

Kalmiopsis Community Arts High School

Title IA Targeted Assistance Plan 2026-2027

Section #1:

Comprehensive Needs Assessment:

Describe the students served by this school:

According to registration questionnaires, interviews with incoming families, and student feedback, students who enroll at KCA are drawn to the school's small class size, with an average 15 students/class; a school culture of empathetic acceptance embodied by the mission statement "where it's okay to be who you are while discovering your place in the world"; the school's four guiding principles: creative expression is a human right, rural communities count, youth autonomy grows genuine confidence, and multiple perspectives build a better world; a restorative justice approach to mitigating conflicts and repairing harm; the school's homemade and healthy free breakfast and lunch program, and KCA's rootedness in the Illinois Valley.

KCA's total enrollment in the 2025-2026 academic year reached 58 students with an 84.483% poverty rate, the second-highest rate of Three Rivers schools. In 2025-2026, 90% of 9th-grade students were on track to graduate; 11 students graduated after 3-4 years of high school, and 4 students graduated after 4.5-5 years. For the 2026-2027 year, 100% of the 10 students who have attended KCA continuously from 9th-12th grade are forecasted to either graduate early (at the end of 11th grade or after Fall semester 12th grade) or within four years (after Spring semester 12 grade).

As of September 2026, KCA is at full enrollment with 64 students in grades 9-12. This year, 2026-2027, is the fourth year of operations, which followed a planned restricted growth in year 1 (cap of 32 students), year 2 (cap of 56 students), and years 3 and beyond (cap of 64 students).

What data did our team examine?

Specific sources of data examined as part of the needs assessment:

- Transcripts, report cards and report card narratives
- MTSS Data (Multi-tiered systems of support)
- MAP and OSAS test results
- 9th-grade on-track numbers
- Chronic absenteeism rate
- Observational assessments
- Student advising sessions

How did the team examine the different needs of all learner groups?

The team identified correlations between students' historic academic performance in mathematics and reading, and demographics, absenteeism, family stability, food and home security, and perceptions of self-efficacy as disclosed through creative expression, observation, and confidential advising sessions with their Teacher Leader. Learner groups who need additional support were identified, leading to their prioritization in allocation of Title I funds.

Were inequities in student outcomes examined?

Yes

What is the story the data is telling?

1. A majority of students are below grade level in math (e.g., 86.67% of students tested below the 50th percentile in MAP math assessment #1 - September 2026)
2. A high percentage of students are below grade level in literacy (e.g., the average percentile of students in MAP reading assessment #1 - September 2026 - is the 51st percentile)

How were stakeholders involved in the needs assessment process?

- **Parent-Teacher-Student Conferences**
 - 1:1 conferences of 30 minutes duration are held in November and April. Parent attendance is expected, student attendance is optional.
 - Quantitative in-progress class grades balanced with qualitative narratives of approximately 4 sentences/each for all 8 classes.
- **School Staff Observations**
 - Collect qualitative data on student behavior, engagement, and academic challenges during daily interactions.
 - Identify patterns and areas of need based on firsthand observations in classroom settings and extracurricular activities.
- **Student Advising Sessions With Teacher Leaders**
 - Each student is partnered with 1 of the 5 Teacher Leaders for their duration at KCA. Through development and refinement of 4-year Course Plans, progress through Oregon CIS Career Plan and PEP, and both formal and informal academic and SEL advising sessions

Describe student academic celebrations and successes from the 2025-2026 school year.

- KCA students met their math goal in 2025-2026, with an average increase of 14% in RIT scores between the Fall and Spring MAP tests!
- 42 students and families attended KCA's first Poetry Night in April 2026!
- 55 students participated in the math tutoring program!
- KCA celebrated our first Early Graduates! Five students graduated at the end of their 11th grade year after attending KCA for grades 9, 10, and 11.
- KCA hired our first Title 1-A assistants! They began their roles in late February 2026.
- The 3rd Annual Whirlwind Play Festival was a literacy success in January 2026! Student playwrights created six original plays (writing), with student directors (speaking and listening) working with actors (reading and prosody), who performed for an audience of 60+ families and community members.

Which needs will become priority improvement areas?

- Mathematics proficiency with an emphasis on algebraic automaticity
- Literacy proficiency with an emphasis on dyslexia identification and intervention

How will the school use its Title IA allocation to support these needs listed above?

1. Purchase a standardized, adaptive math and reading assessment to identify students with high academic needs (1st assessment - September), measure their progress mid-year (2nd assessment - January), and summatively assess outcomes for the 2025-2026 year (3rd assessment - May).
2. Provide additional support in math for students who have an academic need as identified by results of the first assessment as described in #1.

3. Provide additional support in literacy for students who have an academic need as identified by results of the first assessment as described in #1.

Section #2: Based on the school's needs assessment, what are the identified goals that the school will be focusing on this year?

- I. Goal 1 (Math) - 50% of students will improve their math RIT percentile by 10%, with assessment #1 as the baseline (September) and assessment #3 as the summative (May)
- II. Goal 2 (Reading) - 50% of students will improve their reading RIT percentile by 10%, with assessment #1 as the baseline (September) and assessment #3 as the summative (May)

Section #3: Please respond to the following:

A. Leadership

Three Rivers district leadership provides ongoing support for the implementation of the district improvement plan as well as each individual Title I-A Schoolwide Plan. Administrators review the district plan annually and share this information with stakeholders via Site Council and other parent meetings. The district reviews all school plans and provides feedback and support where needed. All goals are in alignment with and in support of the district goals (Reading, Math, Social Emotional).

B. Talent Development

KCA Teachers are trained in arts-integration, restorative justice, safety & risk management, assessments and other academic competencies, community engagement strategies, equity, diversity, inclusion, and trauma-informed practices. Teacher Leaders meet for approximately 7 hours outside of school hours each week to extensively address the academic and social/emotional needs of students, make collaborative decisions, practice reflective teaching, and support one another.

C. Stakeholder Engagement

The Title IA Annual Meeting is held in late August in conjunction with the KCA Orientation for new and returning families. After a schoolwide presentation on the purposes of Title 1, families break into small groups to meet with their Teacher Leader advisors, and together they review the current Family Involvement Plan and Parent-Teacher-Student Compact, the latter of which is signed by all parties.

Two annual evening events anchor KCA's efforts to build parent capacity: Pi Day Eve in March and Poetry Night in April.

In the spring, the KCA PTA organizes a review of the Family Involvement Plan and Parent-Teacher-Student Compact, encouraging all families to participate in the annual revision of these key documents that affirm the connection between home and school.

All correspondence is provided in families' preferred home language. Transportation is arranged if needed.

D. Well-Rounded Learning System

Each school within the Three Rivers School District has committed to the foundational belief that developing collective teacher efficacy serves as the basic method to achieve the academic goals as stated in ESSA Section 1114(b)(7) (A)(i).

The specific strategies to accomplish this effort include:

- a) identifying and creating an understanding of the essential standards for student learning at all grade levels;
- b) the development of a system wide progress reporting vehicle to mark and capture the learning progression (Report Card);
- c) development of common assessments to foster collaboration among staff in each school in pursuit of continuous improvement in teaching and learning.

E. Instructional strategies:

Please describe strategies that will be used to address student needs:

1. KCA emphasizes the fine, performing, and literary arts, integrated the arts into classes; place-based learning; and collaborations with professional artists, naturalists, historians, and craftspeople. KCA minimizes hierarchy via student-led meetings, restorative justice, and a teacher-run administration.
2. KCA uses a block schedule of 100-minute classes, with four classes offered on alternating days. Classes are multigrade to meet the needs of all learners, including those identified with exceptionalities, English Language Learners (ELL), students with Adverse Childhood Experiences (ACES), those identified as Talented and Gifted (TAG) and all others with special needs and circumstances.
3. Place-Based Learning Model. Field trips, community service, citizen science data collection, and locally-infused classroom curriculum enrich students' knowledge of and connection to their community. The community becomes the classroom as students learn more about a local issue and learn from local experts, with an emphasis on student choice, inquiry, and experiential education.
4. Social Emotional Learning (SEL). Cooperative Learning structures in all classes encourage equitable communication and collaboration between students with diverse backgrounds and learning needs.
5. Culturally responsive instructional practices. KCA's commitment to culturally responsive instruction begins with our mission: "Where it's okay to be who you are while discovering your place in the world."

F. Inclusive Policy and Practice

The strategies that will be used to provide all students with opportunities to meet challenging state academic standards includes a commitment to developing a fully operational and collaborative Professional Learning Community (PLC) in each school and grade level. Teams will work diligently to ensure the fundamental inclusive goal of providing a guaranteed and viable curriculum to all students.

Three Rivers School District has developed a partnership with the Oregon Rural Schools Network and Janel Keating to develop and implement the structures and support necessary to accomplish our PLC implementation goal. This partnership includes specific learning modules driven by Janel's nationally recognized work in this area and access by TRSD to these modules. TRSD has hired a Teacher On Special Assignment (TOSA) to focus on supporting the development of needed knowledge and skill across elementary grade levels. TRSD has a modified work calendar to provide dedicated non-student day learning time to support professional staff in pursuit of the above ESSA goals.