



Woodburn School District

Comprehensive Plan and Feedback

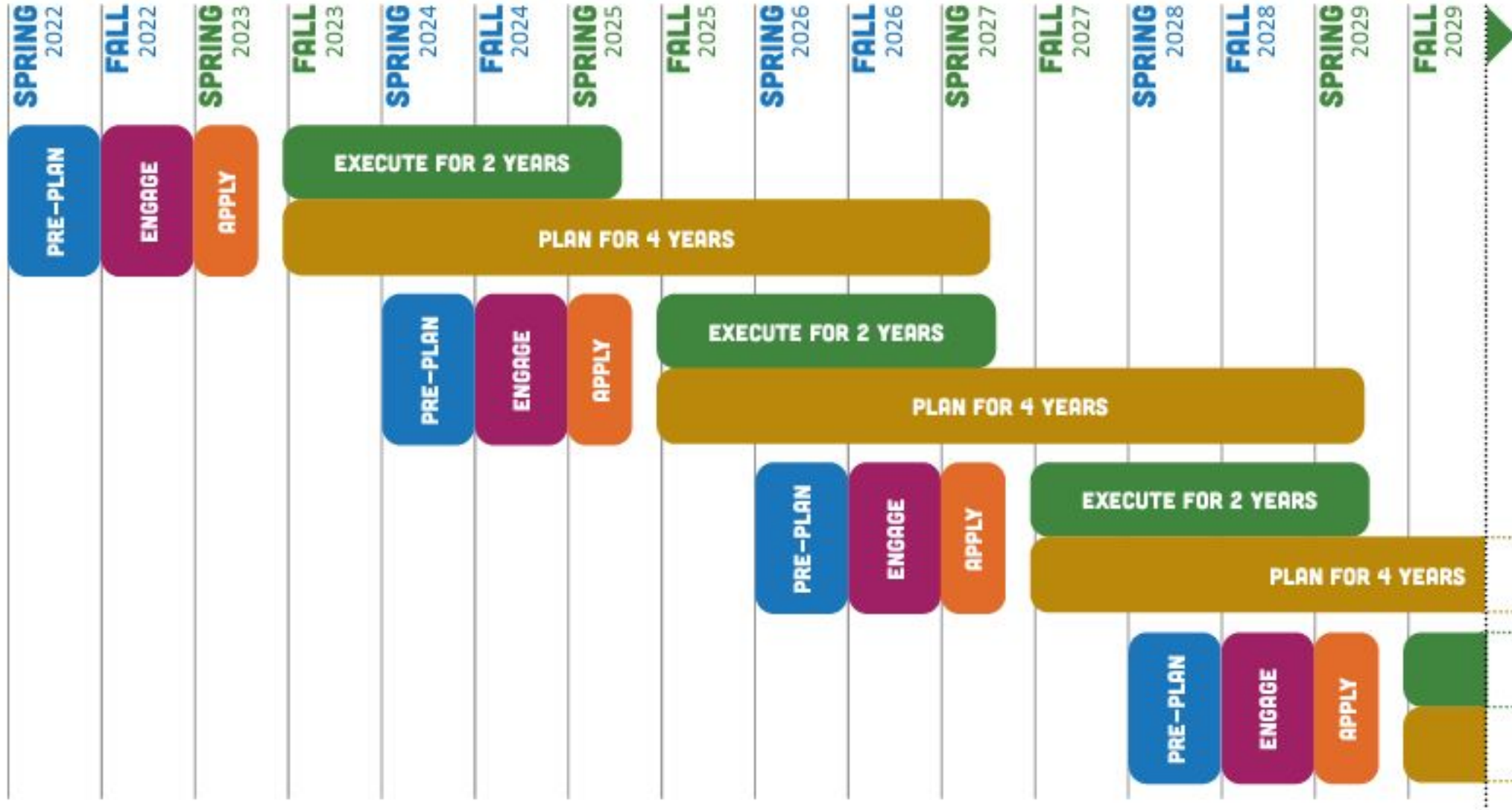
Outcomes

Alignment of the school improvement plan and the District Integrated Plan

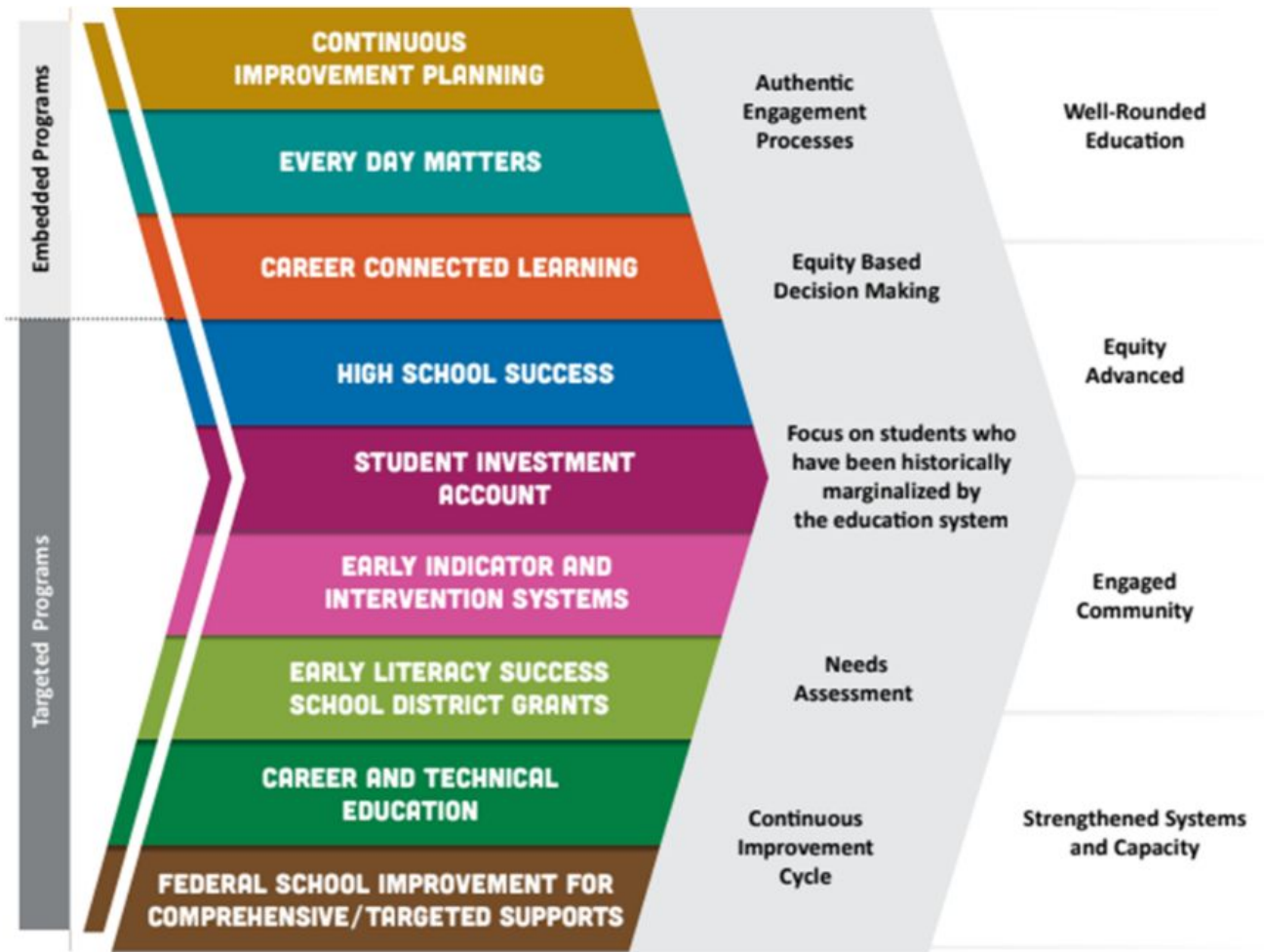
- To share the school improvement plan
- To share what was prioritized in the current District Integrated Plan given the range of inputs
- To gather feedback on the development of the new District Integrated Plan



Timeline



Nine Programs & Common Goals



9 Programs

4 Goals =

One Plan



Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.



Summary of Program Purposes

Early Literacy Success -

1. Increase early literacy for children from birth to third grade;
2. Reduce literacy academic disparities for student groups that have historically experienced academic disparities;
3. Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge; and
4. Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

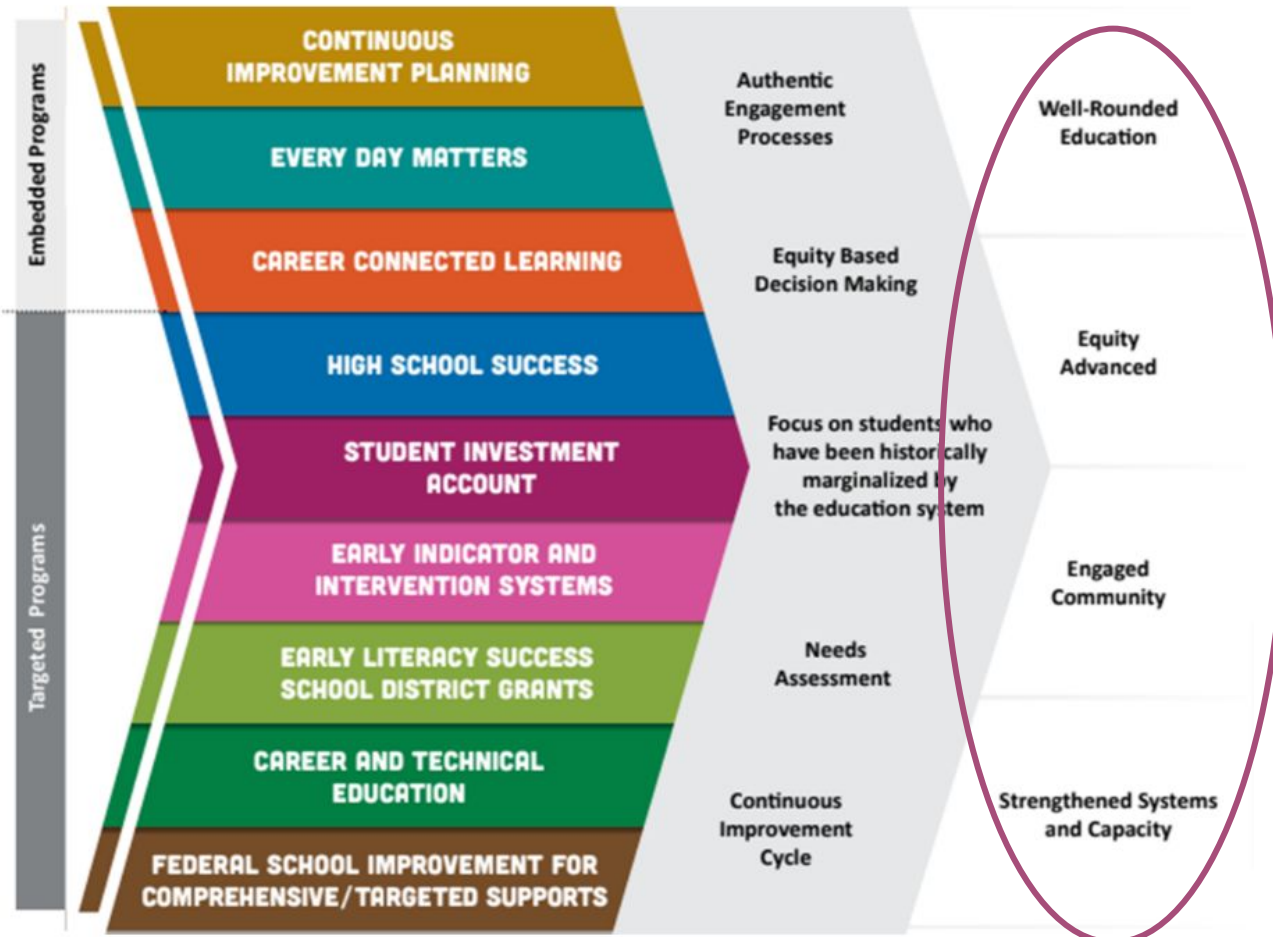


Summary of Program Purposes

Career Connected Learning - a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Comprehensive and Targeted Support (CSI and TSI) - The Every Student Succeeds Act requires states to develop accountability models that meaningfully differentiate schools for supports. As part of Oregon's commitment to strengthening school district systems, ODE partners with school districts to better support schools in need of targeted or comprehensive supports.





9 Programs

4 Goals =

One Plan



Well Rounded Education

- Art & Music Programs
- Trainings for Staff
- Recognition and Seal of Biliteracy
- Math and science classroom materials
- Graduation, College and Career Planning
- Career and Technical Education
- Social, emotional and behavioral support



Equity Advanced

- Educational Assistants in classrooms
- After School Club staffing and supplies
- Support for teaching early literacy
- Supporting students' middle school to high school transition
- Support for at-risk students to complete high school
- School funding to help meet school goals



Engaged Community

- School allocations for family/community engagement activities
- Parent Involvement Specialists
- Newcomer Home School Contacts
- Improving attendance - “Every Day Matters”
- Community partnerships to support students’ mental and behavioral health
- Partnerships with colleges and universities
- Community partnerships to support Career Technical Education



Strengthening Systems and Capacity

- Data systems to monitor student growth and achievement
- Support for high school career and technical education
- Learning opportunities for staff





Welcome Families!
Annual Title I-A Meeting

Lincoln Elementary

September 11, 2024

Purpose of Today's Meeting/Agenda

Provide information about our school's Title I-A program

- Explanation of Title I-A
- Rights of Parents and Guardians
- Sharing Our School's Program
- Annual Review and Evaluation
- Parent and Family Engagement

Title I-A Program

- What is “Title I-A”?
 - A component of ESEA, our nation’s largest education assistance program for schools
 - Provides additional support to students with the greatest need
 - Can support behavioral and social emotional needs as well as academic needs

All ESEA programs, including Title I-A, are about ensuring the right supports get to the right students

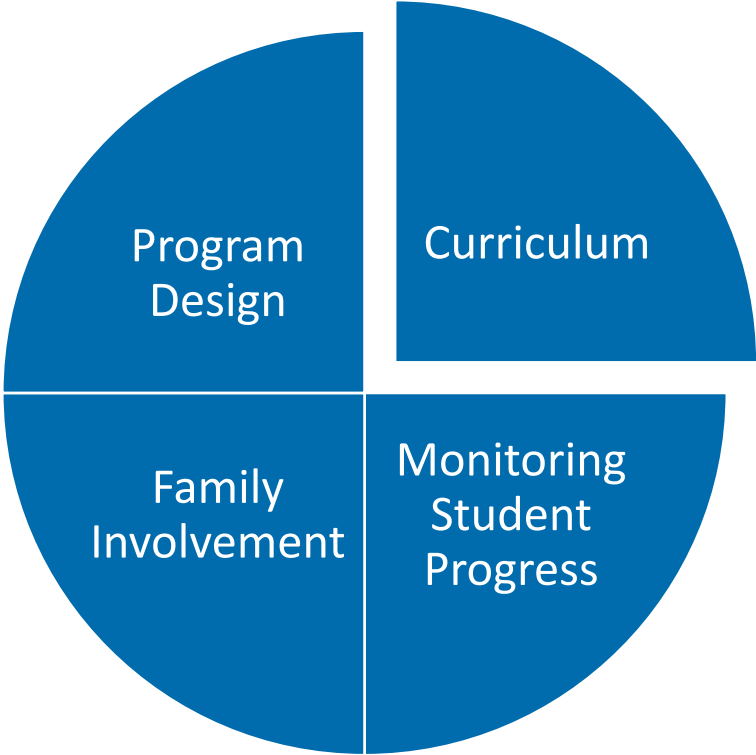
Each Title I-A school must...

- Complete an annual needs assessment
- Create and annually update a school-level plan and compact
- Develop and implement a Family Engagement Plan
- Engage families as partners in their child's learning
- Maintain documentation of staff qualifications

Parent/Guardian Rights Under ESSA

- Right to request educator qualifications
- Request opportunities to meet with staff
- Participate in decisions affecting your child
- Review school's Title I program and make suggestions
- Participate in school activities

Title I-A Program Components



Our School's Program

Our school's model

- Dual program and English Only

What does our program look like?

- In Dual program both English learners and English proficient students learn side by side in the same classroom to promote bilingualism, bi-literacy and multiculturalism. Students will be able to speak, read and write in two languages. Two languages are used for instruction using a 90/10 model.

Our Goals

- Reading: close the gap for all students to improve reading
- Sense of belonging: Students are part of our community
- Attendance: Every Day Matters

Our Goals:

1. Reading
2. Attendance
3. Sense of Belonging

Lincoln Elementary School

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Woodburn , OR 97071
Phone: (503)981-2825



The Dolphin Pledge

I promise to do my best,
respect others, and myself. I
promise to follow our swim
rules.

READING





OSAS ELA

Grades Tested: **3, 4, 5**

Tests Taken: **312**

Date Last Taken: **06/02/2025**



Percent
Count

69%
216

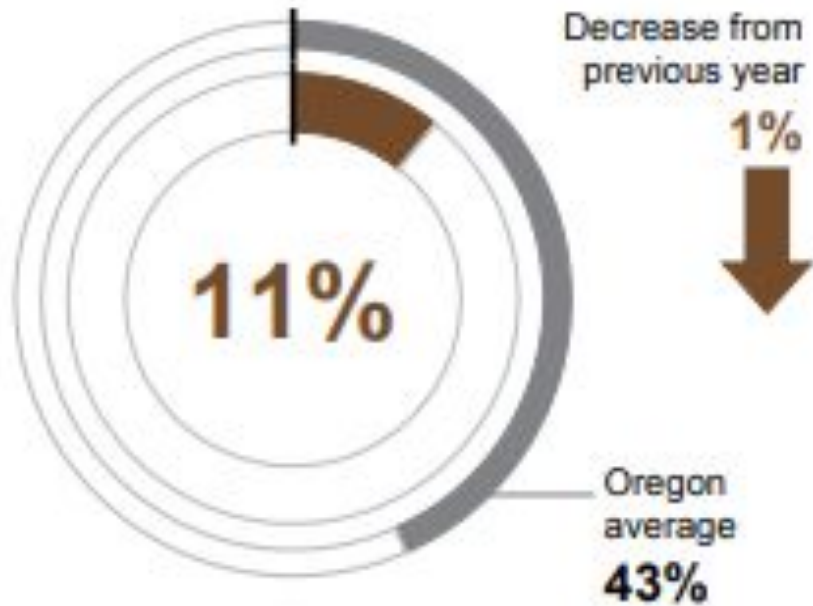
16%
51

10%
32

4%
13

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



14%



OSAS ELA

Grades Tested: **3, 4, 5**

Tests Taken: **312**

Date Last Taken: **06/02/2025**

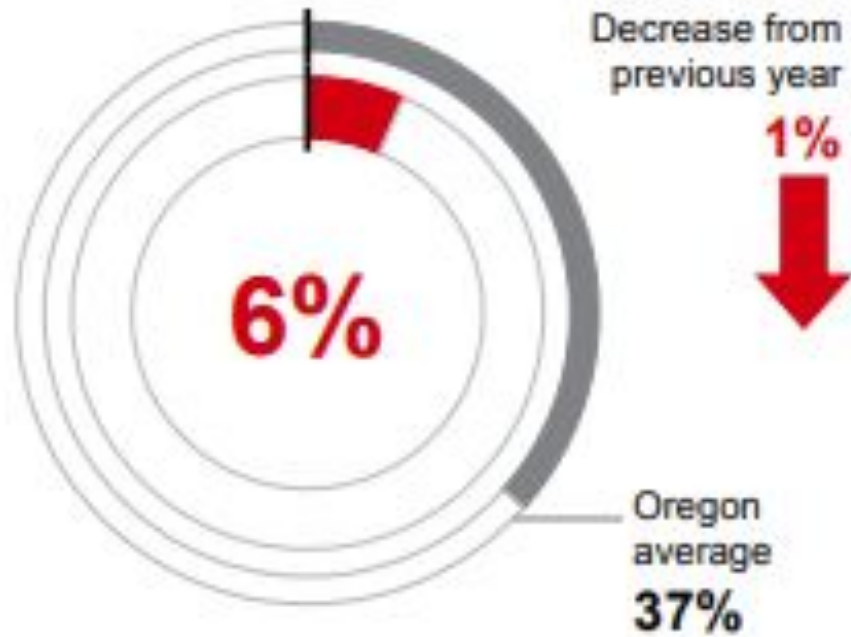


Percent	69%	16%	10%	4%
Count	216	51	32	13



MATHEMATICS

Students meeting state grade-level expectations.



9%



OSAS Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 310

Date Last Taken: 06/02/2025



Percent	73%	18%	6%	3%
Count	225	57	20	8



By May 2026, at least 25% of students in grades K–5 will meet or exceed their personal reading performance goal as measured by the STAR Reading assessment, compared to baseline scores from September 2025.

Additionally, at least 25% of students in 5th grade will receive the recognition of biliteracy as measured by district benchmarks.

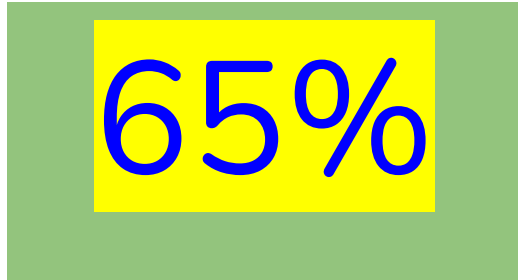
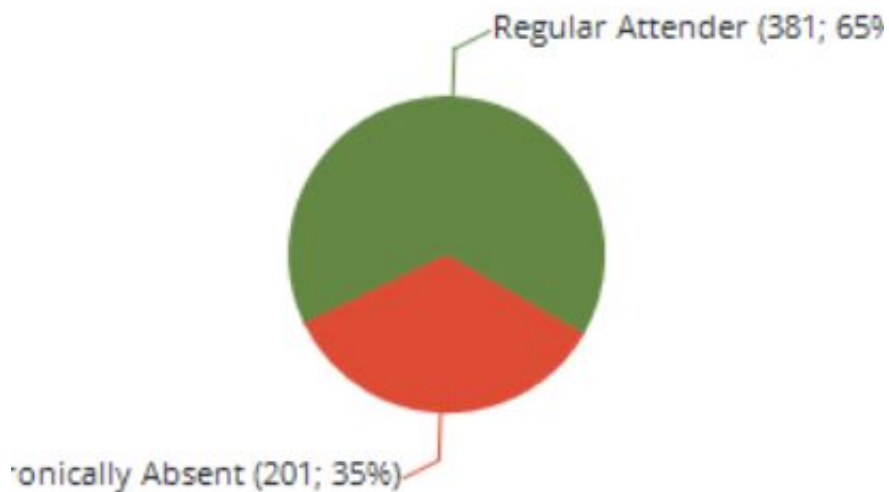
ATTENDANCE



School wide regular attendance rate will increase from 58% to 62% for regular attenders by June of 2025.



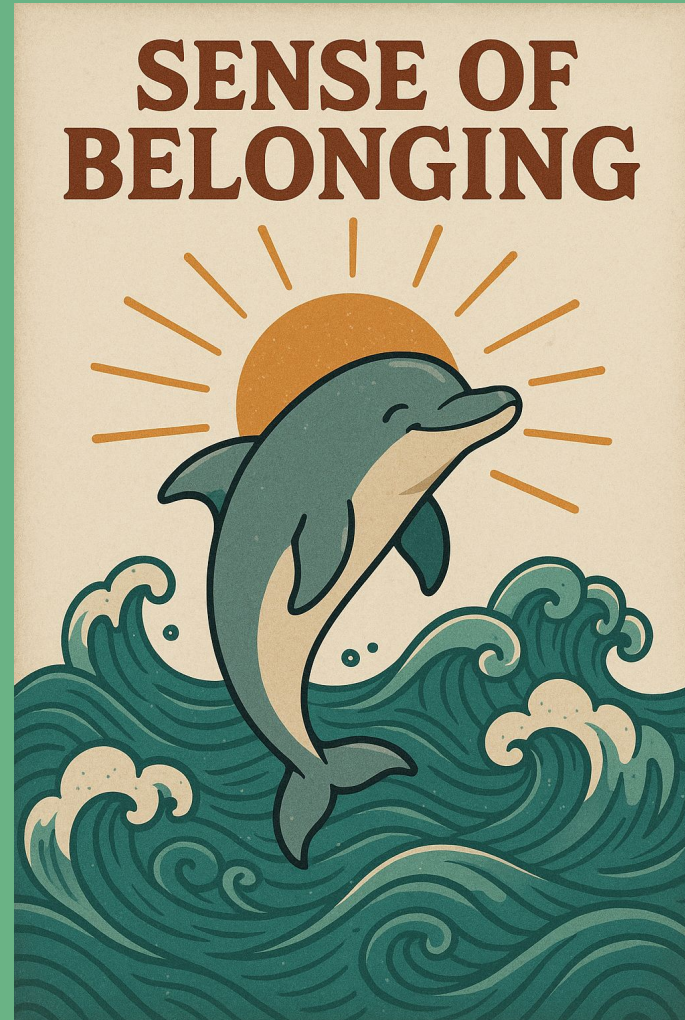
2024-2025 Regular Attendance (Student-Filter View)



Goal 2: Attendance

School wide regular attendance rate will increase from 65% to 68% for regular attenders by June of 2026.

SENSE OF BELONGING



The percentage of 3rd, 4th, and 5th grade students for the YouthTruth survey who indicate positive responses regarding sense of belonging under the question (Do you feel like an important part of our school?) will increase from 29% to **40%** for the 2024–2025 school year.

BELONGING

Belonging Response Distributions

Do you feel like an important part of your school? - Overall

No, hardly ever Sometimes Yes, very often



50%



Goal 3: Sense of Belonging of 3rd, 4th, and 5th grade students for the YouthTruth survey who indicate positive responses regarding sense of belonging under the question (Do you feel like an important part of our school?) will increase from 50% to 55% for the 2025-2026 school year.

READING

Foundational Skills
Small group
Standards of practice
Reading Log
Monthly reports to families

ATTENDANCE

Awards
Grade level Competition
Teacher focus
Monthly reports to families

STUDENT

SENSE OF BELONGING

Self-Management

Calming Corners
Daily Affirmations

Feeling Important

Positive reinforcement



Lincoln Elementary Dolphin Reading Log

Registro de lectura de la escuela primaria Lincoln



Student Name/ Nombre del estudiante _____ Week of/ Semana de _____

Weekly Goal/Metal semanal: _____ minutes/minutos

Day Dia	Title(s) Titulo (s)	Minutes I read Minutos leídos	Something I like about the book Algo que me gusto	Adult initials Iniciales del adulto
Monday/Lunes				
Tuesday/ Martes				
Wednesday/Miércoles				
Thursday/Jueves				
Friday/Viernes				
Saturday/Sabado				

My favorite part this week/ Mi parte favorita esta semana fue: _____

Our School's Curriculum

Schedule that provides at least the daily minimum minutes for Math, Literacy, Social Emotional, ELD and Social Studies/ Science

Curriculum: Oregon Standards, Materials that Align to standards and

PLC work that review Data, progress to achieve standards and the use of materials.

Interventions to support our reading goal

How We Monitor Student Progress

Assessments our school uses

- Start for reading and Math, DESSA for social emotional

Progress monitoring process

- End of unit assessments, running records

Communication of your child's progress

- During conferences
- We share information with students

Family Engagement

- In our school, families are involved in the process of establishing the goals by ensuring active participation, we have implemented various strategies to support families in becoming part of our school development plan.
 - Volunteer gatherings
 - Site Council
 - Events: Meet the teacher, math night, literacy night, literacy night, etc
 - Kinder reading workshops

Families as Partners

Family Engagement Plan

- SITE Council
- Volunteer gatherings
- Create a Parent Lighthouse (Parent club)
- Evening events to support students'

Compact

- We will start our work with the SITE council and sending the form to parents to review

Building Family Capacity

- Evening events about Math and Literacy
- Kindergarten Workshops
- Conferences

We're In This Together!

For more information about Title I contact

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