

BURTON ELEMENTARY SCHOOL (0779)

Submitted by: lambd@msd321.com at 6/13/2018 3:32:35 PM

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Heidi Edstrom	Parent	<input type="checkbox"/>
Natalie Taylor	Parent	<input type="checkbox"/>
Raquel Geisler	1st Grade Teacher	<input type="checkbox"/>
Sarah Homer	2nd Grade Teacher	<input type="checkbox"/>
Darla Burt	3rd Grade Teacher	<input type="checkbox"/>
Beth Rasmussen	4th Grade Teacher	<input type="checkbox"/>
Lysandra Duff	Preschool Teacher	<input type="checkbox"/>
Landon LeFevre	Principal	<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>At Burton Elementary in Rexburg, Idaho we utilize a school leadership team to address the school-wide improvement plan as a Title I school. Landon LeFevre, the building principal, is the committee chair. We make decisions as a team, including input from grade level teachers, parents, and administration. Our team meets at least monthly on the 4th Friday of the month during our early out day. Dr. Siri Pinock, the district curriculum director, attends our meetings. She is responsible to communicate information back to the district. Also, we meet monthly as a district improvement committee to share back our progress. Agendas are discussed at the meeting and prepared for the following meeting. If new items need to be added to the agenda, they are emailed to the principal. Summative and formative assessments are used to inform instruction and guide the school improvement committee in making long-term decisions. We utilize IRI scores, ISAT scores, curriculum-based measures, and other formative assessments given by classroom teachers. Grade level data and school-wide data is used to drive goals and objectives set by the leadership team. The team utilizes parent surveys, teacher surveys, student surveys, Title I need assessment survey, student data, grade level data and school-wide data to make evidence-based decisions. Each member of the committee has communication</p>
-------------------------------	--

responsibilities. The principal communicates with all stakeholders; parent representatives communicate with the Parent Teacher Organization.

School and Community

The school community demographics within the Burton Elementary boundaries are continuously growing. New housing developments have recently been built, while current developments are underway. Construction of townhouses and apartments around Burton Elementary have dramatically increased. This factor and the increased number of parents who are students attending the nearby university, has directly affected the student demographics of Burton. Students come from various backgrounds. The majority is Caucasian. The area is also a highly populated and impacted by the Church of Jesus Christ of Latter-day Saints and Brigham Young University-Idaho.

There is minimal turnover of staff each year. At least one new teacher out of a teaching staff of 20 is hired per year. Burton Elementary has an actively engaged Parent Teacher Organization that is highly involved with activities and fundraising projects. Some of these PTO projects are holding an annual Fall Carnival, book fairs, organizing parent volunteers, and partially funding a computer-based math fact program called Reflex Math. Burton PTO members provide vital support.

Administration and board members have stayed fairly consistent throughout the years. A benefit of having a university so close is several recently graduated students looking for jobs. Any replacements needed are easily filled.

Within the Burton student body population, there is a greater number of children who struggle mentally, emotionally, physically, behaviorally, or financially. The services of Madison Cares are being utilized at an increased rate. This helps us to better serve these families and students.

Madison Cares works with Burton faculty and staff to provide a variety of needs for its students. This program empowers children and their families through education, advocacy, and community connections to promote a positive culture of change, resilient families, and a united community. An example of a school-based program available through Madison Cares is Friendship Club, which helps students who struggle socially. Teachers also recognize and prepare for moderately high move-in and move-out situations.

In addition to these services, Burton Elementary provides other programs for their students, such as The Backpack Program. This program provides food for students, who are in need. These students also benefit from school-wide

	<p>programs, such as Coats for Kids, Shoes for Kids, reduced cost or free lunch daily, and Shop-with-a-Cop.</p> <p>Teachers use a program called Milepost, which is a secure computer database, to record information about individual students.</p> <p>Over the past few years, there has also been an increased number of IEP's. This comes from an increased knowledge of teachers being able to identify students who need specialized services or intense intervention.</p> <p>Teachers continually update pertinent information about students, such as data tracking, meetings with the students' parents or their need for accelerated curriculum. Teachers at Burton are highly educated and adhere to a high professional standard. Six out of twenty have earned a master's degree.</p>
<p>Academic Achievement</p>	<p>Burton Elementary has not been identified as a "low achieving" school. We have always been ranked as a high performing school in the past. We have a large number of special needs students at our school. We have the district developmental preschool and the district extended resource room for elementary students at Burton Elementary. This poses a unique set of opportunities.</p> <p>The accompanying charts, show growth for each grade level on the IRI. Third and fourth grade struggle to meet the state fluency benchmark, but they do show a tremendous amount of growth. Data suggest a strong instructional staff as well as academically motivated children.</p> <p>Though some parents of schools throughout the district opted out of ISAT testing, we had 93% of students participate in the 2017 ISAT. Again, scores indicate characteristics of well-educated children across all levels. We have seen a tremendous amount of growth in our students from Kindergarten to fourth grade. Many of our struggling students are new move-ins because we live in a college town.</p> <p>Strengths are the strong academic instruction received in the classroom as well as a very strong Title I and special education programs.</p>
<p>Student Learning Needs</p>	<p>At Burton Elementary School, the root causes for student learning needs are identified at the beginning of each school year. The IRI and Core Phonics surveys are given to each student by the Title 1 teachers. CECA tests for reading and math are given by the general education teacher with accommodations for those students who have specific IEPs.</p>

	<p>Then, throughout the school year, data and testing continue to be used with the use of I-Station screeners, Milepost, and behavioral anecdotal records. All of these assessments offer information that allows the gaps in student learning to be identified.</p>
<p>Core Curriculum</p>	<p>The materials being used for language arts are Journeys Teacher Edition, Journeys practice books, projectables, decodable readers, sound/spelling cards, ready-made workstation, write-in reader, and teacher read aloud, big books and diagnostic assessments. Our math curriculum is enVision Math 2.0, K-5 common core math program (Pearson Realize). The materials being used are teacher's edition, student's edition, visual learning videos, teacher kit math manipulatives, and student math manipulatives. Fidelity is monitored by formal and informal (walk-through) observations as well as the district grade level grade book (PowerSchool).</p>
<p>Core Instruction</p>	<p>After collecting and looking at assessment data and student feedback, we differentiate our instruction within the classroom as needed. If additional intervention is needed, we collaborate with special services to meet students' needs.</p> <p>In our current ELA program, we use weekly formative assessments for comprehension, decoding, vocabulary strategies, spelling, writing, and grammar. In our math program, we have topic tests. For each lesson, we also use formative assessments to check for understanding, such as questioning, quizzes, discussion, observation, and a variety of other techniques.</p> <p>We teach reading and math with both homogeneous and heterogeneous groups. Our school uses the Walk-to-Read model to deliver an intervention for a target area for students. Students are grouped homogeneously for this intervention based on need and ability. Interventions are delivered for phonics, fluency, and comprehension. There are parts of our reading and math programs that we teach in a whole-group setting, such as shared reading, vocabulary, decoding, math mini-lesson, etc. During this time, students may be placed in heterogeneous groups to discuss or practice concepts. Additionally, many teachers use a workshop or centers format. Students are placed in homogeneous and/or heterogeneous small groups based on the lesson and student needs.</p> <p>Students within a classroom receive core instruction. Differentiation is key, and all students are provided with opportunities to meet their needs. All learners receive a reading intervention during our Walk-to-Read. Not only are</p>

	<p>struggling learners taught the foundation skills they need, but our advanced learners are challenged in areas they need. We use a variety of technological tools in our classroom which differentiate practice and help students show growth. These tools include IStation, Reflex Math, MobyMax, Read Naturally, Waterford, Reading Eggs, etc. Students work at their own level and have the opportunity to show growth and achieve proficient/advanced academic levels.</p>
<p>Alignment of teaching and Learning</p>	<p>Teaching and learning are articulated through grade level meetings, scope, and sequence, grade level binders, district grade level meeting, and early out Friday for collaboration.</p> <p>Teachers move around to different grade levels so they understand the expectations of standards taught across the grade levels. Sharing data with the 5th grade and share data when they move to the middle schools. This might be an area that we could improve on.</p> <p>Grade level chairmen discuss needs for specific grade levels at the district level. We need to do this within the building.</p> <p>Our teaching is articulated within grade levels in our weekly collaboration meetings and monthly district grade level meetings. We also follow the school district's pacing guide for language arts (Journeys – Houghton Mifflin) and Math (envision – Pearson Realize). We collaborate on teaching-learning expectations in our weekly collaboration meetings and daily informal conversations.</p> <p>As teachers, we provide the same opportunities for students to receive a consistent learning experience. For example, in first grade we do the same academic activities, family Fridays, same homework folder layout, and the parents receive the same back-to-school night presentation.</p> <p>The teaching is articulated across grade levels and subject areas through our district grade level binder (which provides materials, common-core standards, explanations, assessments and pacing guide) and in-service meetings. Teachers from different grades collaborate about teaching and learning progressions across grade level during the summer when they have their district summer collaboration as well as in-service meetings throughout the school year.</p>
<p>Universal Screening</p>	<p>All students are screened to identify who needs additional support. Three times a year, students take the IRI- Idaho Reading Indicator (a one-minute timing) on Letter names and sounds in Kindergarten and reading passages in other grades. In addition, other grades use SIPS, I station, and Core.</p>

We have a Kindergarten screening in the spring of the year, administered to 4-year-olds who will be coming to Kindergarten in the fall. We check letter names and sounds, number recognition, shape recognition, counting, and name writing.

Students, who scored a 1 or a 2 on the IRI, are screened monthly to determine if adequate progress is being made and if interventions are working.

The IRI tool does have defined cut scores for determining who is at risk.

There are additional measures that are used to identify students who are English Language Learners and are not achieving academically. There is a screening test called the W-APT (WIDA Aptitude Test) that is used. When students qualify, interventions used are "Language for Learning" and a computer program called "Imagine Learning."

There is an intervention for students who are socially at risk and are not achieving. It is called The Friendship Club. Teachers refer students to participate in this program. Social skills are taught and practiced by the students.

There are clear decision rules for determining the accuracy of decisions. The IRI gives the student three tests and the middle score is the one that is used.

Screening decisions are reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly.

Information is charted and graphed on the computer. Teachers have access to this information. It can be shared with parents at any time and is shared with them at parent-teacher conferences.

Follow-up procedures include: Students, who don't meet benchmark scores on these screeners, are given intervention services that help to meet their needs and teach them the skills that are missing and are necessary.

Tiered Instruction and Academic Interventions

Academic Interventions are specifically designed for the broad areas of reading and mathematics. We incorporate specific components into these interventions as needed. Interventions may also include vocabulary, spelling, writing, and comprehension. Typically students receive intervention 4 days a week for 30 minutes a day. However, interventions are based on the student's needs. If students need more time in a particular intervention, times can be adjusted.

100% of our tiered instruction is based on foundation skills that students may be lacking. We meet as a grade level

weekly to make sure interventions being delivered are aligned with core instruction. On a monthly basis the Title I teachers, special ed teachers, principal, and classroom teachers meet to make sure the correct interventions are being delivered. We also discuss the students' success in their intervention. Interventions may vary depending on the needs of the students. Some interventions are pull-out while others are push-in. Sizes of groups vary depending on the intervention being taught and the needs of the students. They range from 1 to 8 children. See attached list of ELA intervention programs that are available in our district. Target populations are reviewed every year to make sure their progress is equal to or greater than the school as a whole. Students from diverse cultural and linguistic backgrounds are served by our EL program. We deliver explicit instruction to these groups. Classroom Teachers, Title 1 Teachers, Special Education Teachers and teacher candidates provide interventions at our school. Progress is monitored on a weekly basis using a variety of different probes to ensure that each student is making progress. Scores are input into Milepost so that all involved with the student have access to the results. We assess the students' progress with a variety of different probes depending on the student's needs. We use Dibels progress monitoring to assess reading fluency, comprehension, and math skills. The team meets on a monthly basis to review all progress monitoring scores and I-station data. Teachers also discuss the progress that they observe during their interventions. The team reviews the progress in all of these areas to determine if the intervention is working. If it is not, then students are placed in a new intervention. If progress is still not made, then students are referred to special education. Progress monitoring takes place on a weekly basis. Title 1, general education, and special education take part in the process. We progress monitor all students who are below grade level.

Learning Time

A file titled 2017-2018 Schedule (all) is attached to the "upload files" section of this document. The schedule outlines all interventions for all students. It also outlines the amount of time spent on Math and ELA. We also look at age groups and what time of the day learning is best for each group. We try to keep core instruction in the morning as much as possible. The master schedule includes intervention and extension. We utilize extended reading times for Kindergarten students only. They have an extra half-hour a day of reading intervention for students that are struggling.

Burton Elementary has a Gifted and Talented Program where a district level teacher comes to the building weekly to provide enrichment. We also have a music teacher and p.e. teacher who provide additional enrichment for students

during the school day. GT services and p.e are provided weekly. Music is provided monthly. Each class lasts 45 minutes. For GT, students pass an intellectual assessment conducted by the district. All students participate in music and p.e. Every effort is made to schedule remedial assistance and additional learning time so as not to deprive students of full access to the ongoing grade-level curriculum. Monthly data/collaboration meetings, as well as weekly grade-level collaboration, provide teachers adequate opportunity to monitor the efficacy of extended learning time.

Summer School is not officially considered “extended learning time.” This learning opportunity provides summer support in math and reading. The goal of Summer School is to “maintain” rather than “remediate.”

Non-Academic Student Needs

Madison Cares--Who We Are

Madison Cares is a school-based, mental health system of care located within the Special Services Department of the Madison School District. Our professional team of staff assists in the development of a mental health support system that works with youth, their families, school personnel, and other community professionals. We assist families who have children/youth who may be struggling with symptoms of anxiety, depressed mood, attention deficits, hyperactivity, trauma, grief and loss, self-injurious behaviors, suicidal thoughts, and other mental health challenges. It is the Madison School District’s great pleasure to help youth and families with their mental health needs both within our schools and in our community.

Guiding Principles of Madison Cares

Madison Cares operates by our guiding principles which are: we are family driven, youth guided, child centered, strength-based, collaborative, and culturally and linguistically competent. Our professional staff convey the importance of treating all individuals with dignity, respect, acceptance and self-determination as we help students and families develop and work towards identified goals. Involvement with Madison Cares requires mutual respect from all involved and meaningful partnerships between our staff, youth, their families, school personnel, and community professionals.

Services We Provide

Madison Cares provides many services within our schools and within our community that focus on prevention, intervention, and postvention. Our preventative services focus on issues such as mental health stigma reduction, mental health awareness, suicide warning signs, social

inclusion, and training school personnel on how to be a mental health first responder. Our intervention services include Child Assistance Team meetings which are held at each of our schools at least one time each month where the discussion is around current students who may be struggling with a mental health issue. Madison Cares staff also regularly meet with teachers and administrators to assess the current functioning level of identified students, and we provide direct services such as one on one visits with identified students where the focus is on teaching a student skills such as anxiety reduction techniques, coping skills, and social skills. Madison Cares also provides postvention within our school district. Madison Cares staff act as the mobile, mental health crisis team for the school district in the event of a tragic loss or sudden death of a student, school administrator, faculty member, or other school personnel. We have developed a crisis response manual which guides us and our schools through a crisis situation. Each Madison Cares staff member has been trained in postvention. Postvention is critical in that it provides support for those students and school personnel who are emotionally struggling following the loss of someone close to them.

Well-rounded Education

As an entire school, Burton Elementary provides access to music, physical education, and library for all of the students. Many of the grades provide enriched curriculum in different ways according to what the students are learning in their grade level. Preschool provides opportunities for children to explore the world around them with enough materials for the students to experience hands-on activities. The centers, songs, books, and activities are centered around the student's interest to allow the curriculum to be meaningful and lasting. Kindergarten enriches their curriculum by going to the fire station, the gymnastics center, and the community library. They use music in their lesson plans to teach concepts and allow parents to come in to teach art. They also have a police officer come with a police dog to talk to the students about their job in the community. First-grade goes on a trip to the zoo and attends a play at the end of the year. Every Friday they have "family Friday" allowing one student's family member to come in and share something they do together. This has turned into a great opportunity for incidental and exploratory teaching. Second grade has agriculture day and a presidential project that they work on. They also rotate on Fridays to allow the students to attend social studies, science, music, and art. They attend the Idaho Museum and put on a Veterans' program during the school year. Third grade puts on a multicultural holiday program for the school and parents. They are able to attend the planetarium on the local college campus. They do science projects and put on a science fair for the school to attend. While fourth grade attends the wax museum and

	<p>Mesa Falls to enrich their learning of Idaho State History, they also have a visiting artist and take a trip to an art show. All of these events, activities, and field trips are ways that Burton Elementary makes sure to enrich their students' learning with hands-on, real-life experience.</p>
<p>Additional Opportunities For Learning</p>	<p>N/A</p>
<p>School Transitions</p>	<p>Burton Elementary Preschool has a 50/50 ratio of students with special needs and typically developing peers. For the students with special needs, we hold a meeting with their home school principal and special education teacher to discuss with parents and the child goals and needs going into Kindergarten. The student and the parent have the opportunity to meet Kindergarten and special education teachers and possibly see the classroom they will be attending. The preschool team informs the Kindergarten team about intervention to behaviors, accommodations, and modifications that have been effective for the student while in the preschool program. Furthermore, the preschool program is centered on teaching the students skills to access information; ie. walking in a line, sitting in a whole group, attending to task, raising your hand to take turns to speak, transitioning, following directions, and learn procedures of "specials," such as library. We prepare all of our students to transition to Kindergarten by introducing and exposing them to Kindergarten curriculum such as the "alpafriends". They are also exposed to interacting and working together with children their own age in a school environment. This allows them to learn social skills and problem-solving skills that will aid them in their ability to work in groups, with partners, and solve higher level thinking problems.</p> <p>As students are prepared for Kindergarten, parents are also being taught and start recognizing the standards set for their children. The preschool program allows the parents access to information about where their child should be relative to their age.</p> <p>Our elementary and middle school have many events in place to help ensure a successful transition. Throughout the year, elementary teachers document student learning and concerns using our Milepost program. These notes are available for the Middle School teachers to access when students have moved into the fifth grade.</p> <p>In the spring, the following takes place:</p> <ul style="list-style-type: none"> • The fourth-grade teachers fill out a passport for each student. Information such as math and reading proficiency levels and behavior concerns are included. • A representative from the middle school visits each classroom and administers a math and reading test to all

students. This data is collected and used by the middle school to tentatively group their students.

- Transition meetings are held at the middle school for students with IEPs. The current special education teacher, the parents, student, and new fifth-grade special services team meet at the middle school. They discuss the student's goals, concerns, and new schedule.
- The fourth grade takes a field trip to the middle school to attend an orientation. They get to listen to the band, choir, and orchestra perform. They go on a tour and meet the administration. Informational meetings for parents are also held about registration, schedules, electives, etc.
- Officer Scott comes to each classroom to introduce the D.A.R.E. program.

Professional Development

Several opportunities are provided for teachers to reflect on and improve their instruction. Time is built into weekly schedules to meet for the purpose of collaboration. Friday is an 'Early-out' day for students, giving teachers this time. Teachers collaborate together as grade level teams weekly. The days, topic, unit, theme, or the concept being taught currently is routinely discussed and reflected upon at this time. Support in the form of suggestions and ideas are presented and discussed. This is all recorded in a form that is given to the principal. These weekly meetings ensure curriculum alignment and professional support.

At these formal weekly grade level collaboration meetings, student data is closely reviewed, and adjustments are made for Walk-to-Read classes when necessary. Planning and calendaring items are also presented and reviewed.

One day per month during the Friday collaboration meetings, Special Education, Title 1 Paras, and the principal attend. At this time student data is again reviewed, discussed, and adjustments are made.

There are several academic assessments that teachers look to for adjusting instruction. They include the Idaho Reading Indicator, weekly fluency progress monitoring, I-station, Read Naturally, Reflex Math, and other classroom assessments. Each of these is used to gauge where students are at and adjust to meet student's needs.

The first Wednesday of each month is a school faculty meeting. At these monthly meetings, the entire staff meets and collaborates. Items of concern are addressed, announcements are made, professional development and future planning takes place. Each grade level team is assigned to lead a training during faculty meetings once a year. The grade level team chooses a professional book or article to read, study, and present.

Professional development activities are tied to students' academic achievement needs mainly by concentrating on the four domains of the Danielson Framework. This teaching framework is highly implemented and is a continuous study by teachers. The Danielson Framework is geared toward planning and preparation, classroom environment, professional responsibilities, and instruction. All of these domains tie back to helping the academic needs of students.

Teacher In-service provide ongoing professional development and are held throughout the year. Choice of classes have included The Charlotte Danielson's Framework for Teaching, Six + 1 Writing Traits, Mile Post / Silverback, Improving your Health in the Workplace, and ELA Adoption.

There are instructional coaches in our district and assignments have been made that will ensure ongoing training and communication. PLC's are highly effective and functioning, with constant communication between staff. They are available to help/train the district. Collaboration time is built into the master schedule and contract.

Paraprofessionals are included and invited to enroll and attend professional development classes. Support staff is invited to attend monthly training.

A wide variety of classes are offered as on-going professional development. These classes are easily accessible and are offered in district, on-line, at the local university, and throughout neighboring school districts. There is a live link on Madison District's Homepage specifically for Professional Development opportunities.

The school monitors attendance for professional development activities by using sign-in sheets. School-wide forms are filled out during grade level meetings and turned into the principal weekly.

Family and Community Engagement

Our district and our school have a plan in place for family and community engagement. These plans are reviewed on an annual basis with the school improvement committee. There is a district policy about family engagement that is reviewed annually at the district and building level.

We have numerous events at the school to get parents involved in students' education. We do family reading nights at Burton. We have gone from having 30 families participate to over 200 families participate at each event. We give away hundreds of books to families. It has become a popular event for students and families. We also have a presidential report fair, Veteran's Day program, class plays, science fairs,

	<p>etc. All these events are supported by parents and families. We also have fundraising events that bring in community members outside our boundaries. The two main events are the Halloween Carnival and the Annual Bulldog Jog. We have been doing these events long enough that families and communities expect them. We communicate through newsletters, Facebook, phone calls, email and we have started using text messages to contact families.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>100% of teachers at Burton Elementary School meet state certification requirements and are considered "highly qualified." In the Madison School District, two administrators and other district staff are assigned each year to serve on the Teacher Recruitment and Retention Committee. These committee members organize a teacher job fair in late winter of each year and promote the fair through flyers and other media outlets. All district administrators attend the job fair where they meet teacher candidates, discuss open positions in the district, and answer questions. In addition to our own job fair, several administrators attend teacher career fairs at neighboring universities including, BYU-I, Utah State, Boise State, Idaho State, and BYU-Provo. The school district offers additional premium bonuses to teachers who teach high need subjects, such as special education.</p>
<p>Coordination and Integration With Other Programs</p>	<p>Burton Elementary works closely with our District Federal Programs Director to ensure that our Title I program is integrated and coordinated with other State and Federal Programs. Some of these programs include our District English Learner and Migrant Programs, our McKinney Vento Program (referred to as Families in Transition-- FiT Program), our free and reduced lunch program, and our Gifted and Talented program. Madison School District also has a local program (Madison Cares) which provides social and emotional assistance for the students in our School District. In Madison School District, an emphasis is placed on the coordination of all programs within the district designed to assist students in instruction.</p>

Plan Components

1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
<p>Last year, children in grades 2 and 3 were below grade level benchmark.</p>	<p>Before the beginning of the 2018-2019 academic school year students in grades 2 and 3 will meet or exceed the IRI grade level benchmark goal presently established in reading. Measureable Target:</p>	<p><input type="checkbox"/></p>

2nd Grade – 80%
 3rd Grade – 85%
 Key Performance Indicators for 2017-2018:
 2nd and 3rd grade students will participate in the Idaho Reading Indicator in the fall and spring of each year.

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
I-Station	Strong Evidence	STRONG EVIDENCE - https://www.istation.com/Studies - I-station Reading Curriculum content includes the research-based components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction in these foundational skills is systematic and explicit, based on student instructional needs.	<input type="checkbox"/>
Read Naturally	Strong Evidence	Practice component that combines 3 research based strategies for developing reading fluency - Reading with Recorded Models, Repeated Reading and Monitoring Progress with Feedback. STRONG EVIDENCE- https://www.readnaturally.com/research/studies	<input type="checkbox"/>
Rewards	Strong Evidence	REWARDS Intermediate and Secondary introduce students to the REWARDS reading strategy. These components provide students with a practical strategy for breaking down multisyllabic words to support them in reading with fluency. REWARDS teaches students to: * Break words into manageable, decodable chunks *Read long words in content-area textbooks *Read accurately, quickly and with confidence *Increase oral and silent reading fluency *Improve comprehension as decoding and fluency increases STRONG EVIDENCE - http://www.voyagersopris.com/docs/default-source/literacy/rewards/rewards-evidence-based-support-for-rewards-intermediate.pdf?sfvrsn=d5bc56b_2	<input type="checkbox"/>
Wilson Fluency	Strong Evidence	Fluency practice with controlled and high frequency words, short and extended phrases, and phrased passages STRONG EVIDENCE - https://www.wilsonlanguage.com/programs/research-results/evidence-of-effectiveness/	<input type="checkbox"/>

3. Identify the resources needed to implement the above Intervention Strategies.

We need to have time to collaborate with teachers and provide meaningfully professional development. It is also critical that we have appropriate funding for new programs and additional personnel for smaller intervention groups.

4. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

A hard copy of the School-wide Improvement Plan is available at the school

5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

What processes will be used to monitor the SWIP (e.g. classroom observation, student progress monitoring, PLC minutes/input, staff feedback, parental and community input, etc.)? Randy Lords (Assistant Superintendent), Darnea Lamb (Director of Data, Assessment, & Accountability), Travis Schwab (Director of Federal Programs), and Kay Moor (Capacity Builder) will review the SWIP plan in April and make suggestions for improvement. Plans will be returned to schools in mid-April for revisions as needed. Principals will review the final SWIP plans in a school leadership meeting and get a general consensus.

How frequently will the data be shared and discussed with the leadership team? The school-wide data should be shared with the school leadership team monthly. At least some data component should be discussed during each monthly meeting (i.e. academic data, behavior data, etc.).

What guiding questions will be asked? We asked, "What is working well and what needs to be improved?"

What criteria will be used by the Leadership Team to make adjustments? At the beginning of the school year, the leadership team will review the previous SWIP, update annual goals, and determine a focus for the year. The focus will be communicated to faculty, staff, parents, and school district.

Provide a timeline of key milestones.

August - school leadership team will review SWIP and update SMART goal.

September - Screening data will be collected and interventions planned.

January - mid-year screening data collected and adjustments made to plan.

May - end of year data collected and analyzed. SWIP finalized with recommendations for the next school year.

Upload Files

Files

- o [11_Madison Cares one page overview.pdf](#)
- o [8_Madison School District 321 Comprehensive Assessment Plan 2017.pdf](#)
- o [Intervention Programs.xlsx](#)
- o [Intervention Programs with Evidence2018.xlsx](#)
- o [2016-2017 IRI comparison - Without student Names.xlsx](#)
- o [Grade by grade IRI analysis Spring 2017.xlsx](#)
- o [District IRI Results Spring 201516.xlsx](#)
- o [State Assessment Data.xlsx](#)
- o [17-18 Schedules \(ALL\).pdf](#)

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United

States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this

certification; and

- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The grantee's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: lambd@msd321.com at 6/13/2018 3:32:35 PM