

## **General Information**

Amity School District 4J

Institution ID: 2252

[www.amity.k12.or.us](http://www.amity.k12.or.us)

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## **Narrative**

Amity School District is comprised of three rural schools, one each of elementary (K-5), middle (6-8) and high (9-12). We have approximately 800 students with the following demographic breakdown:

White	78%	
Hispanic	14%	(8% are Ever English Learners)
Multiracial	5%	

Students with disabilities 17%

Free & Reduced eligible 41%

We have a regular attender rate in the mid-80% range and a graduation rate over 90% in each of the last two years. Our ELA test scores are solid, but our math scores across the district are very low. We have made recent changes to staffing and scheduling at the elementary and middle levels to attempt to improve the math deficiencies, however, there is more work to be done in this area. Our students feel very safe at school, but we have seen an increase in elementary students coming to us with significant behavioral issues. Budget and space issues have limited the variety of courses that we have been able to offer at the high and middle schools.

Looking out over the next three years, Amity would like to add personnel at the elementary in terms of working with the significant behavioural challenged students and adding some instructional aid time at the earliest grades (K-1) to assist with those students who are struggling to transition to the classroom behavioral standards. Science education at the elementary is another area we are seeking to improve. At the middle and high schools, increasing CTE, STEM, Art and PE opportunities (in that order), with a particular focus on college-level courses, is important to our students and their parents. Finally, offering support on Fridays (we are a four day week) for struggling students, improving instructional technology and improving/updating our curriculum (particularly around math, K-8, and elementary science) were all important areas that we can address.

## **Community Engagement and Input**

Our engagement process formally began with our CIP committee, which was comprised of representation from certified, classified and administrative staff, the school board, parents, Special Education, our Hispanic community, a Homeless/Foster liaison, and the business community. This was a very broad-based group that evaluated our district in terms of the EBIS and identified several areas in which we as a district could improve. As we moved into the SIA process this fall, we created a survey that was distributed to parents via email and social media, and directly to students at the middle and high schools via their school email. We then followed up with a significant representation from our focal student groups by directly contacting them (parents of all-aged students and high school students) and asking them questions that correlated to the survey questions.

The answers collected from the focal populations closely resembled the answers from the general population survey. Specifically, the highest ranking areas overall were as follows:

1. Investing in CTE opportunities
2. Investing in Advanced / College-level courses
3. Increasing supports for student behaviors
4. Investing in STEM opportunities
5. Updating/Expanding Technology for Instruction
6. Modernizing and expanding curriculum
7. Offering Friday School for struggling students
8. Investing in opportunities in the Arts
9. Offer additional PE elective opportunities

## **Self-Assessment of Community Engagement**

Our focal population engagement went very well overall. We enlisted counselors, SpEd teachers and administrators from each school to contact parents and, at the high school level, students, from all of our sub-populations. The responses were highly positive and generally aligned with the responses we received from the overall survey. This isn't too surprising given that in a small district such as Amity, the schools and community are generally welcoming, accepting and engaging. Students from all backgrounds are engaged at a high level within the schools, especially in after-school programs.

We believe that we received very authentic and meaningful feedback from our focal populations, and we will plan to make yearly efforts to touch base with those groups to see how we are doing, especially with the changes that will be forthcoming as a part of the SIA investment. If we are not making changes that are received favorably, we will seek input as to how we might improve those programs to better meet the needs of these students and their families. We did not experience any significant barriers during this process.

Using Measure 98 funds, we recently hired a Hispanic former student to a full-time position in order to better serve high needs language learners (hopefully to improve their graduation and attendance rates) and improve outreach to our hispanic community, which she is an active part of. We will continue to fund her position and utilize that connection to engage our families regularly through monthly group meetings and individual conversations. This will help to ensure that one of our largest sub-populations is engaged and helping to inform our decisions. Similarly, we are increasing the intentional personal contact between our SpEd teachers and the parents they are connected to, the end goal being to ensure that they are assisting our understanding of what is working or, sometimes, not working, for their SpEd student.

Amity SD is small and reaching out to our subgroups is not too much of a strain on our resources. At this point we do not know that we are in need of any further assistance from ODE.

### **Who Was Engaged?**

We engaged the following groups as part of this process:

- Students of color
- Students with disabilities
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders

### **How Did We Engage Our Community?**

Surveys, Social Media, email, personal phone calls, staff meetings

### **Evidence of Engagement**

#### **Artifacts**

Amity chose to upload the following artifacts:

1. Overall community survey results (graphical representations)
2. Priorities from surveys (general, Hispanic, Focal populations) and CIP
3. Spreadsheet showing list of Focal Populations needing to be reached
4. Agenda from Focal Populations Data Team meeting
5. Focal populations survey questions

These various artifacts show several things about Amity's pursuit of feedback on SIA: we were intentional in who we reached out to, representing all of our various subgroups, that we involved a variety of roles across the district, and that we attempted to make it easy for respondents to give us their feedback.

The overall community survey results show the general priorities of 395 respondents giving us a good sense of how the community prioritized the areas. The summary of priorities gives some basic comparison of how the general survey, Hispanic survey and the focal population priorities were similar and different. The spreadsheet gives a glimpse of how our subgroup populations breakdown. This type of list was used to ensure that we reached out to the correct homes. The agenda from the Focal Populations Data team meeting shows our intentionality in making sure that every subgroup had school personnel reaching out who would be most likely to be trusted and get good responses from the homes. Finally, the Focal Populations survey questions show how we made it easy for them to give us pertinent feedback in a short phone conversation on all areas of the SIA.

## **Strategies and Activities for Engaging Focal Student Populations and their Families**

### **Strategies**

1. Meeting Families Where They Are: the use of home visits, direct phone calls (as opposed to just robo-calls) and personalized communication in general can have a huge impact on the relationship between the school and the families, helping to build trust, one conversation at a time. When we come to them, instead of waiting for them to come to us, we show respect for their culture or circumstances.
2. Giving All Families an Opportunity to Affect District Direction: by asking for their input, we are asking for their advice on what they think will help their child. When they see some of their ideas and input come to fruition and impact their child, it will assist them in realizing they are a teammate of the district and that together we can do more for students.

### **Activities**

We used several activities to reach out to the focal population groups. First, we gave them access to the general survey as it was emailed out (which reaches about 90% of our families), placed on our website and linked to Facebook. Secondly, we utilized a Spanish-speaking staff

member who is also a member of our Hispanic community (she grew up here and graduated from Amity) to reach out individually to each hispanic home. This allowed them to respond in their own language and have the staff member record their answers. She and the superintendent then compiled these answers via the online survey so as to be able to utilize that data. This staff member is highly trusted among the Hispanic population which we believe gives us more accurate responses. Finally, we used direct phone calls from staff members who had a connection to the members of the subgroups in order to make it easier and more comfortable for those respondents to answer the survey questions.

### **Strategies and Activities for Engaging Staff**

Strategies:

1. Giving staff an opportunity to give anonymous feedback on the district's priorities.
2. Opportunity to discuss in a group setting survey results and suggest outcomes, strategies and activities for their school and the district.

Activities: Across the district, the staff participated in a district sponsored survey. Survey results were shared during staff meetings. During the staff meetings, teachers detailed thoughts about what we are doing well, where our gaps are, and what we needed to close the gaps. The response posters were then hung in the staff room to allow all staff members the opportunity to respond. Discussions during a meeting on a professional development day provided an open forum for teachers and paraprofessionals to engage in the process. The staff is now formulating ideas and strategies to implement changes if and when we can proceed. This is an ongoing process which will provide feedback even after we have started implementing strategies and activities.

### **Collecting and Using Input**

There were several areas that showed up as higher priorities for our community than we thought would happen. Specifically, to see CTE investment be a high priority for such a significant percentage of our respondents was surprising. We thought it would be important, but it was the clear-cut top priority. Offering more advanced and college-level course came in higher than we anticipated as well. Clearly our community values both the opportunities that CTE affords to their students and the preparation that the more academically advanced courses give them. It is not CTE vs College, but rather it seems to be that both are highly valued and need to be emphasized. Also the importance, especially at the elementary level, of mitigating (and improving) student behavior issues that are disruptive to the learning environment.

As we planned, set goals and develop activities for our SIA funding, each of these areas received significant weighting. When other areas on the priority list were being considered, we kept an eye for how they might also be supporting these areas of highest need. For instance, as we look at improving technology for instruction or updating curriculum, we first looked at ways to

impact CTE, college-level courses and student behavior. We also looked for activities that will impact more than one priority. Improving our college-level offerings might be done in a way that also improves our STEM offerings and requires some updating of curriculum and improving technology.

## **Data Analysis**

Sources analyzed:

- Graduation rate
- Attendance
- Behavioral incidents
- Course participation by demographic groups
- Summative assessment results
- Common formative assessment results
- District level assessments
- Student academic performance
- Community survey results
- Focal population feedback
- Empathy interviews

Data analysis is an ongoing process in all three schools. The Outcomes in the SIA plan were impacted by this work. Effort was also spent looking at the feedback from the community as a whole and especially our focal populations and the information from historically underserved students generated by empathy interviews.

### High School

The high school uses an multifaceted approach to ensure all students are informed and prepared to take Advanced, STEM, CTE, Art, and Activity courses. Every six weeks, grade level teams meet and analyze each student in their grade level to determine their needs. Our student support coach provides detailed achievement and attendance data to the teams utilizing our student information system. We also utilize our student support coach and our ELL specialist to reach traditionally underserved students during the school year and especially schedule forecasting season. If we do not have a representative group in the above mentioned courses, we reach out to the student groups to determine why they haven't signed up for a particular course. We don't have a large number of students in the traditionally underserved population so have the ability to individualize the process.

### Middle School

The middle school uses multiple tools to analyze student success and needs within the building. All courses use benchmark testing at the beginning and ending of the academic year. These benchmarks are set by staff early in the school year, to demonstrate academic levels and preparedness within the required coursework. These goals are set in support of state benchmarks.

Academic fitness and success of students is monitored by grade level teams. These teams meet several times during the school year, to monitor and support student academic growth. Being a small school, there may only be a single staff member in the seventh and eighth-grade core areas. These staffs use the benchmarks set at the beginning of the year, local assessments, standardized testing and state testing to adjust or modify the academic and support needed to facilitate student preparedness.

The middle school takes an inclusive approach for all students, based on educational levels and needs, so that all students have equal access to courses and content. All seventh and eighth-grade students have access to STEM curriculum, as it is a daily part of their daily schedule. We are able to partner, as well, with the high school to support students that have advanced to high school level work, allowing students that are prepared to move forward.

### Elementary School

The elementary school uses benchmark assessments to ascertain student performance levels relative to grade level standards. Teachers administer reading and math benchmark assessments 3 times each year. (Baseline/Fall, Winter, & End of Year/Spring) Teachers record and analyze each student's data to determine academic needs. All students receive core instruction and then as needed interventions based on data. Through our Student Assistance Team (SAT), academic progress is monitored about every 4 weeks to determine if changes are needed to move a student forward toward mastery of grade level standards.. The SAT team also reviews student behavior incident data. Students may be referred and then be supported with a behavioral intervention. The team utilizes our ELL specialist, counselor, Title I teacher, and SpEd teacher to assist in determining needs for our underserved populations. The goal is to increase the academic achievement of all students and ensure they have the skills to navigate school and life.

The elementary school also analyzes participation data for our school clubs and activities to determine if all students, including students in underserved populations, are taking advantage of school clubs and activities.

### **SIA Plan**

Amity School District has identified five Outcomes that we will work towards with the assistance of the SIA funding. These Outcomes are listed in the same order as the priorities of the community, staff and students.

#### **Outcome 1:**

*All students will have an equitable opportunity to be well-prepared to pursue the post-high school path they choose, whether college, trade school, or immediate work force entry.*

Strategy 1.1: If Amity SD, by graduation, provides students opportunities to develop proficient technical and soft skills, a deeper understanding of what it takes to be successful in the "trades world", a clearer idea of what trade(s) they may be best suited

for and most interested in, then the students will be better prepared to pursue the post-high school career path they choose.

Measure of Success 1.1: Students will demonstrate proficiency in local assessment of technical and soft skills.

Activities 1.1: Development of a Building Trades Program (BTP) on campus that will partner with local contractors to provide a comprehensive approach to developing the skills, knowledge base and experience of students who may be interested in entering a trade. This also requires developing partnerships with local contractors and industry as well as coordination with our existing Woods and Metals CTE programs.

- a) acquire access to a facility close to the school that can be used as a site for the BTP;
- b) renovate the facility as necessary to make it ready for the BTP;
- c) hire a BTP teacher who will also serve as CTE Coordinator for the district;
- d) develop a coherent and cohesive BTP curriculum sequence

Strategy 1.2: If we increase student access to a greater variety and number of advanced or college-level courses then Amity will have more students taking these types of higher level courses.

Measure of Success 1.2: Increase in number of students enrolled in advanced courses

Activities 1.2: HS Principal, Counselor and teaching staff will work together to identify areas of student interest, scheduling and staff ability in order to determine the most viable course additions.

- a) Hire 1.0 FTE teacher with Math endorsement (plus another endorsement as well)
- b) Add second year of Computer Programming (taught by one of our current math teachers)

Strategy 1.3: If Amity offers increased opportunities of STEM-related classes and activities across all grade levels, while ensuring greater variety of available options, then more students will participate in these types of courses.

Measure of Success 1.3: Increase in the number of students enrolled in STEM-related classes.

Activities 1.3:

- a) Hire elementary science specialist
- b) Equip and furnish STEM classroom at Elementary school
- c) Add technology and equipment at middle school level to improve variety of activities during existing STEM courses
- d) Offer after school STEAM club at MS (stipend, supplies)
- e) Add second year of Computer Science at high school
- f) Modernize equipment and furnishings, add applicable technology, in high school

- science department
- g) Add carts of chromebooks at all three schools
- h) Add math course(s) to increase variety for students who are struggling with traditional courses
- i) Upgrade and modernize equipment for CTE so activities utilize industry standards technologies

## **Outcome 2**

*Amity SD will provide a safe social and emotional learning environment for all students.*

Strategy 2.1: If Amity offers additional supports for our behaviourally-challenged students in elementary and middle school, then they will become better able to function within a classroom setting.

- a) Additional classified personnel will work alongside our K-1 students in the classroom to help those that struggle with behaviors that are detrimental to the learning environment. This will allow classroom teachers to spend less time dealing with off-task behavior and more time instructing.
- b) Utilize Therapeutic Intervention Coach (TIC) to work with those grades 2-8 students that are struggling to be successful behaviourally in the classroom.
- c) Offer Kindergarten Transition Camp (KTC) prior to the school year in order to acclimate and familiarize incoming Kindergartners and their families to the Amity school environment

Measure of Success 2.1: Behavior data will show a decrease in negative incidents.

Activities 2.1:

- a) Hire 3-4 additional instructional assistants
  - i) Offer appropriate professional development to the IAs who will be in the classrooms that will help them be effective with behavior interventions.
- b) Hire 1.0 FTE TIC
- c) Paid stipends for Kindergarten teachers, counselor and Sped teacher for KTC
  - i) Purchase snacks and supplies for KTC

**Outcome 3:** *Increase in the number of students who are reading at grade level or higher*

Strategy 3.1: If we administer the following strategies, then more of our students will be reading at grade level:

- a) Increase time dedicated to small group learning
- b) Update curriculum and interventions
- c) Offer additional instruction time outside of school for struggling students

Measure of Success: Summative assessment results, common formative assessment results.

Activities 3.1:

- a) Research and purchase evidence-based curriculum and interventions

- b) Provide teachers additional time to enter & analyze data from benchmark assessments
- c) Provide time for teachers and specialist to plan targeted interventions, driven by the data
- d) Provide stipends for teachers to work some Fridays (approx. 2 per month) to work with struggling students
- e) Provide transportation for Friday school

**Outcome 4:** *Increase in the number of students grades at grade level or higher in math*

Strategy 4.1: If we administer the following strategies, then more of our students will be at grade level in math:

- a) Aligning math curriculum, district-wide
- b) Increase professional development for math instruction K-8
- c) Determining grade level using local assessments
- d) Increase small group math instruction in elementary
- e) Offer additional instruction time outside of school for struggling students

Measure of Success: Summative assessment results, common formative assessment results.

Activities:

- a) Research and acquire evidenced-based math curriculum and interventions, K-8
- b) Provide professional development for improved math instruction
- c) Hire full-time math specialist at elementary level
- d) Provide stipends for teachers to work some Fridays (approx. 2 per month) to work with struggling students
- e) Provide transportation for Friday school

**Outcome 5:** *Students will receive a well-rounded education*

Strategy 5.1: If Amity Increases opportunities for students to participate in

- i) Arts,
- ii) STEM,
- iii) Physical Education,
- iv) Advanced classes,

then more students will be enrolled in these types of courses.

Measure of Success: Increase in the number of students enrolled in Arts, STEM, PE and Advanced courses.

Activities:

- a) Add FTE in Physical Education at high school level
- b) Hire additional CTE teacher/director
- c) Add instructional assistant FTE for elementary Physical Education
- d) Update equipment and facilities for the Arts, including creative arts, theatre, music

## **Priorities**

Amity School District's priorities within the SIA plan have been determined by the feedback we received from our community, staff and students. The order of the Outcomes listed in the SIA plan and the strategies that will be used to accomplish those Outcomes are in the prioritized order.

### **Highest**

1. Expanding CTE opportunities
2. Increase opportunities in STEM-related activities
3. Increase supports for student behavior

### **Medium**

1. Increasing advanced courses
2. Improving Math levels
3. Improving Reading levels

### **Lowest**

1. Increasing opportunities in the Arts and PE
2. Updating equipment and facilities for the Arts

## **Budget Summary**

<b><u>Personnel</u></b>	
<b>CTE:</b>	\$126,740
<b>STEM:</b>	\$113,110
<b>Behavior:</b>	\$206,800
<b>Math improvement:</b>	\$ 16,300
<b>Reading Improvement:</b>	\$ 16,300
<b>Arts &amp; PE:</b>	<u>\$ 34,730</u>
<b>Total personnel costs</b>	<b>\$543,950</b>
<b>Facilities</b>	<b>\$ 35,000</b>
<b>Supplies &amp; Materials</b>	<b>\$ 6,850</b>
<b>Equipment</b>	<b>\$111,610</b>
<b><u>Transportation</u></b>	<b><u>\$ 6,000</u></b>
<b>Total budget 20-21</b>	<b>\$696,460</b>

## **Equity Lens**

Amity School District applied Oregon's Education Equity Lens to every aspect of the development of our plan. We analyzed how every outcome, strategy and activity would be beneficial or detrimental to all of our students with a particular attention to our focus populations. If beneficial, then we proceeded. If it would be detrimental, we then took additional time to revise it in order to better serve our students, regardless of the demographic they are a part of.

## **Longitudinal Growth Targets (not required)**

### **Regular Attender Rate**

#### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	82	84	87	90	92
Baseline Target	82	84	86	88	90

#### Focal Students

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	78	80	82	85	88

### **3rd Grade ELA**

#### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	50	52	54	56	58
Baseline Target	50	51	52	53	54

#### Focal Students

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	30	33	36	39	42

**9th Grade On-Track**

## District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	83	84	86	88	90
Baseline Target	83	83	84	84	85

## Focal Students

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	70	72	75	78	80

**4 Year Cohort**

## District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	87	89	91	94	95
Baseline Target	87	88	90	91	92

## Focal Students

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	80	82	85	87	90

## 5 Year Cohort

### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	92	94	96	98	100
Baseline Target	92	93	95	97	98

### Focal Students

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	84	86	88	90	93