

Oregon Department of Education

Schoolwide Program Written Plan

Eagle Creek Elementary
Estacada School District
2009-10



Oregon Title I-A Schoolwide Program Plan

Date when Plan will be Implemented: 10/2/09 Plan Status: New ___ Revised X

Date Revised: 10/1/09

School District Name:	Estacada School District
School Name:	Eagle Creek Elementary
School Address:	30391 SE Highway 211, Eagle Creek, OR 97022
Building Principal:	Dan Draper
E-mail Address:	@estacada.k12.or.us
Phone:	503-630-8621
FAX:	503-630-8614
Title I-A Coordinator	Teresa Lewis
Phone:	(503) 630-8621
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E-Mail Address:	lewist@estacada.k12.or.us
Superintendent:	Dr. Howard Fetz Terri Lloyd, Administrative Assistant
Phone:	(503) 630-6871 ext. 2904
FAX:	(503) 630-8513
E-Mail Address:	@estacada.k12.or.us @estacada.k12.or.us
Address:	255 NE 6 th Street, Estacada, OR 97203
School Enrollment:	343
Grade Levels:	K-6
Free/Reduced Lunch %	59%

Oregon Title I-A Schoolwide Program Plan Assurances

The Written Plan: General Requirements

The Title I-A Schoolwide Program option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Once the school has completed the written plan, the following actions will occur:

1. The LEA will review the Schoolwide Program Plan using the Schoolwide Scoring Guide, to determine whether the submitted plan addresses all applicable Title I-A rules and regulations.
2. The District Review Team will complete the Schoolwide Scoring Guide, making recommendations for strengthening the plan and addressing legal requirements.
3. The Schoolwide Plan and the completed district Scoring Guide must be submitted to the Oregon Department of Education. ODE reviews the submitted plan and Scoring Guide confirming that all legal requirements have been met and offers suggestions for how to improve the Schoolwide Program Plan, if necessary.
4. ODE will provide written feedback to the district and the district will work with the school to make any additional revisions to the Schoolwide Program Plan. The district must approve each Schoolwide Program Plan before the program may be implemented.

The names below certify this Schoolwide Program Plan has been reviewed using the Schoolwide Scoring Guide, and that the plan meets the criteria in each component of the Schoolwide Program Plan.

Dr. Howard Fetz, Superintendent
District Contact Name and Title

Signature

(List the names and titles and signatures of the District Review Team Members who reviewed the Schoolwide Program Plan.)

Dan Draper, Principal	
<i>Name & Title</i>	<i>Signature</i>
Teresa Lewis, Title I Teacher	
<i>Name & Title</i>	<i>Signature</i>
Terri Lloyd, Administrative Assistant	
<i>Name & Title</i>	<i>Signature</i>
Date of District Review: - 10/1/09	

Schoolwide Program Written Plan

Directions:

The Written Plan is designed around the Ten Comprehensive Components of the Schoolwide Plan. Use the template by **typing** in the boxes and/or by **typing** the answers to the questions in the space after the question. More space may be added as needed. The order may be slightly different or combined as determined appropriate.

Planning

A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.

A. Planning Team

1 Planning Team - List the names of people involved in developing this plan. (Each group should have at least one participant and not serving on more than one role.)

Parents:	Mary Ann Bugni, Warren Damon, Kelly James, Julie Mast, Lisa Bloker, Sonja McCarty
Licensed Staff: (include position)	Janice Armstrong (SPED), Lois Wegner (6 th), Cindy Babikoff (6 th), Eileen Brokaw (5 th), Lee Phillips (5 th), Stephanie Schoenleber (4 th), Kristen Chancellor (4 th), Sarah Bennett (3 rd), Sarah Ealy (3 rd), Sally Works (3 rd), Elizabeth Maxwell (2 nd), Amy Carlton (2 nd), Karen Greene (1 st), Daylan Arnold (1 st), Dan Bagley (K), Valissa Dedlow (ELD), Danielle Butler (Speech/Language), Karin Thomas (Counselor), Sujata Soni Wipper (School Psychologist)
Classified Staff: (include position)	Susan Arnold (EA), Teresa Hartung (EA), Peggy Cheney (EA), Jan Alderman (EA)
Administrators: (include position)	Dan Draper, Principal
District Staff:	Dr. Howard Fetz, Terri Lloyd, Bernie Fetz
Title I-A Staff:	Teresa Lewis (Title I Teacher), Susan Gardelius (Title I EA), Ginger Krueger (Title I EA), Alysanne Bresko (Title I EA)

Others (Optional): (students, community members, etc.)	Chris Rhines (Consultant)
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B. Schoolwide Planning Summary

1 Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		Planning team	All staff	Parents
9/5/08	Parents' Club Meeting: Review School Improvement Plan and ask for input/feedback	X		X
Every Wed. during 2008-09	Title I PLC Meetings: Review Title I structure/plan, collect/analyze data, gather evidence, train educational assistants	X		
9/18/08	Title I Parents Meeting: Provide information and materials for parents regarding the Title I program and how they can help their kids be successful	X		X
10/1/08	Staff Meeting: Review Goals, School Improvement Plan, and Title I program. Facilitate discussion and provide feedback		X	
10/30/08	Site Council Meeting: Review School Improvement Plan and ask for input/feedback	X		X
11/6/08	Family Fluency & Training Night for Parently	X		X
11/7/08	Parents' Club Meeting: Review School Improvement Plan and ask for input/feedback	X		X

11/12/08	Presentation to School Board: Key Performance Indicators: School Improvement Plan Executive Summary	X		
11/19/08	Family Involvement Night	X		X
12/9/08	Parents' Club Meeting: Review School Improvement Plan and ask for input/feedback	X		X
12/19/08	Staff Meeting: Review Goals, School Improvement Plan, and Title I program. Facilitate discussion and provide feedback		X	
1/15/09	Site Council Meeting: Review School Improvement Plan and ask for input/feedback	X		X
1/27/09	Staff Meeting: Review Goals, School Improvement Plan, and Title I program. Facilitate discussion and provide feedback		X	
2/10/09	Parents' Club Meeting: Review School Improvement Plan and ask for input/feedback	X		X
2/20/09	Technical Assistance Meeting @ MESD	X		
4/22/09	Staff Meeting: Review Goals, School Improvement Plan, and Title I program. Facilitate discussion and provide feedback	X	X	
5/8/09	District Title I meeting to discuss end of the year activities and plan for next year	X		
5/28/09	Site Council Meeting: Review School Improvement Plan, ask for input/feedback, and review student, parent, and staff survey results	X		X
6/1/09	Staff Meeting: Review Goals, School Improvement Plan, and Title I program. Facilitate discussion, provide feedback, and review year-end test results and data		X	
9/2/09	District Title I, SPED, and ELL staff meeting to review data from last year and plan for the upcoming year	X		
9/3/09	District PLC staff development – PLC training		X	
9/17/09	Title I Parents Meeting: Provide information and materials for parents regarding the Title I program and how they can help their kids be successful	X		X

9/25/09	District PLC staff development – PLC training		X	
9/29/09	Parents' Club Meeting: Review School Improvement Plan and ask for input/feedback	X		X
10/1/09	Site Council Meeting: Review School Improvement Plan, ask for input/feedback, revise & edit plan	X		X

C. Communication

1. Describe the processes and opportunities that were used to 1) develop the Schoolwide Plan; 2)inform the entire staff, parents, community and district of the schoolwide planning team actions; 3) solicit and receive feedback from these groups.

1). The Schoolwide Plan was originally conceived and created by the entire school community, with input coming from all stakeholder groups. 2). The staff, parents, community, and district were integral partners in creating, revising, and refining our plan through various committees and meetings, i.e. – staff meetings, Site Council meetings, Parents' Club meetings, PLC meetings, and District-level administrative meetings. This is an ongoing process as we move from year to year. 3). Agendas, sign-in sheets, and minutes from these meetings are kept and reviewed. All stakeholders are given copies of the plan as they are continuously updated and revised throughout each year. The most up-to date plan is posted on our school website for all to see (supporting documents are also posted on the website). Stakeholders are encouraged to provide feedback and make comments, suggestions, and recommendations for future updates, revisions, and editing. After our monitoring visit from Helen McGuire, Donna Brandt, and Lindsay Everett of the Oregon Department of Education in March of 2008, the annual process became much clearer to us.

Other notes regarding the above - (1) *develop*, (2) *inform*, and (3) *solicit and receive feedback*: Our district has fully implemented the Professional Learning Communities (PLC) model for continuous improvement, and this has been extremely helpful in regards to planning, monitoring, and adjusting our Title I program. Our Title I teacher, Teresa Lewis, is the leader of our Title I PLC. The PLC is made up of 8 total members (two certified teachers and six educational assistants). This team meets on a weekly basis to go over lesson plans that the certified teachers have created. They also review assessment data and student progress in order to make decisions about student groupings.

2. **What percent of the school staff supports the implementation of the completed Schoolwide Plan? 100%.**
3. **Briefly describe how this level of support was determined. If not 100%, how will you address the concerns of those who did not support the plan?**

The Schoolwide Plan is a living, breathing document – always ready for change as stakeholders uncover new information/data and discover new ideas for improvement. Our stakeholders know that our plan (and supporting documents) is accessible via the web. They may also request hard copies. Each year, the plan is presented, and we always ask for feedback. Each year, we receive feedback, but to this point, 100% of the stakeholders philosophically agree with the overall content of the plan.

D. Technical Assistance

1. **Describe the technical assistance provided. Explain why it was considered high quality technical assistance.**

The technical assistance we were provided came in the form of District-level consultation and review. Both Dr. Howard Fetz and Bernie Fetz had gone through a similar process in other districts. Hence, their input was considered quite valuable. In addition, the District brought in Chris Rhines – a former ODE staff member for Title I – as a consultant. Her expertise in this area was also highly valued. Furthermore, Helen McGuire, Donna Brandt, and Lindsay Everett from ODE visited us in March 2008. They also reviewed our plans and gave us very helpful and insightful input and feedback. We have carried over the advice we received (described above) and have taken “next steps” within our own district.

2. **Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.**

Date	Provider	Type of Assistance
10/8/07	Chris Rhines	Information regarding Schoolwide programs
10/15/07	Chris Rhines	Information regarding written plans
11/5/07	Chris Rhines	Information regarding compliance issues
12/10/07	Chris Rhines	Feedback regarding the EC written plan
3/18/08 & 3/19/08	ODE – Helen McGuire, Donna Brandt, and Lindsay Everett	Review and feedback regarding our written plan and program in general

Comprehensive Needs Assessment

A needs assessment based on the Five Key Dimensions of Achievement (student achievement, school context and organization, curriculum and instruction, professional development, and family and community involvement) is required. Data Collection, Data Analysis, and Prioritization of Needs Worksheets are the major documents in this section.

- 1. Provide a brief description of your school and the community in which your school is located to provide a context for the plan. Also include your school's mission/vision statement.**

Eagle Creek Elementary is located in Eagle Creek, Oregon. It is located between Estacada and Sandy and is a part of the Estacada School District. The school is located in a rural setting and originally opened its doors in 1970. There have been a few updates and additions, the last occurring in 2003, to bring the building to its current configuration. We currently have 343 students, and are at 59% free and reduced lunch. Our Limited English Proficiency (LEP) students make up 18% of our population. Our Special Education students make up 12% of our population.

Eagle Creek has two classrooms per grade level (K-6). Our instructional team consists of 19 licensed, 6 classified staff, and 2 secretaries, who work together to provide for the instructional and support needs of our students. Title I, Special Education, ELL and TAG programs provide extra support for targeted populations and allow us to differentiate instruction in reading, writing and math. Our children are fortunate to have PE and Music instruction twice each week, as well as, the services of part-time speech therapists, occupational therapists and counselors. We also contract with an Artist in Residence to give our kids art one day a week.

- 2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Key Dimensions for Student Achievement: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.**

In an effort to ensure an effective program, the Title I PLC, along with the building principal, has regular meetings with various stakeholders of our school community. Title I PLC members regularly check in with classroom teachers regarding their students' progress. Site Council meetings, staff meetings, and Parents' Club meetings all take place at least once a month (more if the members involved feel it is necessary). The school sets building-wide goals annually as part of the school improvement process, and Title I is a major

consideration when setting these goals. The principal also completes an annual report to the School Board. This report highlights the students' progress toward meeting state standards, and also outlines the instructional strategies that are being used in our school.

In working through this collaborative process, guiding documents were created that help facilitate our Schoolwide Plan; they include: (1) Pyramid of Interventions for Academics, (2) Pyramid of Interventions for Behavior, (3) Scientifically Research-Based Strategies for Reading, (4) Scientifically Research Based Strategies for Writing, (5) Scientifically Research-Based Strategies for Math, (6) Scientifically Research-Based Strategies for Organization and Scheduling, (7) Scientifically Research-Based Strategies for School Climate, (8) Executive Summary of Key Performance Indicators (including Schoolwide SMART Goals and graphs of student data), and (9) Schoolwide Schedule. These can all be viewed on our website.

3. *Strengths and Areas in Need of Improvement: Summarize the key findings of the comprehensive needs assessment, which includes the key strengths and areas of need. This section must be based on data gathered across the Five Key Dimensions in your comprehensive needs assessment.*

The overall climate of Eagle Creek is positive. We have solid working relationships in place among staff, students, parents, and community members. There are very few discipline or behavior problems; most written referrals are for minor infractions. The classroom management and instructional skills of our classroom teachers are strong, and they work hard to do whatever it takes to ensure student success. We want to continue to promote positive behavior supports for our students in order to keep Eagle Creek a safe place to learn.

We also feel that our Title I program is strong. Our Title I program provides a great deal of much-needed support in reading, writing, and math for our students who are most at risk of not meeting state standards. Our Talented & Gifted (TAG) program is also strong. In TAG, eligible students create plans with their teachers, parents and TAG Coordinator in order to provide enrichment opportunities to extend their learning. Through our School Wide Pyramid of Interventions, we also provide intervention and enrichment opportunities for student who demonstrate the need.

In addition to mainstream classroom instruction, Title I, and TAG, our Special Education (SPED) and English Language Learners (ELL)/Migrant programs are strong. In SPED, we diligently follow established protocols, consult with specialists (school psychologist, speech and language, occupational and physical therapists), and evaluate students for special needs. If identified, students have access to an Individual Education Plan (IEP), which entitles students to extra support in the form of accommodations, adaptations, and

modifications to assignments, as well as extra support from specialists and school staff. We also have students on 504 plans, as well as Personal Education Plans (PEPs). Our ELL/Migrant students receive 35 minutes of English Language Development instruction each day from a certified ELD teacher. In addition, students are assessed using the English Language Proficiency Assessment (ELPA), which helps determine the level of ELL/Migrant service needed. When students become proficient in English, they are exited from the program. However, we continue to monitor them for two years to ensure their success outside of the ELL/Migrant program. If it is found that more support is needed, we will provide the necessary level of support. Writing is a major focus for us, and we have built into the schedule a 3rd and 4th grade writing intervention using our Title I teacher and ELD teacher.

4. Attach the Data Collection Worksheets, the Data Analysis Worksheets and the Prioritization of Needs Worksheets at the end of your written plan.

Available upon request.

5. After reviewing your areas of need, specifically looking at academic need of subgroups and the other Key Dimensions, state the SMART (student-centered and specific, measurable, attainable, realistic, and time bound) goals for the school.

- 90% of all students taking OAKS tests will meet or exceed in reading.
- 55% of all students doing the state writing assessment will meet or exceed.
- 90% of all students taking OAKS tests will meet or exceed in math.
- 90% of all students taking OAKS tests will meet or exceed in science.

Inquiry Process

Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. NCLB emphasis is in reading and mathematics.

- 1. Briefly describe the process the staff and planning team used to**
 - **identify possible reasons for the identified needs identify possible solutions and strategies to address these reasons.**
 - **receive input from the whole staff and the parents during this process.**

This was done through a variety of committees and meetings. However, the main vehicle was our Professional Learning Communities. While we have a designated “Title I” PLC (led by our Title I teacher and including educational assistants), our other grade-level PLC also met, analyzed data, and implemented interventions (and enrichment) relevant to the Schoolwide Plan.

- **2. Describe how the staff:**
 - ***studied and investigated best practices and research***
 - ***visited and contacted successful schools and programs***

The PLC and Pyramid of Interventions models are backed by a tremendous amount of research. Schools and districts across the nation are using these models. Our staff members have been to trainings regarding these two models. We have also had staff members trained in best practice for reading, writing, and math. In addition, for math, we received a grant from the Oregon Council of Teachers of Mathematics (OCTM) to bring in Master Teachers to demonstrate lessons, provide guidance for teachers, and work with students. In addition, teachers have recently been trained in Step Up to Writing, Project GLAD, and SIOP.

3. Summarize how your solutions match your priority needs.

Priority Need	Solution
Improve instruction in writing – particularly at the 3 rd and 4 th grade levels.	Continue with Title I writing. Also, schedule and implement a systematic 3 rd and 4 th grade writing intervention using the Title I teacher and ELD teacher.
Improve instruction in reading.	Continue with Title I reading program, and Fluency Tutoring. Also, add an after school Reading, Writing, and Math Kids’ Club with Peer Helper assistance.
Improve instruction in math.	Implement new math textbook adoption (Math Connects), and utilize their intervention curriculum (Triumphs).

Instructional Program/School Reform Strategies

All students are expected to meet the state’s challenging standards. Students who experience difficulty will be provided timely, effective, additional assistance. Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core

academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

1. **Describe the key components of the research based instructional program that the school will implement which have been determined to address priority needs.**

*See school website (or hard copies are available upon request).

2. **Attach a suggested school instructional schedule, including how the mathematics and reading instructional program will be organized and delivered in your whole school.**

*Available upon request.

Student Assessment of Progress

Frequent and ongoing assessments to determine student progress help determine how the schoolwide plan is meeting the student needs. The assessments that will be used need to be determined with teachers involved in decision making and the implementation of the assessments.

1. **Use the following chart to describe the Student Assessments which will give staff on-going data regarding student progress:**
 - a. **give the grade level to be assessed**
 - b. **give the appropriate content area**
 - c. **give the full name of the assessment**
 - d. **when will it be given**
 - e. **how will staff be trained to give it**
 - f. **how and when will staff use the information to guide instruction**

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
3-6	Language Arts/Reading	OAKS/TESA Statewide Assessments	3 times per year	Clackamas County ESD – “Train the Trainers”	Used to differentiate instruction - ongoing
3-6	Math	OAKS/TESA Statewide Assessments	3 times per year	Clackamas County ESD – “Train the Trainers”	Used to differentiate instruction - ongoing
4	Writing	Statewide Assessments	Once per year	Clackamas County ESD – “Train the Trainers”	Used in conjunction with classroom writing worksamples - ongoing

K-6	Reading	DIBELS	4 times per year	Trained by Title I Teacher	Used to differentiate instruction - ongoing
1-3	Reading	Levels	1 st graders twice; 2 nd & 3 rd once per year	Trained by Title I Teacher	Used to differentiate instruction - ongoing

2. Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The school has used the assessments listed in the chart above for a number of years. The school administrator, the Title I PLC, and the rest of the staff are comfortable with these assessments and are confident in their levels of reliability. These assessments are used by a number of schools throughout the state, and are well regarded. We feel that these assessments help us make informed decisions about what's best for kids. Our district will also put a new progress monitoring system in place this year.

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.

The Title I team (which includes certified teachers, education assistants, building principal, and parents involved in Site Council and/or Parents' Club) has created a risk factors table. This table includes: students with learning disabilities, ELL/migrant, standardized assessments (DIBELS, TESA/OAKS, Oregon +), non-standardized assessments (district created baseline tests, reading levels tests, graded word lists), formative assessments (created by PLCs), and teacher recommendation (which includes "other" factors such as homeless, migrant, neglected, and delinquent).

Our charts are in numerical rank ordered. All of our charts are based on quantitative data. However, we do go back and check with teachers to see if there is a greater need not indicated on the numerical charts.

2. Describe how timely assistance and services will be provided for your struggling learners.

The Title I team has two weekly meetings to discuss the progress, or lack thereof, for students. During this time, the team discusses how to regroup students to best meet their needs. The team also discusses research-based strategies for individuals, as well as for groups. We also regroup students based on data that is collected on a regular basis (including DIBELS, Levels, state assessments, and classroom formative assessment data).

In addition, through our Intervention Team (I-Team), we meet with key players involved in the students' education and determine the level of intervention and/or service necessary to help the students be successful. We keep track via our Pyramid of Interventions charts in terms of the interventions that have already been tried, as well as ones being considered. We also document which team member(s) will be responsible for following through on interventions/actions to be taken.

3. Describe services for the following special populations:

- **how services will be provided for your special education students;**
- **how services will be provided for your English Language Learners;**
- **how services will be provided for your migrant students; and**
- **how services will be provided for your homeless students**

Eagle Creek has an Inclusion model for special education (SPED). To the greatest extent possible, we will mainstream our students in the regular education classroom setting. Our goal is to educate our special education students in the least restrictive environment. We develop Individual Education Plans (IEPs) with our special education students, their parents, specialists, and school staff. Our SPED students have access to adaptations, accommodations, modifications, and extra support from school staff as needed, and as indicated in their IEP.

English Language Development (ELD) is offered to our ELL/Migrant students for 35 minutes each day. ELD centers on language development, and is separate from their reading and writing instruction. A certified teacher instructs this class and is supported by one educational assistant.

ELL/Migrant students have a relatively new curriculum (Moving Into English), which has periodic assessments (every five weeks) built in to monitor progress. ELL/Migrant students are also assessed using the Woodcock-Munoz and English Language Proficiency Assessment (ELPA). We also have ELL/Migrant Summer School, which serves as an intervention for this population of students.

For Homeless students, our District Homeless Liason (Terri Lloyd) keeps us informed of all of the services we can offer students. We always consult with

her when we have a suspicion that a student might be homeless. A child will not be turned away from an education in our district because they are homeless.

Professional Development

Professional development must be of high quality, on-going, and sustained for all staff, principals and paraprofessionals.

- 1. List the professional development activities the school will engage in to implement the Schoolwide Plan. If the team has created a professional development calendar include the calendar in the back of your plan.***

Our staff will engage in extensive PLC training with Solution Tree presenter Dr. Robert Eaker, Janel Keating, Sharon Kramer, and Austin Buffum. This approach is based on collaborative teaching methods, the use of formative assessments/data, and the Response to Intervention (RTI) model. Please see the Appendix to view the Pyramid of Interventions for both academics and behavior. We also use our Professional Learning Communities as the main vehicle to determine which students need interventions. In addition, our Title I teacher leads trainings in Reading Recovery strategies. Our staff also receives training from OCTM master math teachers. In addition, teachers receive training in GLAD and SIOP strategies. We also receive systematic training for Positive Behavior Support (PBS).

- 2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.***

Through analyzing common formative assessment data, PLCs are able to identify the students who need extra support, particularly in the areas of reading, writing, and math. This method also helps us identify student who need enrichment. We will also use our Intervention Team (I-Team) for more immediate concerns that surface during the school year. Interventions that we have already tried, and future interventions we plan to use with individual students are documented and evaluated via I-Team and progress monitoring.

- 3. Describe the on-going and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.***

The institutionalization of collaborative working environments is widely considered to be critical to the creation and maintenance of schools as Professional Learning Communities. Prevailing thought suggests that improved student performance may be fully realized only when teachers routinely function

as teams and abandon their traditional norms of isolationism and individualism. Our district is committed to a one hour block of time at the end of each Wednesday for PLC collaboration. PLCs will analyze formative assessment data, monitor student progress on an ongoing basis, and apply interventions/enrichment. PLCs will use this valuable data to inform their instructional decisions and plans for students.

Title I staff members participate in district-sponsored PLC meetings (weekly) and Building Level Title I meetings (weekly). At these meetings, staff members have discussed and learned strategies that include: Reading Recovery, Guided Reading, Phonics, and other best practices for reading, writing, and math; as well as Positive Behavior Support (PBS) and sheltered instruction techniques.

The building administrator collects PLC meeting minutes from all PLCs, as well as the Title I weekly meetings, and also meets with the building Title I coordinator to assess progress. The building administrator also completes evaluations of Title I staff to ensure that best practices are being implemented.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

- 1. Attach the signed Principal Attestation Form that assures all teachers and paraprofessionals are Highly Qualified or on a plan to reach Highly Qualified status.**

*Available upon request.

- 2. Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.**

Our district is proactive in recruiting and hiring Highly Qualified Teachers. We also have a strong focus on professional development for the purposes of getting current staff members to become highly qualified. In addition, we are looking at creative and progressive ways to provide mentoring for new staff members (with assistance from the county ESD). The Estacada School District has a difficult time competing with larger neighboring districts, who offer signing bonuses. In an attempt to address the challenges of attracting and retaining HQ teachers, especially in SPED and ELL, the District is negotiating with the teachers' union to allow for signing bonuses, advanced placement on the salary schedule, and/or stipends.

3. Describe the process used to meet with parents of students who have not met academic standards.

Communication is the key. If students are not meeting academic standards, we are proactive about making phone calls, sending home letters/progress reports, e-mailing parents, and setting up parent conferences.

Family and Community Involvement Strategies

Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.

1. Describe the key strategies planned to increase meaningful family involvement that is designed to enhance home-school partnerships and improve student learning. Include these strategies in the Action Plans.

The Estacada All-Prep Academy (our district's charter school) is the main vehicle used for outreach to home school students, as it provides a variety of traditional and non-traditional educational approaches. See district CIP.

2. Describe the strategies or process used to include parents in decision making and evaluation of the Schoolwide Plan and/or other school related programs.

There are a variety of ways we encourage parents to become involved in the process. We have a Volunteer Coordinator, and we have committees such as Site Council and Parents' Club. We are very active about recruiting parents to become a part of the process.

3. Describe the process used to meet with parents of students who have not met academic standards.

We have an open communication policy at Eagle Creek. We encourage parents to contact us (via conferences, phone calls, e-mails, etc.) with any concerns we have. In addition, we are proactive about contacting parents when students are not meeting standards. We have conferences, progress reports, report cards, parent phone calls, e-mails to parents – whatever it takes to make sure students do not “fall through the cracks.”

4. Identify the date and the agenda for the annual Title I-A meeting.

Date: Thursday, September 17, 2009

Agenda:

- Welcome – Teresa Lewis – Title I Reading Specialist
1. This meeting is for all parents who want to help their children become better readers.
 2. We will be giving out information about our Title I reading, writing, and math program.
 3. We will give information about reading and helping your child read.
- Explaining the Title I program
1. It is a federally funded program to help students with reading, writing, and math.
 2. We choose students based on school-based assessments, statewide assessments, teacher recommendations, and other risk factors.
 3. See handout regarding Title I.
 4. Encourage students to read at home as well. Handouts: Reading incentive, How to Help Your Child, What a Good Reader Does.
 5. See booklists.
- General Reading Information
1. Common Curriculum Goals are set by the state (see handouts).
 2. Keep an eye out for “Reading Connections” insert in the school newsletter for reading ideas.

5. Describe community collaboration and partnerships that enhance student achievement.

There are a number of community programs that take place at our school which require on-going coordination. Our Clackamas County ESD is a wonderful resource – particularly in the areas of SPED, ELL/Migrant, and Homeless. Some of the other programs include: professional learning communities, OCTM Math Grant, Clackamas County Writing Assessment, Nutrition Program, Read Across America, Accelerated Reader, Fluency Training, Study Island, Technology Training, Foreign Language Club, Kids Club, Daycare, Small Group Counseling, Pyramid of Interventions, and Attendance Incentives. In addition, we work with the Estacada Community Resource Center and the Estacada Community Foundation in order to provide services for our students.

6. Briefly describe the process used to develop and implement the school/parent compact.

The school/parent compact is discussed at the Parents’ Meeting at the beginning of the year. The compact is sent home with students and is collected by the Title I teacher.

7. Attach a copy of the school/parent compact in relevant languages to the back of your plan.

*Available upon request.

8. Attach a copy of the School Title IA Family Involvement Plan.

*Available upon request.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate. Headstart, EvenStart, Oregon Pre-Kindergarten must be addressed, if applicable.

At-risk students of preschool age generally attend Sandy Ridge Head Start or the Red Barn Pre-School in Estacada, where children receive comprehensive services. In the spring of each year, Head Start sends Early Intervention records to the Central Office. These records are given to the case managers in each of the three elementary schools. Records explain services the children are receiving. Upon receiving Head Start Early Intervention records, each school's Building Support Team Staff or Special Education staff reviews the records. Depending on the child's needs, an IEP meeting (for children with a school-age disability) may be convened to assist in the transition process. Each Head Start location completes an individual Kindergarten Transition Report for each child entering kindergarten. These reports provide information about how the child performs indoor tasks, outdoor tasks, and self-management skills. Kindergarten teachers receive these reports in the fall to assist in their classroom planning.

In addition to transitioning children from Head Start and preschool programs, we also collaborate with the Clackamas County Education Service District to transition students from their preschool programs to our kindergarten. In the spring of each year, transition meetings are scheduled with ESD staff and appropriate Eagle Creek staff members to review student information, meet families, and plan transition activities and needed services for incoming students.

2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

We plan transition activities for our 6th grade students as they move to the junior high. In the spring of each year, junior high representatives meet with 6th grade students and teachers to discuss junior high classes and

expectations. Meetings are held with appropriate staff from our building and the junior high to develop plans to help at-risk students transition successfully.

3. Describe on-going coordination with other community programs and agencies that support transitions for students.

The school principal is the key communicator and liaison between the school and the other community programs and agencies (listed above) that support transitions for students. The principal will bring other staff members into the mix, as needed, to provide support for students as they make transitions.

Coordination and Integration of Services and Programs

Schoolwide Plans are expected to use flexibility to integrate services and programs with the aim of upgrading the entire educational program.

1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this Act (i.e., migrant programs, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).

We coordinate with many of the federal Title programs. Title III with our Title I program (without co-mingling funds) because ELL students are served by Title I. Our ELL students also receive instruction in English Language Development from a certified ELD teacher on a regular basis. We also, of course, coordinate with Special Education/IDEA, Section 504, and Talented and Gifted. In addition, Title IIA provides for professional development for employees of our school. Our district has really enhanced our technology equipment and programs, which is supported by Title IID. We also provide for Drug/Alcohol education, which is supported by Title IVA. Also, our monies from the School Improvement Fund and ARRA are helping to provide supplemental support.

2. Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district school improvement efforts.

The district supports our efforts in Title I in a variety of ways. They organize and manage the fiscal aspects of Title I. They also provide time and resources for our professional development and implementation of professional learning communities. In addition, they have contracted a consultant – former ODE employee, Chris Rhines – to assist us in revising our written plans and ensuring compliance regarding the necessary evidence that needs to be collected.

On-going Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan.

1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.

Every year, we start our Schoolwide goals at the beginning of the year. This goals setting includes staff, parents, and students through a variety of committees. We review our progress at various checkpoints throughout the year. At the end of the year, when our assessment data and needs-assessment survey data is complete, we will evaluate our year and begin to brainstorm about goals for next year. We will then adopt our new goals at the beginning of the following school year. These evaluations and new goals are communicated with the District and the School Board via the Executive Summaries of School Improvement/Key Performance Indicators presentation by the school principal.

2. Describe who will be involved in the evaluation/review and how they were selected.

The principal designates some team/committee members. Other teams/committees join on a voluntary basis. Because of this, every stakeholder who wants to participate in the process has the opportunity.

3. Describe what process will be in place to ensure that revisions are completed and that staff and district have been informed of any changes.

The principal is in charge of collecting all input and feedback in order to make the necessary revisions. The principal will make the updated documents available to the school community stakeholders via the school website (or a hard copy if requested).

4. Describe how the district will be informed of the school's progress and changes in the plan.

The principal will work with the District to receive feedback, and ensure that the revisions are put on the school website. Through this process, the District will have the opportunity to review the updated documents.

Fiscal Coordination

Schoolwide Plans may consolidate most federal, state and local funds to provide services.

- 1. Complete the Schoolwide Program Budget Summary in the Worksheet Section. All sources of funds to the building need to be included on worksheet.**

*Available upon request.

- 2. Provide a brief budget narrative explaining how all funds listed in the Schoolwide Program Budget Summary will be used to support the Schoolwide Plan. Please be specific in what the funds will be used for.**

*Available upon request.

Directions for developing the Action Plans

The Schoolwide Program Action Plans must be based on the results of the needs assessment and the inquiry process. The Action Plans can serve as effective tools for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals.

It should also assist in the implementation of the Schoolwide Plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

The Action Plans will become the school's comprehensive school improvement plan that is required by the district each year. Each year the plan will be updated and submitted to the district.

All the information to complete the Action Plans may be found in the Schoolwide Program Worksheet document.

Include the following additional worksheets (found in separate documents) at the back of the Schoolwide Plan.

Data Collection Worksheets

Data Analysis Worksheets

All Prioritization of Needs Worksheets

Action Plans

Schoolwide Program Budget Summary

Other attachments are referenced in the Written Plan Template.