UCON ELEMENTARY SCHOOL (0429)

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
Daniel Page	Principal	☐
Thomas Kennedy	Principal	☐
Shaun Martin	Instructional Coach	☐
Dawn Clements	Kindergarten Teacher	☐
Stephen Platzer	Third Grade Teacher	☐
Jennifer Arnell	Fourth Grade teacher	☐
Jessica Gomez	Fifth Grade Teacher	☐
Susie Baird	Sixth Grade Teacher	☐
LeeAnn Preussner	Special Education Teacher	☐
Brianna Kirkham	Second Grade Teacher	☐
Katie Brown	First Grade Teacher	☐
Christi Smith	Parent	☐
Whitney Browning	Parent	☐

Needs Assessment

| School Leadership Team | The principal chairs and governs the School Wide Leadership Team. Experienced teachers from all grade levels are assigned to the team, as well as the instructional coach. The SLT (School Leadership Team) meets twice a month, usually on Tuesday from 2:45pm to 3:45pm. There are times when the team meets by invitation from the principal when needs arise. The principal sets the agenda. All correspondence and communication, including the agenda, is done via E-mail. Decisions are made through discussion and consensus after all possible variables are weighed and avenues explored. The principal uses the beginning weekly PLC time and E-mail to disseminate school wide initiatives. The principal delegates, depending on the situation, to members of the SLT who communicate with other staff, parents and stakeholders.

The principal works with the SLT to ensure that decisions |
|---|---|

	are evidence-based and work in conjunction with the district mission and vision. Teachers use approved curriculum that is connected to state standards. Teachers provide current data from recent formative and summative assessments, and the team uses this data to drive decisions to improve student achievement. Assessments include IRI, ISAT Assessment, ISAT Focus Block Assessment, STAR Reading, STAR Math, STAR EArly Literacy and Common Formative Assessments (CFAs). CFAs for specific grade levels and units as well as quick progress checks are used to determine student progress and drives many of the SLT discussions. Communication with families regarding their student progress and proficiency falls to individual teachers.
School and Community	Free and reduced lunch percentage increased from 43% to 44% (currently). However, it is important to note that 56% of students who do not qualify for free and reduced lunch are from families who are middle class laborers and farmers. Our rural community does not have as many community resources from which we can draw. The special education population grew by 15 students in all grades. This year, Ucon hired 3 new instructional paraprofessional staff members. This year, Ucon hired three new certified teachers in first, second, and fifth grades respectively. We also had multiple teachers shift grade levels to accommodate growth in different grade levels. We currently have 445 students enrolled at Ucon. This constitutes a 4% increase from the previous academic year. Teacher (20) to Student (445) ratio is 1:25 The grade level population includes: Kindergarten:56 (3 sessions) 1st grade: 60 (3 teachers) 2nd grade: 70 (3 teachers) 3rd grade: 65 (3 teachers) 4th grade: 59 (2 teachers) 5th grade: 70 (3 teachers) 6th grade: 65 (2 teachers) The breakdown of student sub groups is: Special education: Traditional & speech-55

Students on 504 plans-14
LEP-16
First year LEP-1
Title One-445 (School-wide)
Homeless-1
Gifted and Talented-33

Ethnic groups represented at Ucon Elementary include:

American Indian-3
African-American-1
Pacific Islander-0
Caucasian-405
Hispanic-24
Multi- Race-12

As our school population continues to grow, we will continue to address the needs of our students with additional staff and other resources.

Academic Achievement	Due to our free and reduced numbers, the Federal Department of Education has classified Ucon Elementary as a school wide Title I school.

The following scores shows proficiency percentages for the past three school years:

IRI:
2015, 2016, 2017, 2018, 2019
K: 59.3%, 71.4%, 93%, 83% , 79%
1st: 65.6%, 47.5%, 69.4%, 73%, 57%
2nd: 68.4%, 83%, 58.5%, 72%, 66%
3rd: 88.5%, 72.4%, 70%, 74%, 77%

ISAT ELA:
2015, 2016, 2017, 2018, 2019 (District AVG), (State AVG)
3rd 61%, 64%, 61%, 51%, 63% (55%) (50%)
4th 62%, 61%, 60%, 49%, 65% (53%) (52%)
5th 59%, 59%, 64%, 52%, 59% (59%) (57%)
6th 52%, 65%, 69%, 64%, 62% (58%) (55%)

ISAT MATH:
2015, 2016, 2017, 2018 (District AVG), (State AVG)
3rd 53%, 55%, 65%, 62%, 68% (55%) (53%)
4th 44%, 57%, 66%, 49%, 61% (51%) (50%)
5th 32%, 37%, 36%, 27%, 49% (45%) (45%)
6th 79%, 48%, 49%, 55%, 42% (48%) (43%)

*STAR Reading
2018 SGP:
2nd 55 average
3rd 61 average

4th 50 average
5th 51 average
6th 54 average

*STAR Math
2018 SGP:
2nd 61 average
3rd 72 average
4th 60 average
5th 32 average
6th 63 average

*Updated SGP data for the 2018-2019 school year is unavailable because it is derived from a program that is no longer district supported.

The above data shows that the Title I Kindergarten program is making a significant difference to the kindergarten proficiency scores on the IRI. During the 2014-15 school year, there was no Title K teacher, and we believe that kindergarten students have benefited from the extended school day in the last 3 years since program implementation.

The format of the IRI changed in the 2018/2019 school year so that data can be used comparably with this year's data. State testing regulations will mandate us to test all students using the standardized IRI and ISAT test rather than the alternative test designed for special education students.

Current data suggests that math is an area where the school needs to improve. We feel that Ucon could improve its student learning by focusing on the data and using it to structure interventions with more rigor and focus on specific skills.

Based on ISAT proficiency, the discontinuity between our general education population and students identified with special needs is greater than 35%. The gap decreased from 51% to 45% in ELA, while it increased from 39% to 44% in Math. Although the gap remains, Ucon plans to focus attention on improving Tier I and II instruction, especially in math.

Student Learning Needs	A high percentage of the Ucon population is low income. With that comes challenges such as: *A significant number of parents are not able to give desired support to the school and the students. *Students are coming to kindergarten unprepared academically, emotionally, and socially. As a result, teachers at each grade level spend more time teaching prerequisite skills instead of the grade level standards that are required to move to the next grade.

*In many cases, behavior and focusing issues impede the progress of students.
*Many of our students do not have resources outside of the classroom to help them be successful.
* A significant number of students receive outside services that take them away from direct instruction from the teacher, and limit their opportunities to complete assigned homework after school.

The growth in our school has also created some challenges:
*A high percentage of new staff members, many of which are new to the profession and require extra mentoring and support.
*Scheduling for uninterrupted core teaching becomes a challenge with more students and classes to accommodate.

Understanding that many of these root causes are beyond our control, in reflecting on our own practices, we believe that there are many things that we can control and would like to improve. Looking at our data and analyzing our student needs, we are going to take action in the following areas:

1. Continue restructuring PLC time - PLC time will be used to create grade level CFAs, to review data to drive our instruction for our core lessons, and to use data to restructure intervention groups as needed. Our work will be focused on mastery of the essential standards.
Our goal is to vertically align our RTI discussions during PLC time in order to make current teachers aware of past student achievement history. This will increase continuity in targeted instruction.
2. Digging more deeply into data - The data that we use during PLC time will be analyzed more closely. We will use multiple measures such as ISAT blocks, iStation, STAR, CFAs, and progress monitors to determine the needs of each student. We will continue to track each student on a grade level data board to help us identify who needs remediation and who needs enrichment.
3. Targeted RTI time - By using our PLC time more efficiently, and digging into the data to determine individual students needs, it will lead naturally into a more successful and efficient RTI time. We received training from Solution Tree in the summer 2019. This training has helped us restructure and refine our RTI process.
The RTI process has reduced the amount of non-qualifying referrals to special education.
4. Creating and following a school-wide master schedule - For the upcoming 2020/2021 school year, the school leadership team will create and present a master schedule that includes marrying RTI and special education times.

	5. Interim block ISATs will allow students to practice for upcoming ISAT assessments. This is especially critical for third graders who are new to the ISAT format. The Interim block ISAT will also provide another CFA that teachers can use to assess their students' learning and begin to design instruction for the future. 6. Ucon adjusted the master schedule to allow for Tier 2 and Tier 3 intervention to happen simultaneously. Students aren't missing core instruction for their Tier 3 intervention anymore.
Core Curriculum	Bonneville Joint School District 93 has a committee, headed by the Director of Curriculum and Instruction, that ensures that all adopted curriculum is research based and approves such programs for teachers to use. The following curriculum is considered our core: ELA: Houghton Mifflin Lucy Calkins Easy Grammar Engage New York Zaner-Bloser handwriting Supplemental ELA: Acceralated Reading Lexia Core 5 Phonics for Reading Success Maker Show Time Reading Reading Eggs Drops in a Bucket/ Daily Grams Daily Grammar Practice REWARDS Read Well PEG writing Whoo's Reading Math: Math In Focus Supplemental Math: Imagine Math Reflex Math Imagine Learning, an ELL program, helps to provide students who are identified as ELL by the WIDA testing. This test is administered by the ELL Coordinator at the district level. Gifted and Talented Education (GATE) is also offered to those students who are identified as needing academic and

	creative extension opportunities. Implementation is monitored through administrative walk-through's and teacher evaluations. Other supplemental materials are used based on strengths or weaknesses of students.
Core Instruction	Ucon implemented a school-wide schedule in 2016-2017 that ensures ALL students receive a minimum of 75 minutes of core instruction in ELA and math, as well as an opportunity to receive (RTI) interventions in those subjects at their academic level. As a result of this schedule, students miss very little to no core instruction when they are out of the homeroom receiving special service. However, some grade levels have significant numbers of SPED students and we are unable to honor this ideal. Ucon hired a second full-time SPED teacher. This will reduce the case load and group sizes for both SPED teachers. Each week, teachers use PLC and RTI time to adjust their instruction to meet the needs of the students in the whole grade. In the lower grades, teachers use informal formative assessments including fluency and comprehension probes. Students are grouped for instruction based on mixed ability groups that will target their weaknesses and strengths. Students are given opportunity to have small group differentiated instruction. The district also has the GATE program to address the needs of the gifted and talented students in 4-6th grade.
Alignment of teaching and Learning	The District has set aside 90 minutes every Wednesday for teachers to meet for Professional Learning Community (PLC) time. During PLC teachers meet together as a grade level to discuss student data, curriculum and delivery, and plan interventions that meet the needs of the students. Grade level teams also use this time to develop common formative assessments. For the 2019/20 school year, one of our school wide goals is to structure tight weekly, non-negotiable PLC meetings in order for all grade level teachers to collaborate together. Our focus will be CFAs, student data, lesson planning (pacing calendars), vertical and horizontal alignment of skills and standards, and developing data boards.
Universal Screening	All kindergarten students are screened for readiness prior to starting school. ESGI, a Kindergarten progress monitoring tool, is completed monthly. K-3 students complete the Istation monthly assessment, and

that data is added to Educlimber for progress monitoring.

Bonneville School District 93 provides each school with access to Renaissance Learning and the universal screeners for math and reading. The data gathered from those 3 benchmark tests along with data gathered from the Idaho State IRI is the evidence used to determine students who are at risk as well as areas to provide needed support and instruction for at risk students. The Renaissance Learning tools provide cut scores and identify students who are not proficient.

English Language Learners are identified at the district level through the use of the WIDA Test. Students are provided 30-mins of daily pull out language support using Imagine Learning. Their progress is monitored monthly as well as yearly to determine if those services continue to be needed.

Program screeners are used to show growth. Continuous collaboration between parents and teachers used as often as needed, depending on a student's needs.

Students who are at risk socially, emotionally and behaviorally are initially identified by classroom teachers. If teachers have concerns about a particular student, they can bring that student's case to the school MDT team. The team consists of special education teachers, school psychologist, school counselor, and other district personnel from time to time. Depending upon the concern brought by the teacher, we can students for behavior and emotional needs. If social concerns arise, we can provide assistance with food, clothing, and other basic needs through our school counselor. Follow up care takes place as needed and is tracked using the MDT agendas.

Tiered Instruction and Academic Interventions	We have daily RTI instruction in ELA and math. As a result, each grade level is able to utilize our two part-time Title I paraprofessionals to deliver instruction and remediation. RTI groups are determined based on data from IRI, Star Math, Star Early Literacy, and Star Reading benchmarks administered three times per year. Each grade level uses common formative assessments (CFA) that are administered regularly and used to adjust their instruction.

Re-evaluation of the groups occurs regularly (as needed) within each grade level to determine which students need to be moved to new RTI groups based on the skills they have acquired or the skills they are still mastering. Through the remediation and enrichment delivered during these RTI blocks, students are better prepared to meet proficiency standards that are set by the state.

Ucon Elementary has three tiers of instruction:

Tier 1 - Whole Group and differentiated instruction for all students. Idaho Core Standards are taught and used to develop instruction for all. Our math program is Math In Focus. Grade level teams have created units based on essential Idaho Core Standards. These units include common formative assessments. The district has supplied Houghton Mifflin as our district core curriculum for daily ELA instruction. Teachers also use Easy Grammar and Lucy Caulkins, among other programs to supplement our core reading curriculum

Tier 2- Focused interventions and enrichments are provided in small groups we call RTI. RTI occurs daily for 30 mins. Students in grades 1, 3, 4, and 6 are divided into groups based on overall STAR Reading/ Early Literacy scores, IRI, or on grade level CFAs. After analyzing the data from STAR and/or CFAs, a teacher may move the student to a different group that will better meet their needs. Kindergarten and 5th grades do not group due to scheduling conflicts, lack of resources, and teaching preferences.

Every student at Ucon participates in remediation, extra practice or enrichment, based on their needs. Teachers look at data received from the Instructional Reading or Math Report from STAR (among others) and the IRI. This information guides teachers to areas in which students may not have mastered. Depending on the grade and needs of the students, Title I paraprofessionals work in the classrooms with the teachers, or deliver small group instruction outside the classroom. When Title I paras are working with students, the groups are kept to 6 or fewer students. A certified teacher plans the instruction to be delivered by the paras. Research-based programs used by the paras include: Lexia, Phonics for Reading, Soar to Success, Imagine Math, and small group instruction using research based strategies. 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 to assist those students who have learning deficits.

For students who are having difficulty progressing towards grade level standards, teachers progress monitor and record their data.

All students who scored a 2 or 3 on the Fall IRI have a K-3 Literacy Plan in Educlimber. In addition, progress monitoring and intervention data is reported within the plan. Students who scored a 2 or 3 on the fall IRI are remediated with a

program called Lexia, as well as Extended Day Kindergarten. Units of growth are calculated in Lexia and monitored according to a grade level goal.

Kindergarten students are progress monitored using letter names and/ or letter sounds. Teachers monitor a student's reading progress using ESGI probes. Fourth through sixth grade students are monitored by their teacher (special education teacher if they are below grade level). Teachers discuss the students' progress during a 90-minute PLC time.

Tier 3- Students who have been tested and meet the requirements, have additional support through special education. Students receive academic support based on their current IEP. This includes scaffolded grade level core curriculum and adjusting pacing and instructional delivery based on individual students needs. For special education students who have additional needs outside of the modified general education curriculum, specialized programs are provided and are used as needed.

Ucon has two full-time resource paras, one who is also a certified CNA. We also have a part-time resource para. These paras support the resource teacher in teaching the curriculum provided to them, assist in progress monitoring students, and providing push-in general support in the class. Group sizes range from 3 to 8 students. Teacher-student ratios improved with the addition of a second full-time SPED teacher last school year.

One of our current SPED teacher's responsibilities include providing special education services to private and parochial schools within District 91 and 93. This takes the teacher away from the school up to 15 hours a week.

| **Learning Time** | Ucon conducts school five days per week. School to be in session 174 days. The school day starts at 8.05am and dismisses at 2:35pm Monday through Friday. This schedule is adjusted for early release Wednesdays, dismissal 1:09. |

Title I kindergarten is offered daily for 3 hours. Students who test into the GATE program attend this extended learning opportunity from 9am-2pm once a week.

ELL services are offered at Ucon. During the day, students use the Imagine Learning program and are supported by an ELL paraprofessional.

District provides Title I, Migrant, and SPED summer school for those who qualify.

The school has developed a schedule that protects a 60-

	minute core instruction time for both ELA and math. Ucon designed and implemented a master schedule that allows all students to remain in class for core instruction. It also provides for targeted intervention time for students to work with Title I paras, special education and classroom teachers.
Non-Academic Student Needs	Ucon Elementary School has activities and strategies in place to support our non-academic needs. Our school has a counselor who provides individual student support, as well as school-wide social-emotional instructional programs that involve social skills instruction, Hope Squad, Lunch Bunch, conflict managers, and other friendship groups. The counselor also coordinates a school wide charity drive called Coins and Cans for Christmas. This service blesses up to 15 Ucon families who are in greater need. Qualifying Ucon students also benefit from a weekly backpack program that provides food for the weekend. The Hope Squad is a group of students who have been identified by their peers as approachable and friendly. These students help support their peers, and report any issues that need intervention by an adult. The district has made available: CNA, SLP, OT, PT, psychologist,social worker, BI pro, CBRS for any students who qualify for such services.
Well-rounded Education	Ucon offers many opportunities for students to get a well-rounded education. Ucon enjoys having a computer specialist who teaches keyboarding, digital safety and citizenship, and other 21st century technology skills to students. The upper grades are given the chance to attend ski-school once a week four times a year after school hours. Fourth grade students are able to learn Nordic skiing. Sixth grade students are able to participate in orchestra and band. They meet once a week with other students from the district after school hours. Our school district offers GATE, an accelerated and enrichment program for 4th-6th grades. Students must test into the GATE program, and then participate in this program from 9:00 am to 2:00 pm on Mondays. Other opportunities offered at Ucon, in addition to core subjects, include: Table tennis

	Drama Club Chess tournament Beat-the-Pro math competition Mad Math Month (February) District driven PE and music programs Hope Squad Conflict managers Tennis camps Ucon Fitness Pegboard Challenge
Additional Opportunities For Learning	Not applicable for an Elementary setting
School Transitions	Ucon assists families with a smooth transition from Head Start or other early childhood programs like IDEA by holding a transition meeting where parents are invited to attend with their teacher. In March, the district provides kindergarten registration where students can be screened, tour the school, and meet the teachers. Any student who scores above a 1 on the screener will automatically be invited to Title I summer school, a 3 1/2 week program that focuses on kindergarten readiness. A team of middle school teachers, counselors, and administrators come to Ucon to present a program that exposes students to life in the middle school. A few weeks later, sixth grade students are offered the opportunity to tour the middle school, have lunch there, and view the annual musical. They are given opportunities to practice operating combination locks and meet key school personnel. Sixth graders also begin to consider what electives, athletic an social opportunities exist, and start to make choices in anticipation of the coming school year. For every 6th grade student on an IEP, transition meetings are held together with SPED staff at both schools.
Professional Development	The district's Department of Curriculum and Instruction is committed to the ongoing professional support and growth of the teachers and paraprofessionals. Educators working in Bonneville Joint School District 93 are provided with professional development opportunities, including workshops, seminars, time to collaborate, and mentoring in an effort to enable all students to meet or exceed academic standards. Paraprofessionals attend three PLC sessions a year to enhance their instructional delivery and to learn new programs. They are guided by the districts Title I coordinator. Some district and Title II funds given by the state are dedicated to professional development.

The district has allowed time for collaboration by scheduling a weekly 90-min. early release. During our leadership team meetings teachers bring ideas and give input on development of the school mission and vision. The leadership team meets with the principal bi-weekly (or as necessary) to discuss and implement the direction of the school toward the ultimate goal of fulfilling the school improvement plan.

Title I paraprofessionals and our school's instructional coach work with teachers to implement differentiated instruction needed for the students.

Specific opportunities to improve include:
JPAS (annual educator evaluation)
Principal's walk-through
Recording teacher instruction for playback and instructional coaching purposes.
Instructional coach mentoring and co-teaching best practices
Idaho Coaching Network
District mentoring program
Various professional development online (webinars)
Various district level classes taught by district employees

Sped teachers and paraprofessionals are required to undertake mandatory three trainings per year focused on special education law and designing specialized instruction.

Ucon has a shared instructional coach who attends monthly coaches PLCs and receives training through outside agencies.

| Family and Community Engagement | The LEA and Ucon both have a Title I Parent Engagement Policy. Ucon also has a Home/ School Compact. These are reviewed and revised each year. At the beginning of each year the district invites parents from each Title I school to review the district policy. In addition, each school invites parents to review their plan and compact. 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 approved. During the school year, Ucon invites parents to attend several parent meetings (family nights, back to school nights, parent/teacher conferences, etc.). During these meetings parents are encouraged to be engaged in their child's learning.

Parents are invited to attend PTO meetings monthly, and Title I parent planning meetings to participate in decision-making opportunities for our school. Parent opinions are |

obtained by surveys, e-mail and word of mouth to teachers and staff. Teachers and parents reciprocate feedback during biannual parent-teacher conferences.

Ucon attempts to engage the families of our students in the following ways:

Title I parent night
School carnival
Back-to-school night
Annual theater presentations
Veteran's Day assembly
Annual fifth grade square-dance performance
Ski school
DARE
Hope Squad
Idaho History Day
Field trips
5th grade bike ride
6th grade track and field day
PTO field day
District summer lunch program
Ucon summer reading program (open library)

Ucon collaborates with IF public library for its summer reading program. Ucon opens its school library once a week during summer in order to continue exposing new books and learning opportunities to our students. Ucon participates with Scholastic Book Fairs to get books into the hands of children.

| **Recruitment and Retention of Effective Teachers** | Only one Ucon teacher does not meet Idaho State certification requirements. This teacher qualified through ABCTeach, and is working diligently toward state certification.

The school district facilitates job fairs for new teachers each spring. Job fairs allow principals in the district the opportunity to interview and hire promising teachers who are new to the profession or area. Our school district holds a classified job fair at least twice a year which focuses on finding highly qualified paraprofessionals.

The training that the district provides includes: Tools for Teaching, Love and Logic, and JPAS. Each new teacher is assigned a mentor to guide them through their first two years (or beyond if necessary). New teachers are also supported by the school's instructional coach and the districts curriculum specialist.

In the case of SPED, our district has set aside money to help pay for paraprofessionals to become SPED teachers. District |

	93 coordinates this program through ISU.
	Ucon partners with BYUI's education department to work with senior practicum college students during the academic school year. This helps the school to identify future candidates to recruit.
Coordination and Integration With Other Programs	The Bonneville School District Title I program coordinates with the following: 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 school functions, e.g., 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 free or reduced cost breakfast and lunch during our various federal programs summer schools. Parent Involvement – District 93's Title One program sets aside money for each Title One school to use in order to engage parents. Migrant and ELL – District 93's Title One program coordinates regularly with our ELL and migrant coordinators to ensure that students who qualify in these areas are receiving the necessary supports. Programs available at Ucon are: Hope Squad and conflict managers to discourage violence Coins and Cans for Christmas Christmas giving tree (partnering with Rimrock Elementary School)

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:** After reviewing spring 2019 IRI scores in grades K-3, 88.4% students were reading at a Basic level or above.	**SMART Goal:** Ucon will increase our K-3 students who are reading Basic or above from 88.4% to 90%.	☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1-1	Lexia Core5 will be used to provide intervention for students in grades K-3 who achieve a 2 or a 3 on the fall IRI. This includes both web based instruction and assessments and paper based lessons and Skillbuilders.	Moderate Evidence ▼	Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Lexia does not have its own progress monitoring assessment, so teachers monitor by observation and tracking minutes and progress through the program.	☐
1-2	Imagine Learning will be administered by an ELL paraprofessional, 5 days a week, 30 mins per day for students identified as ELL.	Strong Evidence ▼	This program has statistically significant positive effects for ELLs.	Monthly progress monitoring will be entered into EduClimber by the ELL Paraprofessional.	☐
1-3	Waterford will be used in the Title Kindergarten classroom daily.	Promising Evidence ▼	Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	The Title Kindergarten teacher will use ESGI to monitor student learning. This data will be entered into EduClimber.	☐
1-4	Phonics for Reading taught by special education teachers and Title I paraprofessionals, 4 days a week, 30-45 mins a day (depending on RTI schedule and grade level) will be taught to selected students.	Moderate Evidence ▼	Phonics for Reading reflects the findings of major national research publications on reading, including Becoming a Nation of Readers, Preventing Reading Difficulties in Young Children, and The National Reading Panel Report. Finally, the efficacy of Phonics for	Monthly progress monitoring decided by the individual grade level teams (RCBMs for example) and entered into EduClimber.	☐

	Reading is backed by the Florida Center for Reading Research's review, which noted a wide array of strengths and no weaknesses.	

#	Intervention Strategy	Evidence Level	How it meets "Evidence Based"	Monitoring
1-5	Title I paras are an integral part of the school's response to intervention. Currently, two paraprofessionals follow a rigid schedule that allows for both small group and one on one intervention instruction using approved research-based intervention strategies.	Moderate Evidence ▼	Broad research literature indicate that "paraprofessionals, when given adequate training, are capable of effectively implementing a number of educational practices that result in improved academic and social outcomes, specifically, teaching communication skills, reducing problem behaviors, and increasing independence for students." Brock, M. E., & Carter, E. W. (2013)	Monthly progress monitoring decided by individual grade level teams and follow up RTI discussions in weekly PLC time.	☐
1-6	iStation resources are being administered regularly based on specific skills identified on the iStation assessment.	Strong Evidence ▼	State funded program that's based on data that has proven to elevate reading proficiency based on classroom use.	Monthly progress monitoring and four benchmarks throughout the year. Data is discussed at PLC to enhance intervention.	☐

Need 2

Need Description:
After reviewing 2019 ELA ISAT scores for grades 3-6, 81.9% of our students scored Basic or above.

SMART Goal:
Ucon will increase our 3rd-6th grade students who reach Basic proficiency or higher from 81.9% to 85%. Our gap between General ed and Special ed students is currently 45%, and our goal is to decrease that percentage to 40% this year. By 2025, our goal is to reduce the gap to 34% or below.

☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-1	Teachers will use the ISAT interim	Moderate Evidence ▼	Black and Wiliam (1998b) argue that formative	Teachers will use Interim ISAT	☐

assessments to provide more focused practice in the form of performance tasks. Teachers will use student performances to guide instruction to better prepare all students.			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 conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).	assessments this school year. We will discuss data provided during PLC time to guide future RTI instruction.
2-2	Imagine Learning will be administered by an ELL para, 5 days a week, 30 minutes a day to ELL students.	Strong Evidence ▼	This program has statistically significant positive effects for ELLs	Monthly progress monitoring will be entered into EduClimber by the ELL Paraprofessional.	☐
2-3	Teachers will use the ISAT Focus Block assessments as a common assessment for specific standards.	Strong Evidence ▼	Black and Wiliam (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 conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).	Teachers will use Focus Block assessments throughout the school year. We will discuss data provided during PLC time to guide future RTI instruction.	☐
2-4	Lexia Core5 will be used to provide intervention for students in grades 3-4. Depending on need, students use this program 1-5 times a week.	Moderate Evidence ▼	Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	4th grade uses the STAR reading assessment to progress monitor Lexia effectiveness. 3rd grade teachers monitor by observation and tracking	☐

	minutes and progress through the program.	

Need 3

Need Description:

After reviewing 2019 Math ISAT scores for grades 3-6, 85.1% of our students scored Basic or above.

SMART Goal:

Ucon will increase our 3rd-6th grade students who reach Basic or higher from 85.1% to 90%. Our gap between General ed and Special ed students is currently 44%, and our goal is to decrease that percentage to 40% this year. By 2025, our goal is to reduce the gap to 34% or below.

Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
3-1	Teachers will use the ISAT interim assessments to provide more focused practice in the form of performance tasks. Teachers will use student performances to guide instruction to better prepare all students.	Moderate Evidence ▼	Black and Wiliam (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 conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).	Teachers will use Interim ISAT assessments this school year. We will discuss data provided during PLC time to guide future RTI instruction.	☐
3-2	Imagine Math will be used to supplement the district approved math curriculum.	Promising Evidence ▼	The What Works Clearinghouse (WWC) identified six studies of Imagine Math® that both fall within the scope of the Primary Mathematics topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and four studies	Teachers will use Star Math benchmarks to see areas of growth.	☐

			meet WWC group design standards with reservations. Together, these studies included 5,206 students in grades 2–9 in more than 223 classrooms across 27 states.	
3-3	Imagine Math Facts will be used to supplement the district approved curriculum.	Promising Evidence ▼	The What Works Clearinghouse (WWC) identified six studies of Imagine Math® that both fall within the scope of the Primary Mathematics topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and four studies meet WWC group design standards with reservations. Together, these studies included 5,206 students in grades 2–9 in more than 223 classrooms across 27 states.	Imagine Math Facts shows which fact families the students know and what they are working on. Teachers can see actual time in the program practicing facts, as well as how far they have progressed. ☐

2. Identify the resource inequities which are barriers to improving student outcomes.

We depend on Chromebooks purchased with both school and district funds. In addition to the classroom hardware, research based software (Lexia, Waterford, Imagine Learning, and Imagine Math) is key to student success in both math and ELA. Additional training will provide teachers and staff with knowledge to effectively implement the programs with fidelity.

We also rely on Title I paras to assist with the instructional delivery and progress monitoring of the approved interventions. Parent volunteers are also a great resource for our school to closely monitor student reading fluency and comprehension (K-3) and to provide supervised practice.

The Literacy Doctor program, unique to this school, provides elite 6th grade peer support to those students in K-5 who need extra academic assistance.

Needs:
* Available and working technology that is available to all grade levels on a daily basis.

Training/ Professional Development Needs:
* Continuous and focused training for Teachers and Title I paras in curriculum and instructional delivery strategies.
* Professional Development on Interim Block Assessments and how to effectively use them.
* WIDA Strategies - instructional coach will schedule regular PD for sharing strategies
* Data Boards - Continue to provide training and implementation strategies to all grade levels

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.uconwildcats.org/

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

The SWIP team will review fall, winter, and spring data to determine the effectiveness of the plan, as well as the above SMART goals. This data will be used to adjust school wide best practices to improve teacher instruction and student retention and academic success, especially for our special education population.

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.