

**BURTON ELEMENTARY SCHOOL (0779)**

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

*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
Michael Bone	Principal	<input type="checkbox"/>
Brenda Butikofer	Assistant Principal	<input type="checkbox"/>
Tamalin Wagner	Parent	<input type="checkbox"/>
Kelly Jenkins	Parent	<input type="checkbox"/>
Sandra Duff	Pre-K Teacher	<input type="checkbox"/>
Elissa Broadbent	Pre-K Teacher	<input type="checkbox"/>
Amy McCoy	First Grade Teacher	<input type="checkbox"/>
Carrie Kostial	First Grade Teacher	<input type="checkbox"/>
Torri Black	Second Grade Teacher	<input type="checkbox"/>
Anna Wilson	Second Grade Teacher	<input type="checkbox"/>
Sarah Kelley	Third Grade Teacher	<input type="checkbox"/>
Beth Rasumussen	Fourth Grade Teacher	<input type="checkbox"/>
Candace Sewell	Special Education Teacher	<input type="checkbox"/>
Lindsey Barrus	Special Education Teacher	<input type="checkbox"/>

**Needs Assessment****School Leadership Team**

At Burton Elementary in Rexburg, Idaho we utilize a school leadership team to address the schoolwide improvement plan as a Title I school. Michael Bone, the building principal, is the committee chair. We make decisions as a team, including input from grade level teachers, parents, and administration. All team participants are actively involved in teaching, administration, and/or parent roles in the school and each has a vested interest in the progress of students and the success of the school. 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 schoolwide data is used to drive the goals and objectives set by the

leadership team. The team utilizes parent surveys, teacher surveys, student surveys, Title I need assessment surveys, student data, grade-level data, and schoolwide data to make evidence-based decisions. Each member of the committee has communication 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 with nearly 450 K-4 students and 200 Pre-K students. 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 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 supplemental reading program called Read Naturally. 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 BOSS Club, which helps students who struggle socially. Teachers also recognize and prepare for moderately high move in and move out situations. These students also benefit from schoolwide programs, such as Coats for Kids, Shoes for Kids, reduced cost or free lunch daily, and Shop with a Cop. Teachers use a program called PowerSchool, which is a secure computer database, to record information about individual students. Over the past

few years, there has also been an increased number of IEP's. This comes from increased knowledge of teachers being able to identify students who need specialized services or intense intervention. Teachers continually update pertinent information about students, such as data tracking, meetings with the students' parents or their need for an 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. Also related to our high number of IEPs, several years ago, through excellent grants and community involvement, Burton built a \$200,000 handicap accessible playground. Because of this, our Developmentally Appropriate Classroom (DAC) for students with severe disabilities, and our excellent SPED program, our school is often mislabeled by the community. Parents within the community will often name Burton Elementary as the school boundary to move within if new residents have an elementary student in need of intervention and/or IEP services.

#### Academic Achievement

Burton Elementary has not been identified as a "low achieving" school. We have always been ranked as a high performing school in the past. In 2019 we were awarded the National Blue Ribbon Award. Our ISAT scores were in the top 5% of all schools in Idaho. We have a large number of special needs students at our school. We have the district developmental preschool and the district extended resource room (DAC) for elementary students at Burton Elementary. This poses a unique set of opportunities. 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. Though some parents of schools throughout the district opted out of ISAT testing, we had 95% of students participate in the 2019 ISAT. (Due to COVID-19, the 2020 ISAT wasn't administered.) 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. We've seen many out-of-district come from states that have not had in-person learning during the pandemic, and most have not had in-person instruction for a full year. Because our district has had in-person learning throughout the 2020-21 school year, many of these new move-ins have required academic intervention. Additionally, because our district students missed the 3rd trimester of in-person learning in 2019-2020, we noticed that generally our own students were behind academically, and our teachers have worked hard to catch students up. Strengths are the strong academic instruction received in the

classroom as well as a very strong Title I and special education programs.

### Student Learning Needs

At Burton Elementary School, the root causes for student learning needs are identified at the beginning of each school year. The IRI and 95% 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. Then, throughout the school year, data and testing continue to be used with the use of IStation screeners, Powerschool, and behavioral anecdotal records. All of these assessments offer information that allows the gaps in student learning to be identified. As mentioned earlier, we've seen many out-of-district come from states that have not had in-person learning during the pandemic, and most have not had in-person instruction for a full year. Because our district has had in-person learning throughout the 2020-21 school year, many of these new move-ins have required academic intervention. In-person learning this year has attracted many families to our district because these parents/students have not preferred online learning. We expect some will stay when schools reopen in other states/communities, but we've also been told that some families will return to their previous community when the pandemic is over. Additionally, because our district students missed the 3rd trimester of in-person learning in 2019-2020, we noticed that generally our own students were behind academically, and our teachers have worked hard to catch students up.

### Core Curriculum

The materials being used for language arts are National Geographic Teacher Edition, National Geographic practice books, projectable, decodable readers, sound/spelling cards, readymade workstation, write-in reader, and teacher read aloud, big books and diagnostic assessments. Our math curriculum is Envision Math 2.0, K5 the 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 (walkthrough) observations as well as the district grade level grade book (PowerSchool). We recently adopted the 95% group, Inc. reading intervention programs. The district has also piloted 95% Phonics Core, which will be fully implemented 2021-22. These programs are used to teach phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each student is evaluated and placed on the continuum of interventions to best serve student needs.

### Core Instruction

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. 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. We teach reading and math with both homogeneous and heterogeneous groups. Our school uses the Walk-to-Read model to deliver 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 minilesson, 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 with homogeneous and/or heterogeneous small groups based on the lesson and student needs. 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 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, Imagine Math, Imagine Math Facts, 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.

### Alignment of teaching and Learning

Teaching and learning are articulated through grade-level meetings, scope, and sequence, grade level binders, district grade-level meetings, and early-out Friday for collaboration. 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. However, the middle school assesses our 4th graders in math, and the gifted/talented identifies students at multiple grade levels through cognitive assessments. These tests provide high math and enrichment opportunities as g/t students advance through the elementary and middle school grades. Grade-level chairmen discuss needs for specific grade levels at the district level. We need to do this within the building. 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 and learning expectations in our weekly collaboration meetings and daily informal conversations. Teachers provide the same opportunities for students to receive a consistent learning experience. For example, in first grade classrooms, teachers and students do the same academic activities, family Fridays, same homework folder layout, and the parents receive the same back-to-school night presentation. 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 inservice meetings. Teachers from different grades collaborate about teaching and learning progressions across grade levels during the summer when they have their district summer collaboration as well as in-service meetings throughout the school year. District elementary principals are also assigned a grade-level and holds grade-level meetings (GLC) 3-4 times per year, which brings all grade-level teachers among the elementary schools together to discuss curriculum, interventions, assessments, and all other aspects related to a child's education.

### Universal Screening

All students are screened to identify who needs additional support. Three times a year, students take the IRI Idaho Reading Indicator (Istation). In addition, we utilize 95% group assessments for students that score below benchmark on the IRI. 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 WIDA 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 BOSS Club. Teachers refer students to participate in this program. Social skills are taught and practiced by students. There are clear decision rules for determining the accuracy of decisions. The IRI gives detailed information about specific reading skills. We use that information in conjunction with 95% group assessments to determine which interventions to give students. Screening decisions are reviewed to determine the 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. If the student is still not making adequate progress a referral is made to special education.

### **Tiered Instruction and Academic Interventions**

Academic Interventions are specifically designed for 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. Teachers 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, among other things, that the correct interventions are being delivered and whether referrals should be made. (This meeting is called CAT Leadership.) Teachers also discuss the students' success in their intervention. Interventions may vary depending on the needs of the students. Some interventions are pullout while others are push in. The 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 ELL program. We deliver explicit instruction to these groups. Classroom Teachers, Title 1 Teachers, EL 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 Powerschool 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 Istation progress monitoring to assess reading fluency, comprehension, and math skills. The team meets on a monthly basis to review all progress monitoring scores and Istation 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 2020/2021 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." MSD #321's Summer School lasts approximately 4 weeks.

### Non-Academic Student Needs

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 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 conveys 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 that 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 an 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 students' interests to allow the curriculum to be meaningful and lasting. Kindergarten enriches its 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 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. We also keep an eye on the interests of students by what they bring to school and what they talk about among friends. During the month of February we held Pokemon Fridays to allow children to bring their Pokemon cards to school to trade under adult supervision. During March we held a March Madness Beyblade Tournament and announced 28 winners among the classes. Students really enjoyed and looked forward to these activities.

**Additional Opportunities For Learning**

N/A

**School Transitions**

Burton Elementary Preschool has a 50/50 ratio of students with special needs and typically developing peers. For the students with special needs, teachers 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 the library. We prepare all of our students to transition to Kindergarten by introducing and exposing them to the Kindergarten curriculum such as the "alpha friends". 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. 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. Our elementary and middle schools have many events in place to help ensure a successful transition. Throughout the year, elementary teachers document student learning and concerns using our Powerschool program. These notes are available for the Middle School teachers to access when students have moved into the fifth grade. In the spring, the following takes place:

- 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.
- The DARE officer 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. Several times during the year, data meetings are held involving Special Education, Title 1 Paras, and the assistant principal.

At this time student data is reviewed, discussed, and adjustments are made. The principal attends support meetings with each grade-level to discuss student issues and training is often provided among the group. There are several academic assessments that teachers look to for adjusting instruction. They include the Idaho Reading Indicator, weekly fluency progress monitoring, Istation, Read Naturally, Imagine Math, Imagine Math Facts and other classroom assessments. Each of these is used to gauge where students are at and adjust to meet student's needs. Faculty meetings are held about 6 times a year. At these monthly meetings, the entire staff meets and collaborates. Items of concern are addressed, announcements are made, professional development and future planning take place. Last year and starting again next year, 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 Inservice provides ongoing professional development and is 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. The support staff is invited to attend monthly training. A wide variety of classes are offered as ongoing professional development. These classes are easily accessible and are offered in district, online, 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. Schoolwide 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. (COVID-19 restrictions have made this more difficult during the 2020-21 school year.) There is a district policy about family engagement that is reviewed annually at the district and building levels. 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 in over 200 families participate in each event. (During this COVID year, our librarian and administrators met parents outside for a drive-by book checkout and giveaway. This went very well.) 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, 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.

#### **Recruitment and Retention of Effective Teachers**

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 the 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, Utah State, Boise State, Idaho State, and BYUProvo. The school district offers additional premium bonuses to teachers who teach high need subjects, such as special education.

#### **Coordination and Integration With Other Programs**

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 TransitionFIT Program), our free and reduced lunch program, and our Gifted and Talented program. Madison School District also has a local program (Madison Cares) that 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.

