

CLOVERDALE ELEMENTARY SCHOOL (0431)

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
Jeanne Johnson	Principal	<input type="checkbox"/>
Cory Price	Counselor	<input type="checkbox"/>
Debra Hanson	Teacher	<input type="checkbox"/>
Kim Petty	Teacher	<input type="checkbox"/>
Alisha Doty	Teacher	<input type="checkbox"/>
Susan Drouin	Teacher	<input type="checkbox"/>
Lisa Cornelsen	Teacher	<input type="checkbox"/>
Denise Antis	Teacher	<input type="checkbox"/>
Michelle Dennert	Teacher	<input type="checkbox"/>
Linda Godfrey	Secretary	<input type="checkbox"/>
Art Huerta	Custodian	<input type="checkbox"/>
Tonya Cook	instructional Coach	<input type="checkbox"/>
Brooke Call	Parent	<input type="checkbox"/>
Mami Davis	Parent	<input type="checkbox"/>
Marie Black	Para	<input type="checkbox"/>
Heather Loveland	Para	<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>Cloverdale Elementary uses a Leadership Team made up of the principal, seven teachers, custodian, secretary, district administrator liaison and input from our PTO officers. The principal serves as chair of the meetings. The team meets monthly using a common agenda with input from team members. Majority voting is used to make team decisions. This information is then communicated to staff members by way of PLC teams, faculty meetings, and school newsletters as appropriate. The principal communicates items from the leadership team back to the district administration in monthly administrator meetings.</p> <p>The principal and the instructional coach provide different kinds of reports that the Leadership Team uses to analyze</p>
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	<p>student achievement data. These reports come from the online reporting system through Lexia, MobyMax, iStation, district benchmarks, STAR reading, STAR math, and classroom formative and summative assessments. Student achievement data information is shared with other teachers during PLC meetings and with families during Parent Teacher Conferences, weekly and monthly reports, and text and email messages.</p>																																																																																																																			
<p>School and Community</p>	<p>Cloverdale Elementary has a student population of 551. Less than 1% of the population is made up of Asian students and less than 1% is Pacific Islander. 1% of the students are Native American, 2.2% are multi race and 1% are African American. 21.8 % of the student population is Hispanic, and 74% is White. 49% of the student population is female, and 51% is male. The free and reduced lunch count is 52%. The socio-economics at Cloverdale have been stable at about 52% for free and reduced lunch. This year there are 2 homeless students attending Cloverdale. The socio-economics has had an adverse impact on the school community.</p> <p>To address these issues the school has:</p> <ul style="list-style-type: none"> • Added a Title I extended kindergarten program • Added a part time title I Instructional Coach • Used paras to work with at risk students • Utilizes a district computerized program to increase reading skills -Lexia 																																																																																																																			
<p>Academic Achievement</p>	<p>Cloverdale's academic achievement data is as follows: The percent of students Scoring proficient on the IRI Assessment:</p> <table border="0"> <tr> <td></td> <td>Spring 2015</td> <td>Spring 2016</td> <td>Spring 2017</td> <td>Spring 2018-2019</td> </tr> <tr> <td>Kinder.</td> <td>92 %</td> <td>92%</td> <td>97%</td> <td>73.8%</td> </tr> <tr> <td>1st grade</td> <td>70%</td> <td>82%</td> <td>72%</td> <td>72.6%</td> </tr> <tr> <td>2nd grade</td> <td>84%</td> <td>65%</td> <td>76%</td> <td>80.8%</td> </tr> <tr> <td>3rd grade</td> <td>76%</td> <td>80%</td> <td>77%</td> <td>85.9%</td> </tr> </table> <p>ISAT 2.0 ELA Percent Proficient</p> <table border="0"> <tr> <td></td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2017</td> <td>2018</td> <td>Dist. Avg.</td> <td>2018</td> <td>St Avg</td> </tr> <tr> <td>3rd grade</td> <td>44%</td> <td>47%</td> <td>44%</td> <td>44%</td> <td>54.9%</td> <td>55%</td> <td>50%</td> <td></td> </tr> <tr> <td>4th grade</td> <td>36%</td> <td>39%</td> <td>42%</td> <td>42%</td> <td>48.3%</td> <td>53%</td> <td>52%</td> <td></td> </tr> <tr> <td>5th grade</td> <td>52%</td> <td>46%</td> <td>63%</td> <td>63%</td> <td>39.7%</td> <td>59%</td> <td>57%</td> <td></td> </tr> <tr> <td>6th grade</td> <td>37%</td> <td>48%</td> <td>40%</td> <td>40%</td> <td>43.2%</td> <td>58%</td> <td>55%</td> <td></td> </tr> </table> <p>ISAT 2.0 Math Percent Proficient</p> <table border="0"> <tr> <td></td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2017</td> <td>2018</td> <td>Dist. Avg.</td> <td>2018</td> <td>St Avg</td> </tr> <tr> <td>3rd grade</td> <td>33%</td> <td>48%</td> <td>44%</td> <td>44%</td> <td>56.3%</td> <td>55%</td> <td>53%</td> <td></td> </tr> <tr> <td>4th grade</td> <td>39%</td> <td>32%</td> <td>48%</td> <td>48%</td> <td>40.2%</td> <td>51%</td> <td>50%</td> <td></td> </tr> <tr> <td>5th grade</td> <td>17%</td> <td>16%</td> <td>38%</td> <td>38%</td> <td>21.7</td> <td>45%</td> <td>45%</td> <td></td> </tr> <tr> <td>6th grade</td> <td>32%</td> <td>32%</td> <td>29%</td> <td>29%</td> <td>33.0%</td> <td>48%</td> <td>43%</td> <td></td> </tr> </table> <p>STAR Reading Average Student growth percentile</p>		Spring 2015	Spring 2016	Spring 2017	Spring 2018-2019	Kinder.	92 %	92%	97%	73.8%	1st grade	70%	82%	72%	72.6%	2nd grade	84%	65%	76%	80.8%	3rd grade	76%	80%	77%	85.9%		2015	2016	2017	2017	2018	Dist. Avg.	2018	St Avg	3rd grade	44%	47%	44%	44%	54.9%	55%	50%		4th grade	36%	39%	42%	42%	48.3%	53%	52%		5th grade	52%	46%	63%	63%	39.7%	59%	57%		6th grade	37%	48%	40%	40%	43.2%	58%	55%			2015	2016	2017	2017	2018	Dist. Avg.	2018	St Avg	3rd grade	33%	48%	44%	44%	56.3%	55%	53%		4th grade	39%	32%	48%	48%	40.2%	51%	50%		5th grade	17%	16%	38%	38%	21.7	45%	45%		6th grade	32%	32%	29%	29%	33.0%	48%	43%	
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The data suggests that we have a strong kindergarten program which includes a full time Title I kindergarten teacher as well as 2 full time general education teachers. A strength Cloverdale has is in their spring IRI scores. Over the past three years, an average of 80% of our kindergarten through 3rd grade students are gaining essential skills to read fluently. However, reading fluently is not translating to being proficient on the ISAT 2.0. A weakness the data shows is that we are below the district and state averages in both our Reading and Math ISAT 2.0. On average less than half our students are proficient.

Student Learning Needs

Based on 3 years of ISAT 2.0 data, Cloverdale is below the district and state averages, in ELA achievement, in grades three through six. A root cause analysis would track trends beginning in first grade fluency and third grade comprehension, as the beginning of learning gaps for our students at Cloverdale. 97% of our kindergarten students are leaving kindergarten reading at grade level. 75% of 1st through 3rd grade students are reading at grade level. However, reading fluently is not translating to being proficient on the ISAT 2.0. In 2018 we were 4% to 17% below the district averages. While compared with the state Math ISAT 2.0 averages, we are 9% to 22% below the state average. The 5th grade teachers have been a stable team who are using data to drive instruction. When we have consistent teachers we are seeing better results. This emphasizes the importance of collaboration among teachers of all grades.

To help the upper grades, k-3 need to start working on comprehension. In the state's IRI assessment, fluency has been the focus for the primary grades. We have found that fluency, though important, doesn't lead to comprehension. We are hoping that the new Istation reading test will focus more on student comprehension and the diagnostic of

	<p>students' reading skills. If our school, with the assistance of the state's Istation reading assessment, can pinpoint the weaknesses in comprehension at an earlier age, then we will be able to see overall improvement school-wide. One factor, over which we have no control, is that the population within our school boundaries is somewhat mobile. Only 25 of our 72 current sixth graders have attended Cloverdale since kindergarten.</p>
<p>Core Curriculum</p>	<p>The core curriculum used at Cloverdale includes Houghton-Mifflin, Math in Focus, and Harcourt Science. The district curriculum director and committee has taken much time to research and find curriculum which has been research-based before adopting it. The teachers teach the core with fidelity. The fidelity is monitored by publisher provided assessments, Common Formative Assessments tied to the standards, as well as being held accountable by teammates at PLC. Fidelity is monitored at the building level by the administration. Examples of monitoring: Principal walk-throughs, instructional coach/district specialists assisting with implementation of curriculum, pacing guides, CFAs, etc.</p>
<p>Core Instruction</p>	<p>Using the PLC model (Professional Learning Communities) allows the teachers to have the opportunity to talk and look at data together to determine the needs of all learners. They are able to provide intervention and enrichment through RTI. Students are grouped by skill level and need for intervention or enrichment. Teachers use benchmark data and progress monitoring to determine when to move students between groups. These groups are fluid as staff continues to discuss data and progress. When current instruction is not meeting the needs of the student teachers have the flexibility to individualize a student's instruction and the materials they work with. Teachers also talk with the grades above and below theirs to determine what the needs are to have their students proficient and ready to move on. The district also has a GATE program to address the needs of the gifted and talented. Examples of formative assessments used include: CFAs, curriculum assessments, quick progress checks, benchmark testing (STAR, Edify, IRI), Lexia reports, Imagine Learning reports, etc.</p>
<p>Alignment of teaching and Learning</p>	<p>At Cloverdale Elementary, at each grade level our reading, math, social studies, science, and spelling are the same. Every grade level collaborates every week. Grade levels are consistent with schedules and mapping. We differentiate through Lexia, Moby Max, RTI, walk to reading. Teachers also collaborate with grades above and below theirs to determine what the needs are, in order to have their students proficient and ready to move on.</p>
<p>Universal Screening</p>	<p>Bonneville School District screens all students for literacy by using STAR Reading and IRI. We screen all students for</p>

math using STAR Math assessment. We administer these assessments 3 times a year and use the results to identify who is at risk, on level, or needs enrichment. We use the cut scores provided by the vendor to help us make these decisions. Through the PLC process in each school, students are constantly monitored to ensure that their academic needs are being met. All of the student benchmark scores are in Mileposts, as well as the tracking of students that are receiving extra support with interventions and progress monitoring. Teachers have access to all of their students in Mileposts and share the information with parents at Parent Teacher Conferences. All incoming Kindergarten students are screened with the "Get Ready to Read" screener. The screener is used to determine if they need additional support. If they receive a score of 2 or less they are invited to Summer School. The parents and teachers of each student receive a copy of that screener the day that they take it.

All students whose parents indicate on their registration packet that English is their second language will be screened with the WIDA Placement Test. Any who score below proficient will receive support using either Imagine Learning or iLit. Student scores are put into Mileposts where students, teachers, and parents can view the results and progress.

Students who are socially/behaviorally at risk will be screened with the BASC or the Conners3. Their scores are put into CASEe. Parents will give permission to test in a parent meeting and then be notified of the results. Teachers will track student behavior throughout the year to determine if more support is needed.

All students, K-6, at Cloverdale are screened to identify those needing additional academic support. All students in grades K-3 are screened using the Idaho Reading Indicator. Students in grades 1-6 take STAR Reading and STAR Math tests three times a year. English language learners take the WIDA test in the spring. These tests all have defined cut scores. Our teachers use percentile rankings to identify which students are at risk. We use these assessments to identify the needs of all students whether they are at risk, on level, or need enrichment. Our grade level teams analyze the results of the screener, and through the collaboration efforts during PLC, determine accuracy of screener and make instructional decisions for all students. Teachers consistently progress monitor and adjust decisions as needed.

Tiered Instruction and Academic Interventions

Academic interventions are provided in reading and math to support core instruction. Special education students receive additional instruction in reading, language, and math four days per week for at least 30 minutes per subject. Title I students in grades 1-3 have 30 minutes of reading RTI daily.

The district has chosen Lexia as a reading intervention that all k-3 students will participate in who are not at grade level. This is a push-in program with Title I paraprofessionals in the classroom with a certified teacher. There are six to ten students in each group. Grades 4-6 have Title I pull-out programs in reading. Students receive direct instruction from the Title I paraprofessionals in groups of six. Classroom teachers and the instructional coach provide the planning and evaluation for the program which is "Soar to Success" for reading. All grades use Moby Max Math and differentiation materials from Math in Focus for math interventions. English language learners receive instruction in Imagine Learning with an ELL paraprofessional. Kindergarten has a Title I extended day program taught by a certified teacher who focuses on letter sounds and naming fluency. Students who are on grade level or above are placed in RTI groups with general education teachers. The teachers provide instruction in areas that are identified as appropriate for their groups in the STAR Instructional Planning Report. Some of the materials for these groups are the differentiation activities and leveled readers included in the Houghton Mifflin program. When paraprofessionals provide instruction, all activities and instructions are planned by the certified teacher. Teachers monitor progress in Mileposts for students in grades K-3 who received a 1 or 2 on the IRI. They enter the number of Lexia units completed each month. 4th through 6th grade students who are below grade level, are progress monitored monthly, using AIMSweb RCBM and AIMSweb Maze. This data is also recorded in Milepost. Teachers discuss the students' progress during PLC times, at least once a month. RTI groups are flexible, but students usually remain in a group for at least six weeks before being moved. Occasionally, the instructional coach or the RTI committee members may take part in the discussions, particularly when deciding on special education referrals.

Learning Time

Each school day at Cloverdale Elementary begins at 8:15. Mondays, Tuesdays, Thursdays and Fridays end at 2:50 p.m. Wednesday is an early release day ending at 1:24 p.m. Our calendar includes 174 instruction days each year. Within each day, every grade level has scheduled RTI (response to intervention) time of 30 minutes each for reading and math. Students with Individual Learning Plans (IEP'S) receive their specialized instruction during this time. Each grade level is able to determine how best to use this time for the remainder of their students. Most grades divide their students into ability groups based on STAR test scores, or IRI scores in the lower grades. The teachers are able to draw on the assistance of Title I aides during the reading portions of their RTI time. State mandated intervention time for students who received a 1 or 2 on the IRI is addressed at this time. The

district has decided to use Lexia as their main intervention program to accomplish this. Every effort is made to provide appropriate instruction to meet the needs of all students, from those struggling, to those who have mastered grade level material and need enriched learning experiences. Periodic testing and professional judgement are used to occasionally move and regroup students. This provides 2 ½ hours of extra reading instruction and 2 – 2 ½ hours of extra math instruction of all students at Cloverdale every week, in addition to their regular classroom content standards instruction. Kindergarten is able to add intervention time for struggling students by using a six-week full day program, during which students attend their regular class half a day, then the extended time during the other half. This Title 1 funded program uses the Waterford computer program and the Read Well curriculum. Our Children move in and out of this program based on IRI scores, IEP's, and teacher judgement. This system works well for our students and teachers. As with any large system, complicated scheduling involving so many students, teachers, subjects, specials, and technology needs is not perfect. Summer school is provided at the district level. Students who participate in this program score below the 25% on the STAR reading assessment and/or score a 1 on the IRI. Migrant and Special Education students also receive summer school instruction.

Non-Academic Student Needs

At Cloverdale there are a number of supports available for the school. First of all, the counseling program consist of individual counseling, small group counseling, and classroom wide educational lessons. Within these groups we use as a foundation, Kelso's Choices and have a great deal of discussion and lessons that focus on friendship groups and social problems that the students are facing. With these we also extend a number of wellness activities such as: The students are encouraged to participate in a school wide and city wide walking program, Intramural's, classrooms are encouraged to have brain breaks. The school has a backpack program and a food pantry at the school to assist in making sure the families have their nutritional needs met. Regular eye exams and dental fluoride treatments are also available. During the holiday many programs are available to help families with Christmas and placing coats, gloves, and shoes on students who can't afford them. The 5th graders participate in the annual Dare Program a drug and alcohol awareness program. We also have as a school wide programs of red ribbon week and Hope Week. As a school we have a HOPE Squad that teach students how to help their peers who are struggling emotionally to get access to adults. Within the school are other programs such as buddy reading with younger students, cheerleading club, Ski School, Chess Club, 5th grade annual Bike Ride and 50's dance, 6th grade Annual track meet, 4th grade trip to hike

	<p>and go caving at Craters of the Moon, as well as many other planned activities giving the youth both cultural experience and mental health support.</p>
<p>Well-rounded Education</p>	<p>At Cloverdale, reading is used with Science and Social Studies at all grade levels. Technology is used in Math Enrichment and Math Remediation and nearly every other subject. There is a writing emphasis placed in different subject areas at every grade level. We have reading, science and math nights with parents, so students can show them what we have been doing. Our PTO presents FAME lessons monthly to help with art and music history with an emphasis of famous painters and musicians. Each class has music, PE and library every week. Every grade level plans and prepares a cultural event each year. Cultures, holidays and special events are emphasized at Cloverdale.</p>
<p>Additional Opportunities For Learning</p>	<p>Not applicable for an elementary setting.</p>
<p>School Transitions</p>	<p>Our school district provides a preschool program consolidated at one building for which students must be qualified for. Most of our kindergarteners begin their time at Cloverdale by attending our Roundup in March, which they attend with their parents. Among other activities at this program, children are registered and given a screening test to see how much they know about colors, shape, counting, and letter recognition. This particularly helps parents see how ready their children are for school, and what things they might want to help them with during the months before school starts. Sixth graders are aided in their transition to middle school by two events. One day representatives from the middle school come to Cloverdale to meet with our students to explain to them about classes and electives, and help them register for the coming year. On a different occasion, our students will visit the middle school to take a tour, attend a play, and have lunch.</p>
<p>Professional Development</p>	<p>Bonneville's Department of Curriculum and Instruction, along with our Federal Programs Department, is committed to the ongoing professional support and growth of teachers and paraprofessionals. Educators working in Bonneville District 93 are provided with professional development opportunities, including workshops, collaboration, and mentoring in an effort to enable all students to meet or exceed academic standards. The Title 1 and EL paraprofessionals attend three training sessions a year to enhance their knowledge of curriculum and instruction. The Special Education paraprofessionals have multiple trainings that they attend during the school year. The BI Pros and PSRs attend monthly trainings. The Professional Development money (via the state), Title I, and Title II funds are dedicated to professional development. These monies have provided trainings in areas such as: Best Grading</p>

	<p>Practices, CFAs, Instructional Coaching, PLCs, RTI, Visible Learning, Classroom management strategies, Curriculum Development and Summer Institutes that focus on best practices.</p> <p>The district has allowed time for collaboration by scheduling a weekly 90 min. early release. All educators are required to attend a weekly Professional Learning Community which enhances their ability to meet or exceed each student's academic needs. These needs are met through the unwrapping of standards, vertical and horizontal collaboration, development of Common Formative Assessments, and data analysis. During our PLC time, the teachers and SPED paraprofessionals give input to the grade level and leadership teams on student growth and the development of the school vision and plan. During the weekly PLC, school teams can use their data to identify areas in which teachers could benefit from additional Professional Development. Additionally, the District Office sends out a yearly survey to district employees to find out what Professional Development they feel that they need. Daily, Title I paraprofessionals and each school's instructional coach, work along with the classroom teachers to implement the differentiated instruction needed for the students.</p>
<p>Family and Community Engagement</p>	<p>Bonneville Joint School District 93 has a District Parent Engagement Policy, and each Title I school has a Parent Engagement Plan as well as a Parent/School Compact. These are reviewed each year. The district invites parents from each Title I school at the beginning of each year to review the District Policy. Each school invites parents to review their Plan and Compact at some point during each school year. The District Parent Engagement Policy is displayed on the school district website for patrons to view. The Parent Engagement Plan and Parent/School Compact are sent home once a year after they've been reviewed. Each year, Title I schools invite parents to attend at least two parent meetings (family nights, back to school nights, parent/teacher conferences, etc.). During these meetings parents, are given information on how they can be engaged in their child's learning. They may be trained on how to use PowerSchool, how to access learning tools on line at home, how to read to their child, what resources are available at home, etc.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>All teachers at Cloverdale Elementary meet state certification requirements. Bonneville School District conducts its own Job Fair at least twice a year which focuses on finding highly qualified teachers and paraprofessionals. In addition, online videos and other recruitment information is provided online. Many administrators attend other job fairs, both in-state as well as</p>

	<p>out of state.</p> <p>BYU-I and other university students are currently being mentored and hired. Newly hired teachers and paraprofessionals are given in-depth training throughout their careers. The training that the district provides includes: Tools for Teaching, Love and Logic, JPAS, and a required class that focuses on best practices. Each new teacher is assigned a mentor to guide them through the first 3 years. The hiring procedure consists of stakeholders who are invested in the position.</p> <p>In the case of SPED, our district has set aside money to help pay for paraprofessionals to become SPED teachers. We coordinate this program with ISU.</p>
<p>Coordination and Integration With Other Programs</p>	<p>Our district has two family liaisons to address both social and language barriers. Additionally, our school provides Character Counts classes and positive behavior skills to give students lifelong strategies to address social interactions/skills. Our lunch program operates under federal nutrition guidelines. We do not give students the opportunity to purchase non-nutritious snacks. All personnel are trained in diabetic and food allergy concerns.</p> <p>The Bonneville School District Title One Program coordinates with the following:</p> <ul style="list-style-type: none"> · Homeless – A portion of our Title One money is set aside to assist with our homeless population. This money pays for a district Homeless Coordinator who purchases school supplies, clothing, bedding, transportation to school, and assures that all students can participate in any school function, i.e. school activities and trips. Our Homeless Coordinator provides homeless families information to access state and federal support for additional services outside of the school day. · Federal Lunch Program – Our Title One program coordinates with the Federal Lunch Program to provide breakfast and lunch during our various Federal Programs Summer Schools. · Parent Involvement – Our Title One program sets aside money for each Title One school to use in order to engage parents. · Migrant and EL – Our Title One program coordinates regularly with our EL and Migrant Coordinators to ensure that students that qualify in these areas are receiving the necessary supports. For example: Title One pays for 2, all-day, EL paraprofessionals.

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

1

Need Description:

i. After reviewing Spring 2018 IRI scores in grades k-3, an average of 77.81% of students were reading at the grade level proficiency.
 ii. After reviewing ELA ISAT scores in grades 3-6, we are averaging 46% of our students achieving proficiency. We are below both the district and the state averages.
 iii. After reviewing Math ISAT scores in grades 3-6, we are averaging 37.75% of our students achieving proficiency. We are below both the district and the state averages.

SMART Goal:

i. Based on Spring IRI, or other specified benchmark data, results, an average of 85% of k-3 students will be proficient or obtain a 30 unit (wpm, lsf) growth in reading at grade level.
 ii. Based on ELA ISAT data, we will increase our average ELA ISAT proficiency or advanced scores 5% in grades 3-6.
 iii. Based on ELA ISAT data, we will increase our average Math ISAT proficiency or advance scores 5% in grades 3-6

Remove

Evidence-Based Interventions: Discussion Topics

<p>Intervention Strategy Please include a detailed description of who is going to do what, where, when and people involved.</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>1- Lexia (or other state provided program, (station) will be used to provide interventions for students who are below grade level in reading proficiency, in grades 1-3.</p>	<p>Moderate Evidence ▼</p>	<p>Based on WWC.org it received potential positive rating. Evidence that intervention had a positive effect of outcome with no overriding contrary evidence.</p>	<p>The SWIP team will review data 3 times a year to monitor the effectiveness of the plan. Benchmark data will be utilized to identify students not proficient in reading or math. Progress monitoring and data received from the intervention programs will be used to evaluate the effectiveness of the intervention and the growth of the students. PLC grade level notes, sent to the principal, will indicate areas of concern and/or success the grade levels are having.</p>	<p><input type="checkbox"/></p>
<p>1- Soar to Success will be used to provide</p>	<p>Moderate Evidence ▼</p>	<p>"...the program's evidence of effectiveness is limited to a single study, which</p>	<p>The SWIP team will review data 3 times a year to monitor the effectiveness of the plan.</p>	<p><input type="checkbox"/></p>

	<p>intervention for students who are below grade level on ELA ISAT</p>		<p>shows impressive results..." ERIC</p>	<p>Benchmark data will be utilized to identify students not proficient in reading or math. Progress monitoring and data received from the intervention programs will be used to evaluate the effectiveness of the intervention and the growth of the students. PLC grade level notes, sent to the principal, will indicate areas of concern and/or success the grade levels are having.</p>	
<p>1-3</p>	<p>Moby Max will be used in grades 3-6 for students who did not score proficient in Math</p>	<p>Promising Evidence ▼</p>	<p>MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta- analyses.</p>	<p>The SWIP team will review data 3 times a year to monitor the effectiveness of the plan. Benchmark data will be utilized to identify students not proficient in reading or math. Progress monitoring and data received from the intervention programs will be used to evaluate the effectiveness of the intervention and the growth of the students. PLC grade level notes, sent to the principal, will indicate areas of concern and/or success the grade levels are having.</p>	<input type="checkbox"/>
<p>1-4</p>	<p>Teachers will use data obtained from the ISAT interim Assessments to guide instruction</p>	<p>Promising Evidence ▼</p>	<p>Black and William (1998b) argue that formative assessment, properly employed in the classroom, will help students learn what is being taught to a substantially better degree. They support this argument with evidence from their research review (1998a), a meta-analysis in which they</p>	<p>The SWIP team will review data 3 times a year to monitor the effectiveness of the plan. Benchmark data will be utilized to identify students not proficient in reading or math. Progress monitoring and data received from the intervention programs will be used to evaluate the effectiveness of the intervention and the</p>	<input type="checkbox"/>

	<p>conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).</p>	<p>growth of the students. PLC grade level notes, sent to the principal, will indicate areas of concern and/or success the grade levels are having.</p>
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2. Identify the resource inequities which are barriers to improving student outcomes.

In order to implement the technology based interventions, we need:

- chrome books available to the grade levels on a daily basis.
- a strong cohesive RTI program and utilize Title I paraprofessionals to help administer the intervention programs.
- Professional development needs to be provided in the use of ISAT Interim Assessment use and data retrieval.

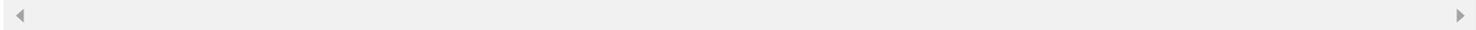
3. Provide the URL where this plan will be publicly available:

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

<http://www.cloverdalecowboys.org/>

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

The SWIP team will review data 3 times a year to monitor the effectiveness of the plan. Benchmark data will be utilized to identify students not proficient in reading or math. Progress monitoring and data received from the intervention programs will be used to evaluate the effectiveness of the intervention and the growth of the students. PLC grade level notes, sent to the principal, will indicate areas of concern and/or success the grade levels are having.



Upload Files

Files

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.