

Southern Oregon Success Academy

Three Rivers School District

Principal Mike Herzog

Title IA Schoolwide Plan

2024-2025

Section 1:

Comprehensive Needs Assessment:

Describe the students served by this school.

Southern Oregon Success Academy serves students from 6th grade through 12th grade, including some adult learners. SOSA has seen an increase in enrollment the past three school years on all of its campuses. As our community looks for alternative ways to flex their education to their personal needs, our program continues to increase. Our school offers more stable education programs for mobile and unhoused students. We have seen an increase in accessibility and use of programs and supports offered by SOSA for students in poverty. These programs include, but are not limited to, campus closet, food pantry items, Project Youth Plus programs, etc.

Specific sources of data examined as part of the needs assessment:

- District and State Report Cards
- Comprehensive School Improvement Plan
- Student Surveys
- Smarter Balance Testing Results
- 9th Grade on Track numbers
- Graduation Rates
- Edgenuity progress
- Behavior Data

How did the team examine the different needs of all learner groups?

As a schoolwide team we analyzed the extensive data that was collected. This was an opportunity to examine all systems and the quality of each. This also allowed us to look at how data is tracked to see if we are looking at enough data to help move ALL students in the direction for them to have success. In developing our education system we have established a metric to measure students attendance, behavior, current passing rates for classes, social emotional well being and then any notes that pertain to just how each student is doing overall. We looked at surveys from our community, parents and students to pull data about how we were serving our students. We finally built our Master Schedule to support and accommodate a variety of learners to promote an avenue of success.

Were inequities in student outcomes examined?

Yes

What is the story the data is telling?

1. Academically, a large portion of our students at SOSA struggle in Math and English. This data was discovered by state testing results as well as scores from our online Edgenuity classes.

2. Social Emotional Health, many of our students from traditionally underserved populations. This was discovered by evaluation of parent registration information as well as Social Emotional Health student surveys. We serve 4 of the 6 poorest zip codes in Oregon. So providing layered emotional support to help bolster academic performance is very important.
3. Students who attend SOSA often arrive with lagging skills. High school students lack the credits needed to be on track for graduation.
4. 9th Grade on Track data from the previous year was used in conjunction with level testing of 8th graders transitioning into High School to identify what skills and content that teachers needed to focus on in the current year.

How were stakeholders involved in the needs assessment process?

- Student Surveys to find data in courses offered, support academically, support socially and emotionally, ability to learn.
- Back to school night created opportunities to have face to face discussions with parents regarding their students current academic experiences.
- Parent-Teacher Conferences were focused on generating high numbers of participation as well as chances for teachers and admin to receive direct feedback from parents.

Which needs will become priority improvement areas?

- *Increase academic growth in Mathematics.
- *Increase academic growth in Language Arts
- *Social Emotional Health

How will the school use their Title IA allocation to support these needs listed above?

- I. Goal 1 (Math)
 - a. Purchase support materials to help small group math instruction
 - b. Provide additional time for staff to work with grade level teams on PLC initiatives.
 - c. Promote strategies for parents to support learning at home.
 - d. Print out Guided notes for the lessons to increase lesson mastery.
 - e. Provide the opportunity to get small group help sessions or one on one help if needed.
 - f. Non school days will be used to hold math help sessions and extensions.
 - g. Use a variety of resources/programs to determine appropriate math levels.
 - h. Extend school year to increase knowledge base.

- II. Goal 2 (Reading)
 - a. Purchase support materials to help small group reading instruction
 - b. Provide additional time for staff to work with grade level teams on PLC initiatives.
 - c. Promote strategies for parents to support reading at home.
 - d. Print Guided Notes for the lessons to increase lesson mastery.
 - e. Provide the opportunity to get small group help sessions or one on one help if needed.
 - f. Non school days will be used to hold reading help sessions and extensions.
 - g. Use a variety of resources/programs to determine appropriate reading levels.

- h. Extend school year to increase knowledge base.
- III. Goal 3 (Social Emotional)
 - a. Purchase curriculum that supports social emotional well being.
 - b. Partnership with our outreach groups, VOTECH and Project Youth Plus.
 - c. Increase student contact with at home learners.

Section #2: *Based on the school's needs assessment, what are the identified goals that the school will be focusing on this year.*

- I. Goal 1 (Math) - By June 2025 the percentage of students who take the OSAS will increase by 10%, and the percentage of students who will be at or above benchmark based on Math level indicator scores will increase by 25%.
- II. Goal 2 (Reading) - By June 2025 the percentage of students who take the OSAS will increase by 10%, and the percentage of students who will be at or above benchmark based on Language Arts level indicator scores will increase by 25%.
- III. Goal 3 (Social Emotional) - During the 2024-2025 school year, in person students will participate in daily social/emotional check ins. At home learners will participate in weekly social/emotional check ins. All students will be connected to appropriate community resources as needed.

Section #3: *Please respond to the following:*

A. Leadership

Three Rivers district leadership provides ongoing support for the implementation of the district improvement plan as well as each individual Title I-A Schoolwide Plan. Administrators review the district plan annually and share this information with stakeholders via Site Council and other parent meetings. The district reviews all school plans and provides feedback and support where needed. All goals are in alignment with and in support of the district goals (Reading, Math, Social Emotional).

B. Talent Development

The district provides support for teachers who are both new to the district and new to the teaching profession. Prior to the start of each school year, all new staff attend training that discusses effective teaching strategies, technology support, and basic information on student support systems district-wide. Throughout the year, various professional development is offered to teachers and classified staff with the goal of improving instruction for students. Finally, the district uses data to drive instructional decisions and new teachers to TRSD are led by school administrators in learning this process.

Southern Oregon Success Academy provides new staff with the following professional development to improve instruction and the use of data. We focus on an array of areas for all staff including new staff. We work on self care strategies to minimize the risk of teacher burnout. We share a focus each quarter for what we want to see in class instruction like Classroom Environment, Routines for a Positive Start, Elite Instruction, Social Emotional Learning, Classroom management, and Always be Closing. We do team building activities to build our culture and do many other things that create a sense of community and team. We meet to discuss our grading along with policy and procedures to make sure that all teachers are aligned.

C. Stakeholder Engagement

We let stakeholders know that we are a Title 1A school by sending a brochure home with all students. We publish all Title 1A data and have it posted during our back to school nights and for both our fall and spring conferences. We have a Title 1A informational section on our school wide newsletter a few times each year and we update our website with Title 1A information for our students and families.

D. Well-Rounded Learning System

Each school within the Three Rivers School District has committed to the foundational belief that developing collective teacher efficacy serves as the basic method to achieve the academic goals as stated in ESSA Section 1114(b)(7) (A)(i).

The specific strategies to accomplish this effort include:

- a) identifying and creating an understanding of the essential standards for student learning at all grade levels;
- b) the development of a system wide progress reporting vehicle to mark and capture the learning progression (Report Card);
- c) development of common assessments to foster collaboration among staff in each school in pursuit of continuous improvement in teaching and learning.

E. Instructional strategies:

Please describe strategies that will be used to address student needs:

1. Each school in Three Rivers supports all student's mental health needs. The district hired three mental health intervention specialists to work with students in grades K-5 as well as a Secondary Mental Health Coordinator. Three Rivers also partners with community based mental health organization "Options of Southern Oregon" to provide skills training for students in the school setting. All middle and high schools have a school counselor who provides school-based mental health support and connects families to community resources when needed.
2. All Three Rivers School District principals participate in professional development from *Inflexion* focusing on "Think Act Know Go" and the most important skills needed to prepare students for post-secondary opportunities and/or entrance into the workforce. This work is aligned so that administrators from elementary school up through high school are focusing on the same target: success after graduation.
3. *Southern Oregon Success Academy uses a multi-tiered approach while looking at academics and behavior. We use the vehicle of advisory to promote our desired culture within our school. Students gain an understanding of what the desired behavior and day to day expectations are while at IVHS. On the academic side we use our MTSS process to individually focus on each student and help guide them in the direction of success. We support our MTSS process by using an intervention model each week where teachers call on specific students to spend time with them and strategically help those students get up to speed on any given subject area.

4. Three Rivers School District supports all elementary schools in assisting preschool children in the transition to their local elementary school. District leadership serve on the Board of Directors for the local Early Learning Hub to support families as they transition from preschool to public school. Each spring, the district holds “Kickoff to Kindergarten” to provide information to families and register students for the upcoming Kindergarten year. During the summer, each elementary school also offers “Crittter Camp” for those incoming Kindergarten students. This 4-day camp helps students become familiar with their new school, provide information to parents, and allows the teachers to learn more about each student to better meet their needs.

F. **Inclusive Policy and Practice**

The strategies that will be used to provide all students with opportunities to meet challenging state academic standards includes a commitment to developing a fully operational and collaborative Professional Learning Community (PLC) in each school and grade level. Teams will work diligently to ensure the fundamental inclusive goal of providing a guaranteed and viable curriculum to all students.

Three Rivers School District has developed a partnership with the Oregon Rural Schools Network and Janel Keating to develop and implement the structures and support necessary to accomplish our PLC implementation goal. This partnership includes specific learning modules driven by Janel’s nationally recognized work in this area and access by TRSD to these modules. TRSD has hired a Teacher On Special Assignment (TOSA) to focus on supporting the development of needed knowledge and skill across elementary grade levels. TRSD has a modified work calendar to provide dedicated non-student day learning time to support professional staff in pursuit of the above ESSA goals.