregon's Institution Lookup Search at:
<https://www.ode.state.or.us/institid/>

Submitter Name* Ericka Beck-Brattin

Title Principal * Ericka Beck-Brattin

Email Address* ericka.beckbrattin@kuaoregon.org

Phone Number* 541-500-0700

Please provide responses to the following questions regarding the school's Title I-A Targeted Assistance Program.

A. Targeting Criteria*

Please describe the process used to identify the students most at risk of failing, including consideration for homeless, migrant, and neglected. Please include the multiple, educationally related, objective criteria used.

The first step in identifying students is compiling the formative assessment data we have in terms of i-Ready Diagnostics, and the Phonics Screener. These results are then assessed to determine which students are not on grade level. We also utilize classroom assessment data for Kindergarten students and check progress monitoring. All this data is compiled and students are given a score based on need. Finally, we compile these needs with the students already referred to the school's Rtl team.

The second step in our process is to weigh the students that are "below grade level" or "does not meet benchmark" as well as weigh the students with evidence of other skill deficiencies. This scoring allows us to determine all the students that are eligible for Title 1 services. We do not have Title 1 teaching staff since our budget is too small. As we continue to grow, we hope to have staffing for our Title 1 program. In the interim, our Title 1 interventions are provided by our TSPC licensed classroom teachers. From our assessment data, we prioritize the lowest 20%

of students to work with their teachers in small focused groups. Based on our Title 1 poverty levels, we are able to work with up to 30 students in Kinder & 1st grade. In addition, all Migrant students at KUA also qualify for these supports as well as any homeless students under McKinney-Vento. We continue to identify students during the school year through ongoing classroom assessments, the Phonics Screener & iReady data review. All students at KUA benefit from an extended year round school model, as well as an extended school day from 8:00-3:00 5 days a week.

Please describe how the targeted assistance program is supplemental for students in addition to the regular core classroom instruction.

Students in the Title 1 targeted assistance program receive an additional 20-30 minutes of focused small group ATI during the school day for literacy and 3 days per week for 20-30 minutes in targeted math instruction. These students work in a targeted group with a highly qualified TSPC licensed teacher. Other students are working independently during these times or with an Instructional Assistant. The teacher works with the students in the hallway area to avoid distractions.

B. Leadership*

Please describe how the district has provided ongoing support for the implementation of the school's targeted assistance program, and how the district annually reviews the school's program and provides feedback.

Each year the district provides substantial amounts of Professional Development for all employee groups. All students are assessed at least 3 times annually with benchmarking tools. Results are discussed with everyone in the education community. The district has identified all-district priorities and has provided resources to support these. Administrators have Focus Walks monthly to calibrate one another and monitor the work we are doing. We also meet as a school leadership team 3 times a year for a Tri-Annual Review of the data related to student achievement. The district holds Title I meetings and reviews will be scheduled throughout the year to assess progress. Our School's Leadership/Site Council meets throughout the year to review the school implementation of the Title I Plan. The district held a Title I Review meeting at the start of the year outlining the expectations for Title I schools and what needs to be completed and how to complete the process. This is followed by quarterly Title I Reviews to check on progress. There are multiple opportunities for the district to review each school's plan throughout the year.

Describe how the school plans to continually monitor the progress of identified students, and the criteria used to exit students from Title I-A services.

We will continue to use our iReady data 3 times a year to identify students who would benefit from Title 1 targeted assistance. For ongoing progress monitoring, we will use assessment data from our Open Court reading program and from the Phonics Screeners. Formative assessments will be given bimonthly to accurately track student growth and progress. As students approach grade-level expectations, they will be exited from target assistance services. However, due to COVID 19 distance learning that took place in the last 2 school years, our 1st grade students may receive supports for a longer period of time due to the “unfinished learning” that occurred in Kindergarten.

C. Talent Development*

Please describe how the district's professional development activities are in support of the TAS program.

KUA provides both in building PD and out of building PD. The teaching staff and instructional assistants are currently receiving PD and feedback from our SMC curriculum math consultants. These trainings are specific to the Engage New York math curriculum and the CCSS.

Additionally, we are receiving training in math interventions through SMC math consultants on how to effectively utilize Kickstart number sense math intervention.

For literacy, we have completed PD related to ReadyGen and Open Court phonics curriculum that is utilized at KUA. This year we adopted a new writing curriculum “Step Up to Writing” and have done PD on how to implement the curriculum.

KUA currently uses iReady as a data analysis tool and plans to establish 100/80/20 meetings to help educators better utilize the data. KUA has begun intensive SEL training and is implementing RULER social emotional systems to help establish a behavior program along with PBIS systems. KUA also outlines a PD calendar that is teacher-led to integrate techniques learned from these various trainings.

PD utilized by KUA employees 2021/22

- Constructing Meaning
- Positive Discipline
- RULER Socio-Emotional training
- PBIS trainings
- SMC Math trainings
- Step Up to Writing
- ReadyGen literacy curriculum training
- Open Court phonics literacy curriculum training
- 321 Insight - trainings for Instructional Assistants

In addition, please describe the ongoing and embedded professional development that will ensure fidelity of strategy implementation.

KUA utilizes a myriad of methods to ensure the ongoing professional development and fidelity of strategies we are learning. These strategies include:

- Biweekly grade-level PLC meetings (with Instructional Coach or Admin attending)
- Yearly PD calendar with spiraling practice and review of previous PD opportunities
- Coach/admin walkthroughs to ensure implementation of effective strategies
- 100/80/20 data review meetings
- Monthly Vertical Team Meetings to ensure vertical alignment
- Ongoing PD opportunities for IAs & feedback given to them about small groups
- Connection between school-wide goals & teachers Professional Practice Goals & Student Learning Goals
- Monthly Academic Leadership team meetings focused on academic growth and progress schoolwide
- Weekly coaching team meetings to ensure fidelity with classroom instruction

D. Stakeholder Engagement*

Please describe how parents are informed of their school's participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title I-A meeting.

KUA implemented a year round school model this year, which gives our students approximately 3 additional weeks of learning time. In August of every year KUA has an Open House, this year it was held online via Zoom under ODE's Safe Return to In-Person Instruction and Continuity of Services Plan. All specialist teachers presented about their classrooms and made connections with families. Title 1 did a presentation during our September Site Council Meeting (9-8-21) to let parents know about the Title 1 program in White City. Due to COVID-19 restrictions the usual in person events did not take place, rather Title 1 sent home brochures to every family in student supply bags.

KUA also uses its Parent Conferences in the fall and spring to discuss the parent/student/teacher compact. This document is signed during the fall conferences and reviewed during spring conferences. Parents were given the option of attending conferences in person or via Zoom.

E. Well-Rounded Learning System*

Please describe the key components of the math and/or reading instructional program for the whole school. Describe how the math and/or reading instructional programs will be organized and delivered in your targeted program.

KUA provides an extended school day from 8:00 - 3:00 each day (5 days a week). Most students stay for afterschool enrichment activities and are on campus from 7:30-5:30 daily. During this day KUA provides a 30 minute reading ATI (additional targeted instruction) period. In math, we provide targeted assistance to students with small math intervention groups 3 times a week. These ATI periods are leveled small group settings where students receive additional opportunities for learning. These settings allow for accelerated learning and review of concepts for retention. Additionally, our extended learning year and day provides approximately 30% more learning time for students. KUA also utilized several computer based programs: I-ready Lessons, IXL, and Raz kids. Students are assessed through iReady and classroom progress monitoring as well as unit assessments that accompany our literacy curriculum (ReadyGen & Open Court).

KUA also provides PE & Art for all grade levels each day. This opportunity allows for grade levels to incorporate high quality enrichment instruction into other aspects of the students day.

F. Instructional strategies*

Please describe the research base or evidence of effectiveness that supports the strategies you selected for targeted students.

For the 2021-2022 school year we will be using school-wide instructional strategies. The Instructional Coach and Principal will provide PD along with contracted specialists for math. Teachers will be expected to use the strategies and provide evidence for the whole school to look at for calibration. This year we are focusing on student engagement in all of our lessons, classroom management through Positive Discipline, and Socio-Emotional learning through RULER.

We are an RTI District. Kids Unlimited of White City Elementary School continues to use data to determine the academic success of all students. We use our screening data, with multiple measures, along with an RTI process to identify students that need additional academic support. We look at and analyze data during our 100% and 20% data meetings to help place students in the appropriate interventions and to ensure that our programs are effective. Students who are struggling are regularly progress monitored to determine if interventions are working or whether modifications need to be made. In addition to these meetings we also meet every two weeks for our RTI committee meeting to review students that are struggling either in academics and/or behaviorally.

G. Inclusive Policy and Practice*

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2), ESSA Section 1114(b)(7)(A)(i)

KUA provides a 30 minute reading ATI period. The enrichment periods are leveled small group settings where students receive additional opportunities for learning. These settings allow for accelerated learning and or review of concepts for retention.

ELD students meet to increase language skills with an ELD specialist 30 minutes per day. We do not have funding to hire Title 1 staff this year, but are hopeful to have additional staffing in the future as our school population increases. However, we are fortunate to have an Instructional Assistant in each K/1 classroom. Additionally, we have 1 other staff member who pushes-in for our literacy ATI time.

KUA allocates the first 20 minutes of the school day for Morning Meetings. This is a community building time for students to greet one another, share and play a quick game before the day starts. We focus on our feelings by using the "Mood Meter" from the RULER SEL curriculum. Talking to our students starts the day out right and helps them settle into learning.

KUA is intentional about hiring staff that reflect the community we serve. 50% of our teaching staff is bilingual/bicultural and the majority of our IAs are also bilingual. Being able to converse with our parents in a language that they understand is imperative to building strong relations with them. Additionally, every meeting and papers sent home are bilingual.

We do not have a full time SPED teacher yet, and receive Speech services from an EPSD speech teacher. We work closely with the district to support student needs and to help refer students for SPED evaluations as needed. We do not currently have TAG students since we just opened our school last year with Kindergarten. Our students will all be screened in 2nd grade with a district TAG assessment. Despite this, we differentiate lessons to students who are more advanced or need an additional challenge.

KUA also provides an after school enrichment program for all grade levels until 5:30 each day. Enrichment includes opportunities for dance, taekwondo, STEAM and more in a structured environment.

Annual Title I-A Documentation

In addition, there is required school-level Title I-A documentation that will be submitted by the school to ODE. These documents are:

- Title I-A Annual Meeting documentation (refer to link below)
- Parent Engagement Plan (reviewed and revised with parent input annually)
- Parent-School Compact (reviewed and revised with parent input annually)
- Building Parent Capacity documentation (refer to link below)
- Verification of staff qualifications (refer to link below)
- Para-professional highly qualified documentation (refer to link below)

In addition, there is required district-level Title I-A documentation that will be submitted by the district to ODE. These documents are:

- Comparability Report Calculations (refer to link below)

<https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/pages/ESEA-Monitoring.aspx>