

# H.B. Lee Middle School 2021-2022

## Title 1 Parent Involvement Plan

H.B. Lee Middle School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact students in our school. To promote effective parent involvement, the staff welcomes input from parents and community members in decision making and encourages them to join us in the activities outlined in this plan. We work with parents as equal partners in the educational process.

### **Annual Meeting:**

Parents are invited to attend this meeting at the beginning of each school year to learn more about the requirements of Title I and our School-wide Title I Program. At this meeting there will be opportunities to review the Title I documents and give input into the following:

- Home School Compact
- Title I Parent Involvement
- Parents rights
- Ideas of topics for future parent involvement meetings
- Title 1 Budget

### **Accessibility for ALL Family Programs**

We will accommodate all families by providing the following:

- Choices of meeting dates and times based on input from parents
- Interpreters (if needed)
- Translated documents (if needed)

### **Parent Involvement Activities:**

- Parent Technology Academies on Monday nights
- Parent/Teacher Conferences-October & November 2020 and March 2021
- Monthly Promise Neighborhood Initiative Meetings
- Monthly Self-Enhancement Incorporated (SEI) Meetings
- NAYA Parent Meeting-December 1<sup>st</sup>, 2020

### **Programs from our Partners:**

- Schools Uniting Neighborhoods (SUN) Virtual Afterschool Program
- Caldera Arts Virtual Program
- IRCO Virtual Culturally Specific Programming for Immigrant Families
- NAYA Virtual Culturally Specific Programming for Native Families
- SEI Virtual Culturally Specific Programming for African-American Families
- Latino Network Virtual Culturally Specific Programming for Latino Families

#### **Parent Involvement Opportunities/Share Decision Making:**

- Via parent meetings, all are encouraged to participate in reviewing the Title 1 School-wide Plan, and the Home-School Compact. A summary of the Title 1 School-wide plan is presented annually at one of the first Parent Group meetings. Parents are also welcome to comment on the School Improvement Plan. Parents are surveyed numerous times over the course of the year by the school principal and a wide array of community partners.

#### **Communication:**

Parents will be provided information in a language and format which is easy to understand. We will communicate with parents by:

- Fliers
- Emails
- School Website
- Remind App
- Auto Dialer
- Monthly Parent Newsletter
- Surveys will be given to all parents to gain input about the effectiveness of these activities.

## **Supplemental Questions for Title I-A Schoolwide Plans**

Once the school has completed a comprehensive needs assessment (i.e. the Oregon Integrated Systems (ORIS) framework needs assessment) please address the following supplemental questions to address the Title IA requirements for a schoolwide program.

#### **Question 1:**

##### **Comprehensive Needs Assessment:**

Describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include

information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. If another needs assessment is used by the school, please still respond under the given domains. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. ESSA Section 1114(b)(6).

A Needs Assessment was crafted through multiple measures of data. Those included:

- Demographics
- Student Learning
- School Processes & Programs
- Perceptions.

Problem statements were then drafted based on the aforementioned data sets.

#### **Problem Statement**

Student growth in math is decreasing from previous years.

#### **Root Cause**

:Instructional time in math classes has decreased due to schedule change, while class sizes have :increased. Intervention model for math needs improvement.

#### **Problem Statement**

:Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math.

#### **Root Cause**

:Students are lack skills and we have not provided instruction and programs that have closed those gaps. :We have a need for professional development in culturally responsive teaching.

#### **Problem Statement**

:Focused professional development is difficult to implement.

#### **Root Cause**

:Competing initiatives, schedule, lack of substitutes

#### **Problem Statement**

:We struggle to engage families in the school events and need to increase parent voice in school decisions.

#### **Root Cause**

:Language barriers, lack of technology access in the home, transportation, personal school experiences, relationships with staff

### **Problem Statement**

:Overall student attendance is below 76% for all grades (3 year average is 75.3%)

### **Root Cause**

:Lack of engagement in academics, lack of positive peer and staff relationships, and inability to connect school work with life needs. Some students have family responsibilities that interfere with attendance.

### **Demographics:**

H.B. Lee Middle School is a diverse community of 838 scholars located in the Rockwood neighborhood of East Portland. We are a Title I school with 100% of our students receiving no-cost meals for lunch and breakfast. Our school population is 40% Latino, 17% Black/African American, 15% White, 15% Asian American, and 7% Pacific Islander. 6% of our students identify as Multi-racial and less than 1% as Native American. Our core content classes have 32 students on average. On average for the last two years, 73% of our students have met the regular attenders requirement. Our staff includes three administrators, 35 general educator, six learning specialists, three counselors, a school social worker, a librarian, an instructional coach, and a school psychologist. In addition, 26 classified staff are on our team, including secretaries, custodians, educational assistants, a testing coordinator, campus monitors, and kitchen staff. We are partnered with ten community agencies, which add multiple additional staff members to our school.

### **Student Learning Summary:**

Most groups were at levels 3-5 for growth in ELA during the 2018-19 school year.

Many groups were at a level 3 for growth in Math during the 2018-19 school year.

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

Goal 1-Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Goal 2-Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Goal 3-Communication: We will create a strong culture of community engagement.

Goal 4-Socio-Emotional Learning: We will increase the frequency and consistency of SEL opportunities in our school.

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

**A. Leadership**

Please describe how the district has provided ongoing support for the implementation of the school's plan. In addition, describe how the district annually reviews the school's plan and provides feedback. ESSA Section 1114(b)(3)

District leadership has shown support for schools' Title 1/School Improvement Plan through ongoing peer review at quarterly intervals as well as an end-of-year summative assessment of progress toward goals, as part of the principal's summative evaluation. At the start of the year each school does a School Improvement Plan presentation to the school board.

**B. Talent Development**

Please describe how professional development will be provided to school personnel to improve instruction and the use of data. ESSA Section 1114(b)(7)(A)(iii)(IV)

Reynolds School District has been part of an ongoing book study around the work of John Hattie: *Phenomenal Teaching*. Additionally, we are part of ongoing training with the Center for Educational Leadership to more effectively understand and support quality first-time instruction.

**C. Stakeholder Engagement**

Please describe how parents are informed of their school's participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting. ESSA Section 1114(b)(2)

Parents will be informed of the school's participation in Title 1 at an upcoming Monday night Parent Academy presentation. This will occur Monday night, November 9, at 6:00 pm via Zoom.

**D. Well-Rounded Learning System**

Please describe methods and instructional strategies that will be used in the school to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. ESSA Section 1114(b)(7)(A)(i)

### **E. Instructional strategies:**

Please describe strategies that will be used to address student needs

1. Counseling, school-based mental health programs, and or/ specialized support services or mentoring.

H.B. Lee Middle School has three full-time counselors in addition to a full-time social worker. Each counselor supports a grade level while the social worker serves each grade and helps to provide families with resources around housing, utility, food and rent assistance. Through a grant known as the *Promise Neighborhoods Initiative* (PNI), students are offered culturally responsive supports, mentoring and activities.

2. Preparation for and awareness of post-secondary education opportunities and/or entrance into the workforce. (e.g. career and technical education, transition to high school).

H.B. Lee is an AVID School, providing two sections of the AVID Elective at each grade level. The AVID program's specific focus is to place kids on a college trajectory who will typically first-generation college goers. Additionally, we are getting ready to implement Naviance schoolwide. Naviance is a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary college and career options. Finally, we are receiving Measure 98 monies for the 2021-2022 school year that will allow us to create more CTE programs at the middle school level, aligning with current offerings at Reynolds High School.

3. Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.

H.B. Lee has implemented a Multi-Tiered Systems of Support (MTSS) program as a comprehensive initiative to address both behavioral and academic challenges for our students.

4. Assisting preschool children in the transition to local elementary school programs. ESSA Section 1114(b)(7)(A)(iii)(I-III, V).

Not applicable.

### **F. Inclusive Policy and Practice**

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic

groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

Students who were previously in pull-out Title 1 Reading classes, ELD classes, or Resource ELA or Math classes, are all in mainstream core content classes with push-in support from the Specialist teacher.

Additionally, H.B. Lee staff are engaged in a book study of Culturally Responsive Teaching & the Brain as part of regular professional development.

Finally, Reynolds School District middle school students are recipients of a VILS Grant (Verizon Innovative Learning Schools) wherein each student receives an iPad and free WIFI for their three years in middle school, thereby bridging the “equity gap” which has certainly been brought to light during the COVID19 era.

### **Annual Title I-A Documentation**

In addition, there is required school-level Title I-A documentation that will be submitted by the school to ODE. These documents are:

- Title I-A Annual Meeting documentation (refer to link below)
- Parent Engagement Plan (reviewed and revised with parent input annually)
- Parent-School Compact (reviewed and revised with parent input annually)
- Building Parent Capacity documentation (refer to link below)
- Verification of staff qualifications (refer to link below)
- Para-professional highly qualified documentation (refer to link below)

In addition, there is required district-level Title I-A documentation that will be submitted by the district to ODE. These documents are:

- Comparability Report Calculations (refer to link below)

<https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/ESEA-Monitoring.aspx>