

**Glendale K-12 Charter
School District
District Wide Title 1-A Program Plan**



2024-2027 School Year

Description

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.

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Contact Information

School District	Glendale K-12 Charter District 77	School Year	2025 -2027
School Name	Glendale School District 77	Superintendent	Bridget McMillen

Planning Team Members

Name

Role

Bridget McMillen	Title 1-A District Coordinator	
Alfredo Mandlando Devin Hunt	Building Administrator	High School Elementary
Kate Bowers	Title 1-A Teacher	Elementary
Angela Deere	Certified Teacher	Elementary
	Parent	Multiple attempts to recruit

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 section briefly summarizes the results of this needs assessment and the process that the district used to conduct the needs assessment.

Date of Needs Assessment: May 12, 2024

Student Demographics: Who are our students?

Describe the students you serve. How have your student demographics changed over time?

What trends are you seeing?

Glendale serves all of the students in grades K-2 in the Glendale K-12 Charter District #77, which is in Glendale, Oregon. In the three years prior to the Covid pandemic, the Glendale K-12 Charter District 77 was seeing a slight increase in total student enrollment, with total student enrollment being at 290 in March of 2020. Since the pandemic, our total student enrollment has maintained to between 290-310 students. Glendale K-12 Charter District 77 receives Title 1 funds as a whole district since becoming a full charter district in 2020. The percent of our students qualifying for Free and Reduced lunch has stayed consistent over the last four school years. The rates have ranged from a little over 82% to almost 90% of our students within the 2018-2022 school years. When looking at our numbers for students who qualify for special services, either through Special Education or English Language Development, there has been an increase in both areas since the 2020-2021 school year. Currently 17% of our students receive special educational support and services. Glendale School District does not have students that currently qualify under English Language Development services.

How is your school serving students who have been historically underserved by the system?

In the past 5 years the Glendale K-12 Charter District 77 has worked to provide teachers with training in Trauma informed practices, Student engagement, instructional interventions and Science of Reading. In 2023-24 Glendale Elementary School began a comprehensive training in the LTRs program – to provide direct instruction and intervention based on the science of reading.

In addition to training Glendale School District uses Title 1 funding to be able to offer instructional assistant push-in support into the general education classrooms as well as pull-out intervention services to students needing additional help with reading and sometimes math. Data from school wide screening measures, such as Acadience oral reading fluency, Iready Reading and Math assessments, and decoding surveys are used to determine which students are selected for pull-out Title services. Once these students are selected, frequent progress monitoring happens to track how students are progressing with the intervention, and whether changes need to be made to the intervention plan.

Glendale School District has implemented elements of Positive Behavior Instruction Support (PBIS) program since the 2019-2020 school year. During the year staff spend time explicitly teaching and reviewing school wide expectations with students through a comprehensive student handbook. Behavior data is collected and examined throughout the year, in order to determine challenging areas that need more attention, and to determine equity with regards to who is receiving behavioral trackers. Glendale School district continue to review behavioral data and integrate supports for both teachers and staff. Over the past three years we have seen a dramatic decrease in behavioral infractions – including intensity and quantity.

Data Examined: What data did we look at?

We reviewed a variety of measures of data during our needs assessment. We began by looking at our demographic and attendance data. This included looking at the percentages of students attending school regularly as a whole group, and then broken down into sub groups. We also looked at the breakdown of the percentages of students at our school who qualify for free and reduced lunch. At the district level we examined the percentages of students receiving special education services. For academic measures we looked at data from the screening assessments that we give three times a year. For reading we looked at our iready Reading assessment(given to K-11 three times a year) and the Acadience Oral Reading Fluency assessments (given to Kg – 5th graders three times a year) that we give to determine words correct per minute and an accuracy rate. In addition, we viewed the data from individual decoding surveys that we give to struggling readers. For math, we looked at data from the iready Math assessment. We viewed the current data we have for this year as well as past data for all of these measures. For behavior data we examined a variety of reports from Synergy , including referrals by problem behavior, referrals by location, referral rates by group/ethnicity and average referrals per day per month over the course of the last 3 years.

Using this data we were able to clearly see a few areas that we need to be addressing in our school wide plan.

Identified Strengths and Needs: What is the story our data is telling?

Based on the data we have determined the following areas of strength:

The data revealed that the strengths at Glendale are a significant decline in behavior referrals. We have seen a marginal increase in math and reading scores – however not at a significant level of growth to overcome the gap.

Areas of Need:

The data revealed the needs for Glendale are attendance, effective and efficient reading assessments, and reading and math instruction. The rate of regular attenders was 14% in 2020-21 to 2023-2024 at 31% and – to 61% in 2023-24

Staffing stability has played a significant role in in the development of on-going programs and supports

How has this changed over time?

The biggest change over time has been caused by the pandemic and its impact on students' learning. We continue to see the repercussions of this interrupted learning including student apathy towards instruction, parent engagement outside of sports and performances.

What are the barriers, and root causes, that students in the building face?

Barriers & Root Causes:

- Access to consistent care and services is difficult in our area. This includes general healthcare, social emotional care, mental health services, and housing. A lot of jobs in our area,(which take parents 20- 40 minutes outside of Glendale to the next town) do not cover the cost of living, or the costs for people to be able to support their families.
- We have struggled to maintain staffing – with turn over at 20-30% annually. A large majority of our teachers are completing certification while also teaching each day.
- Funding to overcome the high cost of inflations and supporting salaries .

What opportunities and strengths exist that can be utilized to support the school's academic, social, and other goals?

Opportunities and Strengths:

- Title 1 team utilizes strategies that align with the Science of Reading and is led by an experienced reading specialist.
- To help support SEL and behavior, we now have a part time counselor. We have adopted SEL Curriculum for both the elementary and secondary schools
- We have implemented a new core curriculum for math and reading , and are in the in the process of reviewing current reading curriculum in terms of the science of

reading.

- Strong Implementation of CTE related programs at secondary including Ag Science, CNA certification. Currently looking at CTE – TECH and hiring Ag teacher.

- Our school recently received training from our partners in the ESD on Classroom Management and supports.

ENGAGEMENT IN PLAN DEVELOPMENT: Who was engaged in this process and how?

We had a team of 5 people who participated in our Title 1A School wide planning meetings. The team consisted of a district level administrator, our building administrator, our Title 1A teacher, and certified staff members. The team met initially to review multiple sources of data for our school for the needs assessment. After looking at the data we discussed the areas of strength and apparent areas of need for our school. The team identified three focus areas in which to develop goals and action plans for our school. Upon completion of our Title 1A Schoolwide Plan, the same team of people met again to review the plan in its entirety as we prepare to fully implement the plan during the 2024-2025 school year.

Goals and Activities

GOAL/OUTCOME 1:	
Attendance will improve by 60% to 90 % by the end of the 2027 school year.	
Activities	Measures
Tracking Attendance – Communication increase with parents – Positive attendance awards quarterly	Effectiveness will be measured by attendance data.
Professional Learning	
None	
Notes on progress – 2024 Regular attendance – 61% 2025 – Elementary Attendance averaging above 80% - Secondary maintaining around 60%	
GOAL/OUTCOME 2	
For the 2024-2027 school year, the number of students receiving Intensive reading instruction in 1st grade who meet the benchmark on the DIBLES Oral survey in the winter will increase by 30% from Fall to winter.	
Activities	Measures
Increasing the amount of oral language opportunities strategies. Small group High Dose intervention	Effectiveness will be measured by the DIBLES survey given three times a year in fall, winter and spring.
Professional Learning	

LTRs Training on decoding strategies
Ltrs Training Completed in spring of 2025 . Overall progress in oral reading – decoding increasing at grade 1

GOAL/OUTCOME 3	
For the 2024-2027 school year, 80% of 2nd grade students will meet the benchmark in oral reading fluency/accuracy by the end of the year.	
Activities	Measures
Adjusted assessment of oral reading from Acadience to an aligned/connected text with skills previously taught. Progress Monitoring using DIBLES	Increase progress towards Oral reading fluency as measured by DIBLES
Professional Learning	
Review for teachers and instructional assistants on best practices on administering and scoring of oral reading assessments.	
Notes 2024 – Strong increases of ORAL reading fluency – 50% 2025 – Final assessment not given at this time – trend / progress monitor data positive	

Family Engagement

How were parents/guardians and families involved in the development of this plan? What additional activities are underway for engagement?

Glendale has struggled with engaging parents in planning processes. With the development of our school plan complete, we are planning to engage staff and families in activities in the fall to share our plan. Some of the engagement activities we have planned to occur during the school year include: before school starts family/teacher conferences, fall family/ teacher conferences, the annual Title 1 Parent meeting, literacy and/or math night, a winter and spring music program.

What are the steps the school takes to remove barriers to participation for all parents/ guardians and families?

Communicating with families in their home language(s)

As a school and as a district we make sure that any information sent home is available through multiple sources – email, flyers and on website. In addition, our district utilizes Remind and Iris Alert for all communication with parents.

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

Our Parent/ Teacher conferences are available during the day and evening. IEP meetings can be virtual or in person depending on the needs of the family. Our performances have been offered at a variety of times and sometimes at a variety of school locations.

Online Presence: What is available for families on our website? Is our Title I-A plan online? We are in the process of updating our district and school websites to be more user friendly. Currently, families can access our school's website for the calendar, lunch menus, staff contact information, and basic school information. Our Title I-A plan is currently available on our existing website.

Continuous family engagement plan in other Title 1-A requirements

Annual Title 1-A Meeting: What do we share with families at the annual meeting? How do we communicate about opportunities for family involvement in school activities?

All information is provided on the website .

At the annual meeting we inform parents that Title 1-A is a federally funded program. The funds are used to provide programs and extra support to students who are struggling in reading and math. We also make sure to share Parent/Guardian rights under the Every Student Succeeds Act (ESSA). At this meeting we share with families what the design of our Title 1-A program looks like, the assessments and curriculum that are used as well as data from the schoolwide assessments that are given. Family involvement requirements under Title 1-A are also shared with parents. This includes the district level family involvement plan, the school level family involvement plan and the Title 1 School Family Compact. Families are also informed about the schoolwide plan for Glendale , and the process for the annual review and evaluation of this plan. They are invited to share their feedback regarding the schoolwide plan. The time is also taken during this meeting to share upcoming opportunities for family involvement/ partnership with the school.

All of our opportunities for family involvement in school activities are communicated through email, flyer and digital notifications.

Family/ Student/ School Compact: How are families involved in the design of compacts? How are compacts discussed with families and students?

We have parents on our schoolwide Title 1 planning team. At our meeting they reviewed our current compact and gave their feedback. The compact was discussed with families and students at our spring parent/ teacher conferences. Going forward this compact will be shared with families during our back to school conferences happening prior to the start of the school year.

Building Parent/Guardian Capacity: What are the strategies we use to help families support their student's learning?

In order to help build parent/ guardian capacity in order to help them support their student's learning we will place strategies on our school website, once the redesigned website is up and running. We also anticipate being able to bring back in person events such as literacy night and math night, which had been postponed due to the pandemic. Classroom teachers send home resources for home activities as needed and/or requested by parents in order to help support their student's learning.

Annual Plan Review

Review Date: Annually in the Spring (May)

2024 – Review with in the goal section

2025 review of data in progress

Reviewing Our Plan: Who was at the table?

Our Annual Plan review will occur in the spring of 2024.

Looking Back: How did we do?

Our Annual Plan review will occur in the spring of 2024.

Looking Forward: What's next?

Our Annual Plan review will occur in the spring of 2024.