Philomath School District 17J
Philomath Elementary School
Every Student Succeeds Act
Title I-A Plan
2024 – 2025

Philomath School District
1620 Applegate Street
Philomath, Oregon 97370
541-929-3169
541-929-3991 (Fax)
https://www.philomathsd.net/district-home

Contact Information

School District: Philomath School District 17J
School Name: Philomath Elementary School
School Year: 2024-2025
School Administrator: Eric Beasley, Principal

Planning Team:

Name	Role	School(s)
Eric Beasley	Principal	Blodgett and Philomath Elementary Schools
Molly Bell	RTIi Specialist	Philomath Elementary School
Abby Couture	Principal	Clemens Primary School
Mallory Crane	Counselor	Blodgett Elementary and Clemens Primary Schools
Kelsey Greydanus	Student Services Director	Philomath School District
Keri Gross	RTIi Specialist	Clemens Primary School
Susan Halliday	Superintendent	Philomath School District
Emily Helpenstell	RTIi Specialist	Philomath Elementary School
Adeline Stewart	RTIi Specialist	Philomath Middle School
Nancy Thompson	RTIi Specialist	Philomath Middle School
TBD	PTO President/ Designee	
TBD	PTO Designee	

Needs Assessment Summary

All schools receiving ESSA (Every Student Succeeds Act) Title I-A finds 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. The Oregon Department of Education (ODE) recommends a school conduct a needs assessment at least once every three years. Please provide 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: 09/16/2024

Student Demographics: Who Are the Students?

Grade Level	Gender			Ethnicity	ELD	SpEd	504	Econ Disadvan
	F	M	NB					
2nd Grade	33	53	*		*	15	*	
Am Ind/ Al Native				*				
Hispanic				10				
Hawaiian/ PI				*				
Multi				7				
White				65				
				86				
	F	M	NB					
3rd Grade	50	46	*		*	20	6	
Asian				*				
Hispanic				8				
Hawaiian/ PI				*				
Multi				5				
White				80				
				96				
	F	**M**	**NB**					
4th Grade	**51**	**46**	*		*	18	5	
Am Ind/ Al Native				*				
Hispanic				13				
Hawaiian/ PI								
Multi				5				
White				78				
				97				

Grade Level	Gender			Ethnicity	ELD	SpEd	504	Econ Disadvan
	F	M	NB					
5th Grade	39	50	*		*	18	6	
Am Ind/ Al Native				*				
Black/ AA				*				
Hispanic				9				
Hawaiian/ PI								
Multi				*				
White				74				
				89				
Overall Total				**368**	6	61	19	156

09/16/2024

Data Examined: What Data Did We Look At?

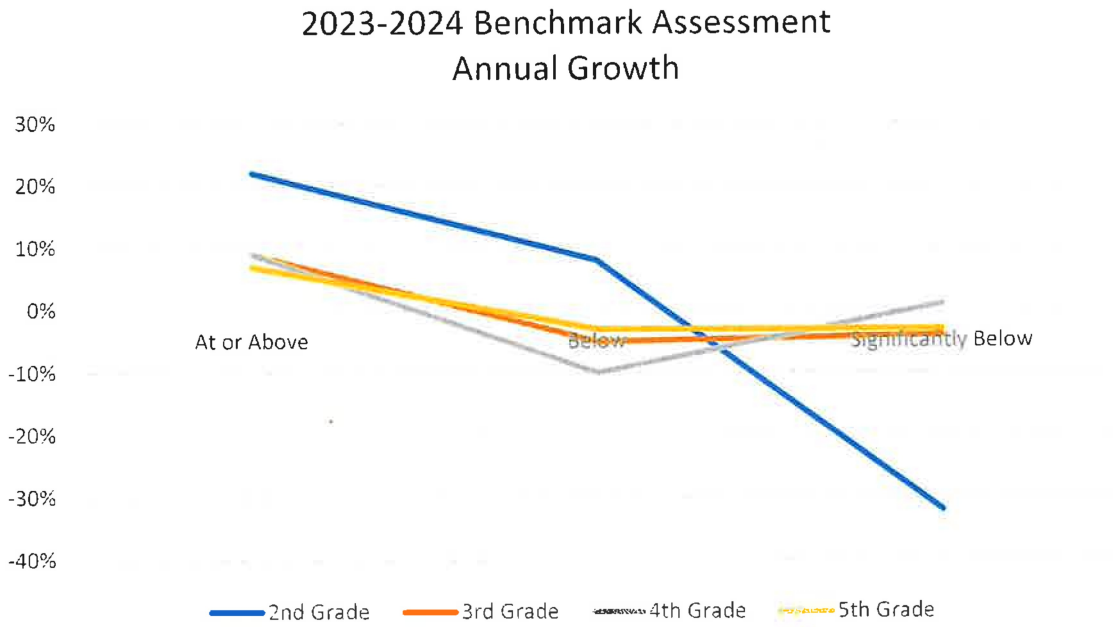
- Demographics (see above)
- Student Participation (Benchmark Assessment)

Grade Level	2023-2024 Spring	2024-2025 Fall
2nd Grade	100% (iReady)	98% (iReady)
3rd Grade	99% (iReady)	99% (iReady)
4th Grade	99% (iReady)	99% (iReady)
5th Grade	100% (iReady)	99% (iReady)

- Student Performance (Benchmark Assessment)

Grade Level	2023-2024 Spring	2024-2025 Fall
2nd Grade	64% At or Above Grade Level	52% At or Above Grade Level
3rd Grade	72% At or Above Grade Level	58% At or Above Grade Level
4th Grade	70% At or Above Grade Level	76% At or Above Grade Level
5th Grade	66% At or Above Grade Level	69% At or Above Grade Level

- Student Growth (2023-2024 Benchmark Assessment)



Identified Strengths and Needs: What is The Story our Data is Telling?

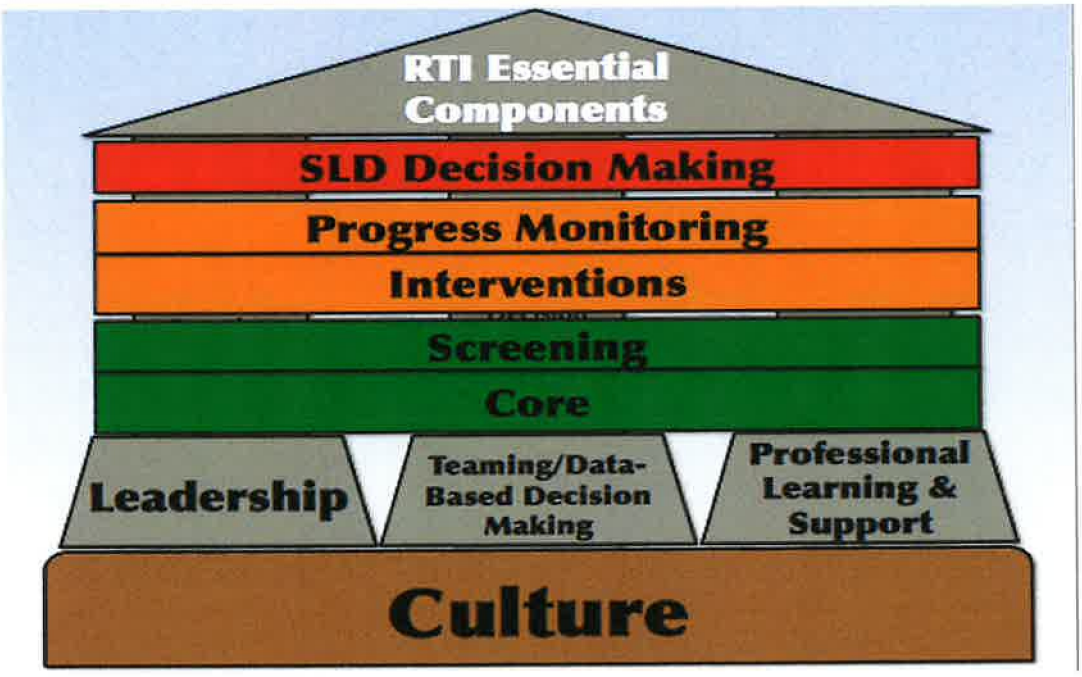
- **Literacy Gains at 3rd Grade Through RTIi Supports:**
  Clemens Primary School and Philomath Elementary School have been heavily into implementation of a robust RTIi (Response to Instruction & Intervention) system since the fall of 2019. Since the early beginnings, this schoolwide system has become a model of goodness for our youngest learners. When reviewing 2023-2024 state assessment information for 3rd graders across the District, 58.6% of students met the achievement standard. Coupled with a 96.7% participation rate, such a percentage of success is noteworthy. The performance at the 3rd grade level has increased every year since 2018-2019.
- **Deepening Core Instruction** (*Into Reading*, HMH)
- **Student and Family Activities:**
  - Oregon Battle of the Books
  - Principal's Summer Reading Challenge
  - SMART Reading Program
  - STEAM Night
  - Summer LitCamp
- **Professional Learning:**
  - Science of Reading (Teachers and Instructional Assistants)
  - Instructional Coaching for Early Literacy (LBL and WestEd)
  - Response to Instruction and Intervention (RTIi Conference)

Overview of Response to Instruction and Intervention (RTIi)

The RTIi system serves these purposes:

1. To review school-wide academic and behavior data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement, and modify interventions for these students. Depending on each student's "response to instruction and intervention" (RTIi), a formal referral for special education evaluation may result.

The Response to Instruction and Intervention (RTIi) system will help provide targeted, effective instruction to meet the needs of *all students*. The focus is on literacy, early intervention, and the use of evidenced-based practices. In the Philomath School District, RTIi will be implemented at Clemens Primary School (CPS), Philomath Elementary School (PES), Blodgett Elementary School (BES), and Philomath Middle School (PMS).



RTIi Essential Components

RTIi is intended to be a structured, systematic process involving the following components:

- CULTURE: A system based on a *growth mindset*, a continuous cycle of improvement, and high expectations for ALL student populations, focused on reducing the achievement gap.
- TEAMING/DATA-BASED DECISION MAKING: Team meetings will utilize district-developed *Decision Rules and Agendas*.
- LEADERSHIP: At both the district and building level, leadership is crucial to an effective system. This includes a vision for the district/school culture and effective practices, developing standards of practice, effectively allocating resources, installing effective communication loops, and creating leadership team structures.
- PROFESSIONAL LEARNING: Learning that is ongoing and sustained rather than episodic, and collective rather than individualistic. Professional Learning supports effective school changes and promotes a learning focused culture.
- UNIVERSAL SCREENING: These screenings, using the EasyCBM assessment tool, and/or the iReady assessment, occur three times per year (fall, winter, and spring) and the data from these assessments helps to guide instruction.
- INTERVENTIONS: Intervention support for at-risk students is evidence-based and provided in addition to the core curriculum supports that all students receive. It is targeted and matched to specific skills, and implemented with fidelity.
- PROGRESS MONITORING: Systems to provide weekly or bi-weekly data that allow team members to gauge the student's response to the intervention and to modify or intensify the intervention as needed.
- SLD DECISION MAKING: The determination that a child may have a specific learning disability (SLD) and is in need of special education requires a carefully implemented multi-step process. The objective is to ensure that the child receives the instruction, supports, and services needed to succeed in school.

Universal Screening Assessment Protocol

Who: Universal screeners will be given by school staff, the classroom teacher, or RTIi Specialist as appropriate. Staff will be trained on how to deliver assessments with fidelity and consistency. The School Leadership Team (SLT) helps support any questions about assessments and their use in the RTIi process.

What: All students will receive universal screening 3 times per year.

When: Universal Screening will follow the district calendar below:

Fall Universal Screener	September 1 -October 15
Winter Universal Screener	January 1 – February 15
Spring Universal Screener	May 1 – June 15

Monitoring: School principals and/or the RTIi Specialists will be in charge of monitoring test administration with fidelity checklists and observations to ensure that all students are being universally screened as scheduled.

Grade Level	Universal Screener Assessments
K	Fall: LN, LS, PS Winter & Spring: LN, LS, WRF
1	Fall: LN, LS,WRF Winter & Spring: LN, WRF, PRF
2	PRF, Vocab, MCRC
3	PRF, Vocab, MCRC
4	PRF, Vocab, MCRC
5	PRF, Vocab, MCRC

Other Reading Assessments

Who: Other reading assessments will be given by school staff, the classroom teacher, or RTIi Specialist as appropriate. Staff will be trained on how to deliver assessments with fidelity and consistency. The SLT helps support any questions about assessments and their use in the RTIi process.

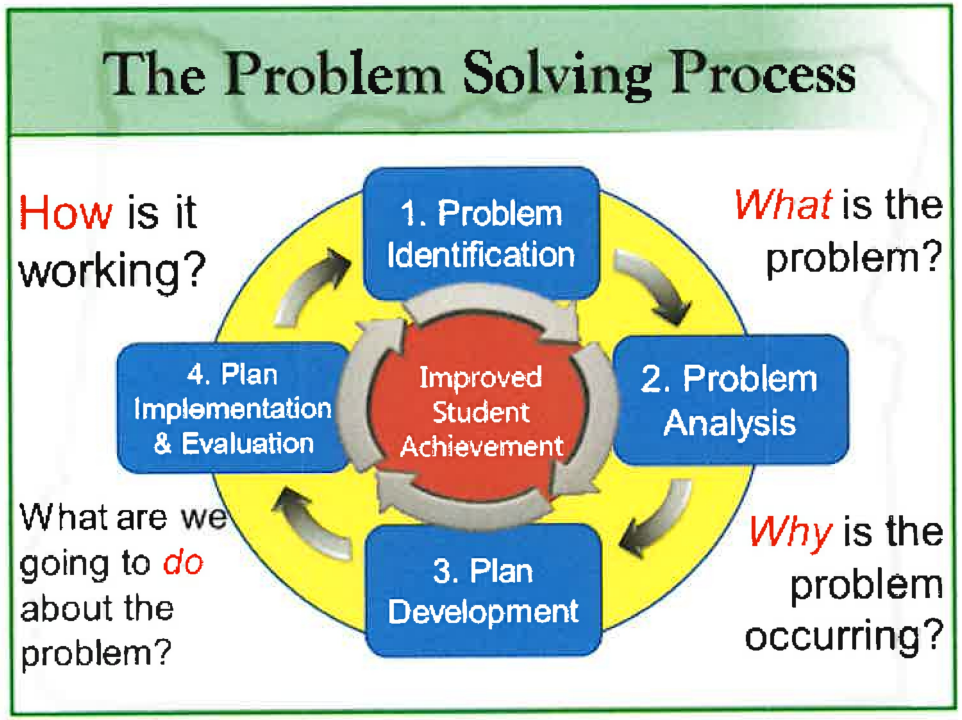
What: Following the Comprehensive Reading Assessment Protocol students may be given other reading assessments. Students who may have a need for interventions will receive further diagnostic screening or intervention placement tests. Students placed in interventions will receive progress monitoring as outlined in the Intervention Placement Decision Rules. All students may be given master/outcome assessments.

- Diagnostic Screening: Students who are at risk and possibly need intervention will be given a diagnostic screener. The screener will help pinpoint areas of strength and weakness and help identify a student's specific instructional need.
- Intervention Placement Tests: Students placed in interventions will receive an intervention placement test if appropriate. These may also be used post-intervention to help check for skill acquisition.
- Progress Monitoring: Students placed in interventions will be progress monitored as outlined in the Intervention Placement Decision Rules using Easy CBM assessments.
- STAR 360 Assessments: can be used as extra information during universal screening or diagnostic assessments.
- Mastery/Outcome Assessments: Smarter Balanced Assessment and local performance assessments will be given to grade 3-5. Weekly or unit assessments from the REACH curriculum may be used at all grade levels.

Comprehensive Reading Assessment Protocol – Grades K-5

	Assessment	Purpose	Who	Assessor	Frequency	Reporting
Universal Screening	iReady Literacy Tasks	Determines the health of the core and identifies students who may need additional support	All 2nd-5th Grade Students	Classroom Teacher RTIi Specialist	Fall, Winter, Spring	Grade level summary date for Core Review Meetings District Disaggregated Date Report
	iReady Diagnostics in Math and Reading	To determine more specific skill development in reading and comprehension	All 2nd-5th Grade Students	Classroom Teacher RTIi Specialist	Fall, Winer, Spring or as determined by grade level teams.	Data may be brought to Core Review Meetings
Skill Specific	Diagnostic Assessment	Determine areas of strengths and weakness	Students who are scoring below benchmark and possibly needing reading intervention	SpEd Teacher RTIi Specialist	As Needed	Data may be brought to Core Review and Intervention Review meetings
Intervention Placement	Intervention Placement Test	Determine initial placement into an intervention program.	Students placed in intervention groups.	RTIi Specialist SpEd Teacher	As needed for placement or at the end of intervention.	Data should be used to guide starting point in intervention program. Data used to measure skill acquisition.
Progress Monitoring	iReady – choosing area that matches intervention(s).	Determine success of intervention and core program effectiveness for a student in increasingly intense instruction.	All students in a specific reading intervention or students in "watch out" group (recently exited or team showing some concern).	RTIi Specialist SpEd Teacher Classroom Teacher	Every other week for strategic placements and once a week for intensive placements.	Progress monitoring graphs should be brought to Intervention Review meetings.
	Intervention Progress Checks or Unit Assessments	Measures skills gained after intervention (screener used may be the same as placement test).	All students in specific skill intervention, placed by grade level team.	RTIi Specialist SpEd Teacher	As needed, matched to intervention program or cycle.	Progress monitoring graphs should be brought to Intervention Review meetings.

	Assessment	Purpose	Who	Assessor	Frequency	Reporting
Mastery/ Outcome	Smarter Balanced Assessment	Determine mastery of Common Core State Standards (CCSS)	All 3rd-5th Grade Students	Classroom Teacher SpEd Teacher	Spring of each school year.	Data may be brought to Core Review and Intervention Review meetings.
	Local Performance Assessment (Work Sample)	Determine mastery of Common Core State Standards (CCSS)	All 3rd-5th Grade Students	Classroom Teacher	At least once per year.	Data may be brought to Core Review and Intervention Review meetings.
	Weekly/ Unit Assessments from *Into Reading*	Determine mastery of skills taught in whole and small group settings	All students in core program.	Classroom Teacher	Weekly	Data may be brought to Core Review and Intervention Review meetings.



Intervention Review Meetings Decision Rules

Adequate growth:

- Is determined by analyzing aim lines and trend lines, and by using grade level norms.
- For students who are progress monitored by measures below their grade level, adequate growth is determined by calculating an individual grade level goal as well as accelerated growth toward below grade level goals.

Keep current intervention going:

- If the intervention is working for the students, continue it.

Minor Adjustments and modifications to interventions:

- Can occur at any time within the 6-8-week cycles if needed. Intervention adjustments or modifications can be made and documented in EasyCBM.

Adjust and Intensify interventions when:

- The group intervention is not working for the entire group.
- The intervention is not supporting adequate growth for an individual student.
- Not supporting adequate growth means progress monitoring indicates 6 consecutive data points below the aim line/goal line.
- If data are highly variable, (points above and below the aim line). Maintain the current intervention until 9 data points have been collected, then analyze aim line/goal line and trendline. Change intervention if the slope is flat or decreasing and the scores are below benchmark.
- Each time the intervention is changed, the aim line/goal line should be re-drawn using the median of the three data points prior to the intervention change as the starting point for the new aim line/goal line.
- Use the Intervention Review Problem Solving Worksheet (SEE "FORMS" SECTION) to discuss and determine ICEL factors that might be contributing to student outcomes.
- RTIi Specialist will document changes in the Student Intervention Profile.
- For ELL students, check the progress of the cohort group after each 6-8-week period to determine whether an individual student's progress is significantly different from the group.

Exit a student from intervention when:

- The student has three progress monitoring data points at or above the 40% on EasyCBM progress monitoring reports, AND core reading unit assessments are above the lowest 20% of their grade level peers, AND intervention program assessments indicate adequate acquisition of skills.
- Continue progress monitoring exited students for an agreed upon timeframe and provide necessary support to classroom teacher to ensure successful transition out of intervention.

Move to Individual Problem Solving when:

- Progress is below the aim line for TWO* consecutive intervention periods (12 - 16 weeks). If the RTIi team determines that a student should remain in a particular intervention for longer than this amount of time, due to a behavior or attendance need, all notes must be documented on the Student Intervention Profile (SEE "FORMS" SECTION).
- See ELL section for modified processes for English Language Learners.
- See Individual Problem-Solving Section for next steps.

  NOTE: Kindergarten students need more time in the core and interventions prior to individualizing, therefore this process should not happen until spring.

Reminder: RTIi is not a process that begins or ends based on the school year calendar. We will not start over at the beginning of each school year. The two intervention periods can be across grade levels.

Equity pause point: we must consider disproportionate impact on students and student groups – looking deeply at who we are serving in interventions, disproportionate growth (across all tiers of instruction), and who is exiting from interventions.

Goals and Activities

Into Reading CORE Standards of Practice
CORE Expectations for Instruction

	LOOSE	TIGHT
TIME	* Length of lesson components can be designed to fit classroom teacher's personal schedule and preferences.	* 90 minutes of *Into Reading* Core M-TH and 45 minutes on Fridays. * No pull outs during core reading
MATERIALS	* Use of *Into Reading* support materials * Use of *Into Reading* online component	* Into Reading (K-5) * ECRI (K-2) * Use of Decodables and/or Leveled Readers * Use of Teacher's Manual * Use of Anthology
ASSESSMENT	* Additional Assessments	* Weekly and/or Unit Tests (at grade level discretion)
INSTRUCTIONAL PRACTICE	* Teacher selection of which components and teaching strategies are used each day. * Use of AVID strategies	* Use of Active Engagement Strategies * Use of ECRI Teaching Strategies (K-2) *Use of Haggerty K-1 * Use of small group instruction M-Th

2024-2025 Goals:

Goal	Activity	Measure	Professional Learning
All students will be capable and competent readers, writers, listeners, and speakers demonstrating confidence in literacy knowledge and skill.	Walk to Reading	STAR Reading Data Teacher Notation	• Intervention and Enrichment • Oral Language Development • Incorporating Writing
	Intervention Pull-Out	STAR Reading Data Teacher Notation	
	Summer LitCamp	LitCamp Assessment Materials Teacher Notation	

School Level Plan Notes:

What Change Are We Hoping For?

Goal #1:
Increase the % of students achieving one year of growth in reading and math by 5%.
Goal #2:
Increase school connectedness of student with school as measured by a 5% increase in regular attendance.
Goal #3:
80% of licensed staff will complete a PLC cycle with their team.

Intervention Intensifications and Adjustments

- **Options for Instruction (Practices)**
  - Increase pace of instruction
  - Increase opportunities to respond
  - Employ more standard cueing or correction procedures
  - Build or activate prior knowledge
  - Add 15 or more minutes per intervention session

- **Options for Instruction (Logistics)**
  - Change instructor or interventionist
  - Provide instruction in small units throughout the day
  - Reduce group size by 2-3 student

- **Options for Curriculum**
  - Check fidelity of implementation of program
  - Provide additional training
  - Add a coaching component
  - Change curriculum <u>if the current intervention is not addressing the student's needs</u>. This change should be based on additional assessments
  - Supplement with extra practice based on additional assessment to provide additional practice on targeted skills

- **Options for the Environment**
  - Change physical environment (noise, locations, etc.)
  - Change seating within group

- **Options for the Student**
  - Motivation
  - Add or change incentive
  - Increase communication between interventionist, classroom teacher and parent
  - Increase active engagement or number of responses per session
  - Increase types of cueing approaches (kinesthetic, visual, auditory, tactile)
  - Add a behavior plan or attendance intervention to increase instructional time, motivation or attention.

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 planning process for a schoolwide plan and in other Title I-A funded activities.

- Who was involved in the development of the plan?
  See Planning Team List (p. 2)

- Annual Title I-A Meeting
  June 10, 2025 (Philomath PTO Meeting)

- Family/ Student/ School Compact:
  PSD Policy IGBC (See Appendix A)

- Building Parent/ Guardian Capacity:
  Increase parent/ guardian capacity to support student learning, engage is school decision-making, and access educational resources by providing culturally responsive communication and opportunities throughout the school year.

Activity	Timeline	Responsible	Outcome
B2S Open House	09/17/2025	Administration	Gain understanding of upcoming school year activities and expectations.
Family Engagement Nights	Semi-Annually	RTIi Staff Administration	Gain tools to support learning at home.
Philomath PTO	Monthly	Philomath PTO	Engage with other parents/ guardians to support students and school.
Newsletters	Weekly	Administration	Improved communication and awareness.
Annual Parent/ Guardian Survey	Spring	District Admin PSD MTSS Team	Data-driven planning to meet family needs.

- What are the strategies we use to help families support their student's learning?
  - Reading materials shared with families.
  - Free book giveaways.
  - Tips in student newsletter.

- What are the steps the school takes to remove barriers to participation?
    - Personally knowing students and families.
    - Fee waiver options, when necessary.
    - Transportation support.

- Communication with families in their home language(s):
  Newsletters and other documents translated into Spanish.
  Google Translate used for other languages, as needed.
  Emerging Bilingual Advisory Committee (RBAC) meetings delivered in English and Spanish.

- Variety of activities at times and locations convenient to families (e.g., in person, virtual, web):
  Family Movie Night
  Family Dance Party
  School Concerts

- Childcare: Do we offer options for families to bring small children to meetings or activities?
  Childcare provided for EBAC meetings.
  Movie nights and dance party designed to be all-family inclusive.

- Online Presence: Please provide the website link to your schoolwide plan.
  https://www.philomathsd.net/special-programs-old/title-1a

Annual Plan Review

Title I-A schoolwide plans should be reviewed and updated annually. The review is part of a continuous improvement process and should include all members of the school community.

Review Date: August 2025

- Who was at the table?
- How did we do?
- What's next?

Appendix A
Policy IGBC

Philomath School District 17J

Code: IGBC
Adopted: 6/11/07
Revised/Readopted: 11/18/19
Orig. Code(s): IGBC

Title IA/Parental and Family Involvement

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the superintendent to ensure that such meetings are held annually and at a convenient time. All parents and family of participating students shall be invited to attend. Title IA funds may be provided for transportation, childcare, home visits or other parental involvement services, as appropriate. The superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents and family shall be informed of their right to be involved in the development of the district's parental and family engagement policy, Title IA plans and the school-parent compacts.

Parental and Family Engagement Plan

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA plan, and the development of support and improvement plans.

2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.

4. Coordination and integration of parental and family engagement strategies with appropriate programs as provided by law.

5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title IA.

6. Identification of barriers to participation in activities by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.

7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.

8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan

The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes the improvement of student achievement. The district plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.

2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.

3. How the district will use effective parental involvement practices.

4. The poverty criteria to select school attendance areas for participation.

5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).

6. The services provided to homeless children and youth.

7. Effective parent and family engagement strategies used by the district.

8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.

9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.

10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.

11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.

13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Shall describe the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.

2. Shall involve parents and family members in the planning, review and improvement of programs under Title IA.

3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's academic standards and student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.

4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.

6. Shall, to the extent feasible and appropriate, coordinate and integrate parent-involvement programs and activities with other Federal, State and local programs, including public preschool programs and other programs that encourage and support parent in fully participating in the education of their children, .

7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings and other activities is sent to the parents of participating students in a format and in a language the parents can understand.

8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.

9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.

10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities (i.e., meetings and training sessions).

11. May train and support parents to enhance the involvement of other parents.

12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.

13. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.

14. May develop appropriate roles for community-based organizations and businesses in parental-involvement activities.

15. May adopt and implement model approaches to improving parental involvement .

16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title IA schools. The compact shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards.

2. Describe the ways in which each parent will be responsible for supporting their student's learning.

3. Address the importance of ongoing communication between teachers and parents through annual parent-teacher conferences at the elementary school level and frequent reporting to parents on their student's progress.

The district shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migrant students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

The district's policy, plan and compact shall be adopted by the Board, reviewed annually and updated periodically to meet the changing needs of parents and the schools and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

END OF POLICY

Legal Reference(s):

ORS 343.650 ORS 343.660 OAR 581-037-0005 to -0025

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318 (2012).

Appendix B
RTIi Brochure

How do we determine who needs interventions?

In the Philomath School District, we review all students' progress three times each year (Fall, Winter, and Spring).

Teams use the reading and math data to decide which students are doing well with the core classroom curriculum and instruction, which students may need supplemental small group interventions, and which students may need more of an individualized instruction plan.

The first step in the RTIi process is to provide a small group intervention, targeted to the area of academic skill needed, for six to eight weeks. This is in addition to skill support during core instruction.

If, after a minimum of two intervention sessions, progress monitoring data shows that there is not adequate progress, the team will create an individualized plan to intensify skill support.
If you have any questions about this information, please contact your school principal or RTIi specialist.



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Abby.Couture@philomath.k12.or.us

PES Principal:
Eric Beasley 541-929-3253
eric.beasley@philomath.k12.or.us

CPS RTIi Specialist (Grades K-1):
Keri Gross
Keri.Gross@philomath.k12.or.us

PES RTIi Specialist (Grades 2-3):
Molly Bell
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PES RTIi Specialist (Grades 4-5):
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The Philomath School District RTIi Program

Philomath School District is committed to ensuring that each child makes significant academic progress. To do this, we focus on providing high quality reading and math instruction for all students and continuously review information that tells us how each child is progressing. Teacher teams in our school use a process called **Response to Instruction and Intervention (RTIi)** to provide multiple levels of instructional support based upon student need. Please look inside to see how this process can help your child.



Response to Instruction and Intervention (RTIi)

Response **t**o **I**nstruction and **I**ntervention (RTIi) is a way of organizing instruction to ensure maximum student success. The system serves these purposes:

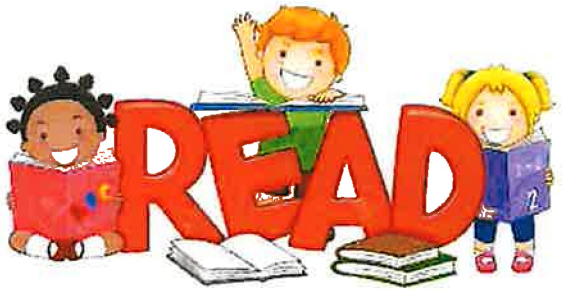
1. To review school-wide reading and math data in order to evaluate the effectiveness of core programs.
2. To identify students needing additional academic support.
3. To plan, implement, and modify interventions for students.

How will my child be monitored for progress?

When students receive interventions or individualized instruction, we check their progress at least every other week. Teams look at the student's progress and growth to decide if they need to have a different kind of instruction. The key idea is to make adjustments to instruction if progress is not being made.

What if my student isn't making progress?

If the school has tried several individualized and small group interventions and skill progress is still limited, parents may be asked to give consent for an evaluation. The purpose of such an evaluation is to determine what a child's educational strengths and needs are, and to consider whether he or she might have a learning disability. No evaluation will take place without a conference and written consent by the parent/guardian.



How does the RTIi system support all students?

The Response to Instruction and Intervention (RTIi) system will help provide targeted, effective instruction to meet the needs of all students. The focus is on building literacy and math skills using evidence-based practices. In the Philomath School District, RTIi is being implemented at Clemens Primary School (CPS), Philomath Elementary School (PES), Blodgett Elementary School (BES), and Philomath Middle School (PMS).

PHILOMATH SCHOOL DISTRICT 17J VISION:

Graduate EVERY student and transition each of them into a job, training, or college.