

ADAMS ELEMENTARY SCHOOL (0777)

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
Mark Bates	Principal	<input type="checkbox"/>
Darnea Lamb	District Assessment Coordinator	<input type="checkbox"/>
Emily Versluys	Teacher	<input type="checkbox"/>
Brenda Denney	Teacher	<input type="checkbox"/>
Ina Herker	Para Professional	<input type="checkbox"/>
Carolyn Broadbent	Parent	<input type="checkbox"/>

Needs Assessment

<p>School Leadership Team</p>	<p>ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: The school leadership team is chaired by the school principal. Representatives from several groups of stakeholders are members on the leadership team and provide the school with important input on school decisions. The leadership team meets monthly to discuss school progress, set goals and provide input on the improvement planning process. One of the members of the leadership team is a representative from the school district that serves as a liaison between the school and the district. The agenda and meeting time for the next meeting is set by the team at the end of each leadership team meeting. At most meetings assignments are given to different team members. At several points during the school year the team reviews student learning data and makes important decisions for professional development and curriculum development. These decisions are made using student data and parent and teacher survey results. The principal is generally responsible for communicating with all stakeholders.</p>
<p>School and Community</p>	<p>School and community information is available to all patrons via the school report card that is posted on the school website. The school demographics at Adams Elementary</p>

have been fairly stable over the past 3 years. The principal of the school has changed 2 times in the last 3 years and teacher turnover has been relatively low. The free and reduced lunch percentage has remained fairly level at around 45%. The economy for the area has also been steady and unemployment is low. The school district is active in trying to reduce teacher turnover. Madison School District paid bonuses to teachers, held teacher fairs, and made solid attempts to attract teachers interested in staying with the school district long term.

Academic Achievement

Evidence that Tier 1 is Effective:

2017 Fall Data

Tier 1

K-69%

1st-69%

2nd-82%

3rd-76%

Tier 2

K-16%

1st-23%

2nd-7%

3rd-19%

Tier 3

K-15%

1st-8%

2nd-11%

3rd-5%

2018 Spring Data

Tier 1

K-89%

1st-81%

2nd-89%

3rd-92%

Tier 2

K-6%

1st-13%

2nd-9%

3rd-8%

Tier 3

K-5%

1st-6%

2nd-2%

3rd-0%

<p>Student Learning Needs</p>	<p>The root causes of our weakness in math intervention are twofold. First, that resources, mainly staff, time and programs are not readily available to general classroom teachers and title one staff to implement a consistent math intervention program. Thus, math intervention falls in the lap of the general education teacher. We have made drastic improvement this year with the implementation of a "centers" or differentiation approach to math instruction. The general education teachers, with some support from Title 1, are able to see each student individually and work at the students level with them for 15 minutes per day. This has improved the intervention offered. We are consistently looking into scheduling arrangements and staffing that would allow us a more comprehensive school-wide intervention time for math.</p>
<p>Core Curriculum</p>	<p>The reading curriculum currently being used is National Geographic. The current math curriculum being used is EnVision MATH 2.0. In A Study on the Effects of Pearson’s 2009 EnVision MATH Program it states, “The fact that consistent positive effects were found across multiple years of the research study, different curricula, student subpopulations and assessment measures all point to the conclusion that EnVision MATH is an effective program that helps all types of students attain critical math skills.”</p> <p>There are many indicators of fidelity to the curriculum. PowerSchool grades are one measurement. Each teacher is expected to have grades submitted within the parameters set by the district. These parameters have expected assignments and testing that will require the teacher to use the required 90 min. block each day in reading and math. The principal monitors PowerSchool to ensure teachers are keeping up with the expectations and lessons. Another measurement is the principal walk-throughs and observations. The principal has each teacher’s daily schedule and visits the classes on a regular basis. He keeps notes of these walk-throughs and observations. The ISIP is also an indicator of fidelity. The ISIP reports show each students’ growth in multiple areas of reading and math. Finally, every Friday the teachers meet for a grade level data meeting. In this meeting, the teachers discuss curriculum, test scores, ISIP scores as well as discuss curriculum. All of these indicators ensure that teachers have fidelity to the curriculum.</p>
<p>Core Instruction</p>	<p>Teachers adjust their instruction to meet the needs of all learners every time they have a data meeting. Teachers talk about students, whom they have noticed in their</p>

	<p>assessments, are improving or not improving and move them into groups accordingly. Teachers use the data from the IRI, given at the beginning & end of the year. They use Istation ISIP, which is given monthly, or use the data from Istation as they use the interventions. Teachers also use the end of topic tests from math, as well as the end of the story tests from the basal.</p> <p>For instruction, teachers group their students homogeneously, heterogeneously, mixed, etc. Teachers use a lot of flexible grouping. Students are always given the opportunity to meet proficient & advanced academic levels. Students are brought into small group to intensely work on grade level material. Steps or text may be simplified to help students build their knowledge. As the students become proficient they might be moved out of a group and into a different group where they can be challenged or work on advancing their academic levels.</p>
<p>Alignment of teaching and Learning</p>	<p>In each grade level, teaching and learning is discussed weekly, sometimes daily if needed. Also, a review of how lessons went and how things could have been taught differently are discussed. Teachers collaborate on upcoming curriculum in grade levels weekly. They also collaborate as a grade level on a district level monthly. Teachers will discuss strategies that have worked for themselves and offer up strategies to those who may be struggling. They collaborate on curriculum ideas and ways to teach the standards. They use their grade level binders which contain the scope and sequence for English Language Arts, Reading, Writing, and Math. It also contains grade level assessments that need to be given each trimester, month, and week. Teachers are expected to have fidelity to the program and the interventions. If and when questions arise, teachers collaborate on what needs to be accomplished for their students to succeed.</p> <p>Students are given the opportunity to learn and experience daily. Instruction is given to all students in the least restrictive environment.</p> <p>Teachers from different grade levels collaborate as needed to discuss what is being taught and what they will need to know by the end of the year so that their students will be successful for the next grade level. Teachers can use PowerSchool to look up different interventions that were used with students from previous years/grades. The interventions are passed on from year to year so that teachers are able to go back and look at each intervention to see what was taught and assessed.</p>
<p>Universal Screening</p>	<p>All students are screened in order to identify who needs additional support (including Kindergarteners). Kindergarteners are given a screener the spring before they enter school. Kindergarteners along with all the other</p>

students are given the Legacy IRI within the first month of school. Students who receive a 1 or 2 on the fall IRI (or on recommendation of the teacher) are given the PASI/PSI. All students take a monthly ISIP test as well (cut score is a 3 or 2). Teachers give monthly DIBELS (CBMs and retell) assessments to students who are at risk. In math, we administer the enVisionMath 2.0 pre-test at the beginning of the school year. Monthly math ISIP tests are also available. English Learners are given the WIDA. Students who are socially at risk and not achieving are discussed in child assistance team meetings. Using data and observations, plans are put in place to help the student. These plans can include help from Madison Cares, counseling, principal, teachers and parents.

If a student's score on any of the screeners indicates they are not performing at grade level, students are given additional support in the areas of need. Using the "Decision Tree" document, a teacher/team will determine what the correct intervention should be. Students are continually progress monitored (ISIP, DIBELS and intervention assessments) and data is collected in order to ensure that students are showing growth and receiving the needed support. Data is documented in Mileposts, Istation and through the teacher's individual tracking system. Every Friday teachers meet (by grade levels) with the Principal and Special Education teacher to discuss the student data and growth. If the data shows that there is not growth in the areas of concern, the team will re-evaluate the support. Teachers inform parents through Istation reports, reading intervention plans and/or report cards at parent-teacher conferences or as needed.

Tiered Instruction and Academic Interventions

Academic interventions are provided for students in Language Arts and Mathematics. Interventions are provided daily. With the introduction of the Istation screener during the 2017-2018 school year, we have been able to identify and address student weaknesses in reading and math. These interventions are coordinated through the Title 1 coordinator to support core instruction in reading and math. In reading, we have been able to identify student weaknesses and provide targeted interventions with the 95% group products. Reading interventions are structured in a "walk to intervention" format where classroom teachers and title 1 interventionist provide below level, on level and above level targeted interventions, primarily with 95% group materials. Math is pushed in intervention with title 1 interventionists, when available, being assigned to work in classrooms with students that require support to accomplish daily work. Classroom teachers have restructured the general instruction period of the day in math to include a time for math centers. This allows the teachers time to meet with small groups of students and assess and address individual

	<p>needs. Tiered interventions in reading and math are planned for the instructional paraprofessionals by the certified general education teachers and the Title 1 coordinator, also a certified teacher. Progress in reading in math is provided by the ISIP screener by Istation. Teachers also have access to and use phonics surveys and spelling inventories. Grade level teams meet weekly, with Title 1 staff to determine intervention groupings and placements. Intervention groups are smaller based on student need and range in size from 1-6 students.</p>
<p>Learning Time</p>	<p>School operates from 8:00 AM- 2:30 PM M-Th and 8:00 AM - 1:30 PM on Friday. There is a master schedule that is kept in the office. The schedule needs some adjustment to coordinate "specials". Every student gets core instruction. All students get extended learning opportunities, based on their needs, during a coordinated intervention time. Each student receives 30 minutes per day of targeted reading interventions. Below level, on level and above level or accelerated options are available to all students. The school district also provides a discovery, gifted and talented, program that allows acceleration for students that qualify through testing. These interventions are coordinated with each grade and built into the master schedule. Each grade has a designated time with access to Title 1 interventionists. Kindergarten students have access to Title 1 interventionists as well as an intervention session, that is an extension and held between kindergarten sessions. Our testing results at this time indicate that a combination of strong general education instruction and targeted interventions are sufficient for all students to make positive growth at an acceptable rate.</p> <p>See uploaded files "daily schedule" for schedule details.</p>
<p>Non-Academic Student Needs</p>	<p>See uploaded file "Madison Cares one-page overview"</p>
<p>Well-rounded Education</p>	<p>Our school provides a well-rounded education to our students. Instruction is provided in the core subjects of reading, math, writing, English language arts, social studies, and science. All students receive instruction weekly in music, art, physical education and computer science. The weekly curricular "specials" are also addressed daily throughout the core curriculum.</p>
<p>Additional Opportunities For Learning</p>	<p>Not Applicable</p>
<p>School Transitions</p>	<p>At Adams Elementary each student coming from a school run preschool program has a transition meeting for Kindergarten. The parents and student meet with preschool teachers, special education teachers, SLP</p>
<p>Professional Development</p>	<p>At Adams Elementary the leadership team works together with the faculty to determine professional development needs for the school year. Teachers have opportunities to</p>

reflect on their practice during evaluation post conferences, and weekly at data team meetings on Friday afternoons. Teachers use data at these weekly meetings to determine professional development needs. A professional development survey is distributed to the staff at the school to determine areas of need. The team then uses the survey results to recommend resources and topics for staff development for the year. Madison School District also provides several opportunities throughout the school year for teachers to attend full-day in-service meetings. There are four in-service days during the school year that teachers attend on a variety of topics. The topics for the in-service training are scheduled by the districts curriculum director with some input from the district leadership team. Paraprofessionals participate in monthly professional development provided by the special education teacher. Paraprofessionals are also asked to attend two of the in-service days that the teachers attend. School leadership is expected to attend all professional development days. This expectation is communicated by the superintendent. Two instructional coaches exist at the district level, to provide our school with reading and math professional development and instruction. The professional development at the district level is provided independently of the professional development provided by the school. The leadership team at the school makes informed decisions, with the input of the teachers, to determine school professional development needs. The building level decisions are informed through the use of ISAT, IRI, istation and formative data. The building principal is responsible to the superintendent for monitoring attendance at district in-service activities. These sign-in sheets are sent to the superintendent. The school district maintains a liaison for English learners. This individual provides annual professional development to all teachers and EL paraprofessionals.

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. Some examples of activities to involve families are; reading nights, art night, math night, English learner family activities and school plays and performances. These activities have had high attendance rates and provide parents with strategies for helping students with language arts and math. The family reading night had over 400 individuals in attendance and provided free books and instructional resources for parents to help work with their students at home. Family math night this year will have a summer focus and provide resources and activities for parents to help students maintain math skills over the summer months. The engagement plan is formulated by the leadership team and

	<p>done in conjunction with the Parent Teacher Organization. The plan is disseminated through email, phone calls, flyers and the schools Facebook page.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>100% of teachers at Adams 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 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>Adams 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. 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. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need Description:

Last year, children in grades 2 and 3 were below grade level benchmark.

SMART Goal:

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.

Measurable Target:

2nd Grade – 80%

3rd Grade – 85%

Key Performance Indicators for 2017-2018:



Remove

2nd and 3rd grade students will participate in the Idaho Reading Indicator in the fall and spring of each year.

Evidence-Based Interventions: Discussion Topics

<p>Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness.</p>	<p>Remove</p>
<p>95% group phonics lessons library</p>	<p>Promising Evidence ▼</p>	<p>"PROMISING EVIDENCE - http://www.95percentgroup.com/docs/default-source/Efficacy-Studies/efficacy-report---pll.pdf?sfvrsn=0"</p>	<p>Continual gathering of data from the PSI and PASI surveys provided by 95%. Weekly grade level collaboration meetings to determine intervention effectiveness. monthly data meetings to assess student progress and needs. Monitoring by the District Reading Coach to assess and assist as needed</p>	<p><input type="checkbox"/></p>
<p>95% group multisyllable routine cards</p>	<p>Promising Evidence ▼</p>	<p>PROMISING EVIDENCE http://www.95percentgroup.com/docs/default-source/Efficacy-Studies/efficacy-report---msrc.pdf?sfvrsn=0</p>	<p>Continual gathering of data from the PSI and PASI surveys provided by 95%. Weekly grade level collaboration meetings to determine intervention effectiveness. monthly data meetings to assess student progress and needs. Monitoring</p>	<p><input type="checkbox"/></p>

			by the District Reading Coach to assess and assist as needed.
95% group phonemic awareness	Promising Evidence ▼	PROMISING EVIDENCE http://www.95percentgroup.com/docs/default-source/Efficacy-Studies/efficacy-report---pa.pdf?sfvrsn=0	Continual gathering of data from the PSI and PASI surveys provided by 95%. Weekly grade level collaboration meetings to determine intervention effectiveness. monthly data meetings to assess student progress and needs. Monitoring by the District Reading Coach to assess and assist as needed.
Istation	Promising 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.	Data meetings and grade level collaboration

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

Weekly collaboration time for teachers, title 1 funding for paraprofessionals to attend data meetings.

3. 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 improvement plan is available in the office and available on request.

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

Randy Lords (Assistant Superintendent), Darnea Lamb (Director of Data, Assessment & Accountability), Travis Schwab (Director of Special Education), Kay Moor (Capacity Builder) and district principals will review the SWIP plans in April and make suggestions for improvement.

Upload Files

Files

- [Madison Cares one page overview \(1\).docx](#)
- [Master School Schedule Adams 2018.xlsx](#)