

# Title I-A School Wide Planning Form

Schools that implement a schoolwide program under Title I-A must develop a plan for changing the total instructional program in the school. The plan must be based on a comprehensive needs assessment and include specific outcomes and strategies to address the learning needs of all students in the school. In addition, the plan must be reviewed annually with the input of families, and updated as needed. Districts have a great deal of autonomy in determining the format of their schoolwide plans. ODE created this template that schools can use to guide the development of their school wide plan. Schools or districts that choose to develop their own template must include criteria identified in the document located in the resource section below.

Who should complete this template?

This template should be completed by members of the Title I-A school planning team, to ensure all details are

When should this be sent to ODE?

School level plans should be retained at the district. ODE

[Needs Assessment Summary](#)

[Action Plan](#)

[Family Engagement](#)

[Annual Plan Review](#)

## ESSA Citations

- [1] ESSA Section 1114(b)(6)
- [2] ESSA Section 1114(b)(7)(A)(i), (iii)
- [3] ESSA Section 1114(b)(3)

## Helpful Resources

- [School Wide Planning Brief](#)
- [Oregon's Continuous Improvement Planning](#)
- [SIA Engagement Toolkit](#)
- [\(LINK TO CRITERIA\)](#)




## 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: Fall-Winter  
2022-2023**

### **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?

Mapleton is a small, rural, and high poverty school district that currently serves 154 students. While our communities lack access to food, shelter, mental health and medical services, high-speed Internet, transportation, and extra-curricular programming - many of the social determinants of health - there are also a wealth of physical, cultural, individual, and collective assets.

### **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?

This process included disaggregated student data, surveys, Division 22 and current plan reporting processes, informal and formal surveys and conversations, and an audit of current systems and practices. Easy CBM data was referenced for trends and individual student needs.



## NEEDS ASSESSMENT SUMMARY cont

### **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?

Our needs assessment highlighted the following strengths and opportunities in our district.

- Staff are highly committed to the success of each student, there is opportunity for aligned Tier 1 academic and behavioral approaches that limit our need for Tier 2 and 3 interventions.
- Partners in the district, region, and county are excited to support the needs of the Upper Siuslaw/Mapleton SD region.
- Students are proud to attend Mapleton and feel safe and a sense of belonging, they are looking for more challenge and relevance in their courses and access to opportunities that exist in larger schools
- Need for systems and capacity to support students with disabilities and students experiencing executive function deficits, trauma, stress, and mental health issues in an inclusive setting.
- Highest behavioral needs at transition points: Kinder and 7th and students experiencing disabilities and navigating poverty and trauma.
- Chronic Absenteeism: Rate decreasing significantly but remains a priority especially with youngest students.
- Students are asking for post-secondary college and career exposure across 7-12 grades.
- We currently do not have an dual credit courses, CTE Pathways, or World Language opportunities and do not have a counselor for guidance or emotional supports.
- We have a high percentage of students who have lost a caretaker to death and many more who have lost a caretaker to incarceration, abandonment, impacts of substance abuse.
- Post-pandemic (20-21 & 21-22) we are well below state averages in 4 & 5-year graduation rates, 9th grade on-track rates, and regular attender rates, with even lower rates for our students with disabilities, students experiencing poverty and homelessness.
- Limited time for ongoing professional development and collaboration among staff. -Strong family feedback about Friday School, a want for K-8 inclusion with enrichment opportunities – like summer school!
- We are currently lacking structures for collaborative decision-making and two-way, ongoing communication with families.
- Many hands-on engaging experiences in classes, an opportunity to align and communicate our curriculum. Limited Science opportunities K-6.
- Many legacy opportunities like Sforza Fair (public exhibition of learning in arts and sciences) exist, opportunity to bring back to new life.
- Division 22 identified areas of non-compliance connected to Comprehensive School Counseling, TAG services, and local performance assessments.

**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?

Mapleton School District's needs assessment process was led by our first year Superintendent in consultation with our Board, administration, educators, students, families, and community. This process included disaggregated student data, surveys, Division 22 and current plan reporting processes, informal and formal surveys and conversations, and an audit of current systems and practices. Throughout, particular attention was placed on the needs of our focal student groups, in particular students with disabilities; students navigating poverty, foster care, and homelessness; students of color; students impacted by family substance abuse; and, students who have lost a caretaker. Our needs assessment process and ongoing, authentic community engagement are inherently integrated, with stakeholder narrative and dialogue bringing light to numerical data. For the purposes of writing this Integrated Plan, there was no singular team meeting throughout. Rather, the needs assessment and plan emerged through ongoing community engagement.

## 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 activities will be evaluated.

### GOAL/OUTCOME 1:

1. Through professional development and collaboration, student learning experiences aligned to our Mapleton Portrait of a Graduate offer comprehensive, relevant, and engaging opportunities that support and empower every student to reach their educational and personal potential.

#### Activities

Provide weekly Professional Learning and Collaboration time for all educators.

#### Measures

Staff and student surveys & [progress markers](#)

#### Professional Learning

Formative Assessment, Social emotional learning, Kinder SSTRS program, Literacy curriculum implementation



**GOAL/OUTCOME 2**

2. All Mapleton families are engaged in the development of individualized student learning goals.

<b>Activities</b>	<b>Measures</b>
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Reading intervention, expanded Friday and after school programming, family engagement events	Participation in extracurricular events, community input/leadership opportunities, Family and Community survey, <a href="#"> &amp; progress markers</a>
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**Professional Learning**

Sources of Strength & Formative Assessment

**GOAL/OUTCOME 3**

3. All staff implement schoolwide and classroom age-appropriate, trauma-informed, restorative practices, including connecting students and families to services to meet basic needs.

**Activities**

Provide weekly Professional Learning and Collaboration time for all educators and family engagement events.

**Measures**

Staff and student surveys & [progress markers](#)

**Professional Learning**

Sources of Strength & Social emotional learning

**GOAL/OUTCOME 4**

4. Enrichment programming can be linked with positive changes in academic success, attendance, social emotional well-being, community engagement, and overall school and community climate.

**Activities**

Friday school, afterschool programming, implementation of sources of strength and family engagement events.

**Measures**

Academic measures, attendance and student/staff surveys

**Professional Learning**

Sources of Strength, Formative Assessment, Social emotional learning, Kinder SSTRS program, Literacy curriculum implementation

## 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 plan. 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 families?  
*Mapleton is a small, rural, and high poverty school district that currently serves 154 students. Our plan writing process and ongoing, authentic*

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

*In terms of authentic and meaningful engagement we are excelling in building systems for youth voice at our 7-12 grade levels. We have many examples*

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?

*Mapleton is a small, rural, and high poverty school district that currently serves 154 students. Our compact writing process and ongoing, authentic*

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

What are the strategies we use to help families support their student's learning?

*To engage families, we hosted a resource fair and had stations for sharing ideas and input about improvements to the school, again with a focus on*

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): yes

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

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

Online Presence: Please provide the website link to your schoolwide plan.

[https://www.mapleton.k12.or.us/?page\\_id=3561](https://www.mapleton.k12.or.us/?page_id=3561)

**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

**Review Dates:** March 15, April 14, April 19, May 17

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

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

Title plans and services are part of our regular continuous improvement and district/school planning process and were included in our Integrated Plan development process throughout the year. In addition, our administrative team meets regularly with our Title 1 coordinator to discuss current services and recommended shifts. A number of our teachers, assistants, substitutes, and Board members are also parents of elementary and secondary students so parent input is regular and informed. While we did not have a specific parent on the planning committee, input from many parents (beyond staff too) is included in our strategic planning meetings. As noted in our Integrated Planning documentation, student voice/feedback are a primary point of our planning and improvement efforts.

**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?

**1. Through professional development and collaboration, student learning experiences aligned to our Mapleton Portrait of a Graduate offer comprehensive, relevant, and engaging opportunities that support and empower every student to reach their educational and personal potential.**

**We are in process of developing our Portrait of a Graduate and are working to engage families in this process. We recognize that there are gaps in our literacy curriculum and an opportunity to support teachers who feel like they are on an island (only 3-4 teacher, etc.) through more supported professional learning and evaluation processes.**

**2. All Mapleton families are engaged in the development of individualized student learning goals.**

**Our teachers work together with students and parents to identify strengths and learning goals. We are developing our capacity for meaningful progress monitoring. This year we hosted two Sforza Fair exhibitions of learning that were very well attended and**

**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 are committed to these goals and continuing to integrate our plans/programs so that we can focus our efforts on making sustained changes. We are focusing on building systems and professional learning opportunities that prioritize morning meetings, literacy instruction, and ongoing formative assessment practices.