

STRICKER ELEMENTARY SCHOOL (1408)

Submitted by: mschvaneveldt@kimberly.edu at 10/2/2023 9:51:56 AM

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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 and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Angie Haskell	Title 1 Reading Teacher	ahaskell@kimberly.edu	
Matt Schvaneveldt	Program Director	mschvaneveldt@kimberly.edu	
Steve Hill	Principal	shill@kimberly.edu	
Victoria Larsen	Vice Principal	vlarsen@kimberly.edu	
Marisela Manrique	ELL/Migrant Liaison	mmanrique@kimberly.edu	
Thelma Cruz	Migrant Liaison	tcruz@kimberly.edu	
Kyle Fischer	SPED teacher	kfischer@kimberly.edu	

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: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need	Need Description:	SMART Goal:	Remove
1	<p>3-5 READING: More than half of our entire student population are NOT reading and writing at grade level.</p> <p>The 2022-2023 ISAT Summative ELA (Idaho Standards Achievement Test) data shows that 60% of SES population in grades 3-5 scored below proficiency levels. Most notably, the ISAT ELA scores show that 32% of our students scored Below Basic, the lowest level. Reading weaknesses show the highest needs in the areas of Reading and Analyzing Informational Text.</p> <p>Hopefully, teaching students this important informational reading strategy will help them understand science texts, as well.</p>	<p>Every 3rd, 4th, and 5th grade teacher will teach students a routine for determining the gist of a short section of text using a Wonders reading text, a social studies text, or a science text in the first semester of the 2023-2024 school year. Teachers will continue to utilize, practice, and expect this routine for the remainder of the school year.</p>	

Evidence-Based Interventions: Discussion Topics

Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	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
Recommendation 3, Part C: Teach students a routine for determining the gist of a short section of text. (from "Providing Reading Interventions for Students in Grades 4-9" - What Works Clearinghouse at the Institute of Education Sciences)	Strong Evidence	"The WWC contractor and the expert panel assigned Recommendation 3 a strong level of evidence based on 34 studies."	During a grade level team planning meeting, teachers will go over Recommendation 3, teaching students a routine for determining the gist of a text. Teachers will then choose 5 common texts to use, one as a teaching model and four more texts to use as practice texts. Teachers will decide upon a schedule to model, teach and practice this routine. During team planning, teachers will discuss how this routine is helping students comprehend literary, social studies, or science texts. Perhaps the texts used can be used as a comprehension test to determine whether students are better comprehending what they read.	

Need
2

Need Description:

SMART Goal:

Remove

K-2/3 READING: More than half of our entire student population are NOT reading and writing at grade level.

In grades K-3, the current ISIP Istation Reading data shows that between 28% to 57% (depending on grade level) of our population scores in the lowest levels of reading, Levels 1 and 2. Weaknesses are highest in the areas of Letter Knowledge & Sounds, Spelling, Text Fluency, and Comprehension.

SES teachers will track student movement between ISIP Reading tiers using monthly/quarterly ISIP reading progress monitoring data for all students in grades K-2/3. Teachers will use this data as formative and follow the Recommendations (1 and/or 2) as needed for their students.

Evidence-Based Interventions: Discussion Topics

Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	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- Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. (from Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - What Works Clearinghouse Institute of Education Sciences)	Strong Evidence ✓	17-18 studies examined the effects of utilizing these two recommendations in diverse groups.	Since grades K-3 received Heggerty Phonological Awareness programs this year, recommendation 2 is already in place. Recommendation 3 is already in practice, as well, but just needs to be a bit more intentional. During grade level team planning meetings, grades K-3 can analyze movement between ISIP reading tiers monthly after implementing these	

recommendations with fidelity.

Need 3

Need Description:

WRITING:
 Our school district does NOT have a writing program. This means that any writing lessons (that may or may not be effective) are created by individual teachers who may or may not share. This also means that students in each grade level may not be receiving the same education when it comes to writing. Our ISAT ELA scores showed that 60% of our students in grades 3-5 are NOT proficient in reading and writing. The data showed many weaknesses in writing complete texts. In fact, in both Evidence/Elaboration and Organization/Purpose, there were some areas where 0% of our students scored proficient. The absolute highest proficiency rate recorded was 29% proficient in 5th grade narrative writing. These scores have a direct correlation to the fact that our school does not have a systematic writing program. Hopefully these Recommendations from the Educator's Practice Guide, "Teaching Elementary School Students to Be Effective Writers" will create a more systematic and consistent writing practice at our school.

SMART Goal:

SES will focus on the writing process and the 3 main tested writing purposes (narrative, informative, persuasive/opinion). Teachers will focus on each purpose using both quick writes and more developed full texts, monthly.

Remove

Evidence-Based Interventions: Discussion Topics

Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	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 Teach students strategies for the various components of the writing process, and to write for a variety of purposes, using strategies from Recommendation 2 from the What Works Clearinghouse Educator's Practice Guide, "Teaching Elementary School Students to Be Effective Writers." They	Strong Evidence ✓	The panel determined that there was strong evidence supporting this recommendation. Twenty-five studies that met WWC evidence standards tested the practices in this recommendation on diverse populations of students across a wide variety of settings and found positive effects	Teachers will plan, monitor, and evaluate the effectiveness of these recommendations during grade level team planning meetings with the school principal and vice-principal, who is also head of our RTI team.	Remove

can also more utilize the Wonders online Unit writing projects (one each for Informational, Narrative, and Opinion writing).

Recommendation 2. Teach students to use the writing process for a variety of purposes . . . Understanding the Writing Process.

Recommendation 2a. Teach students the writing process

Recommendation 2b. Teach students to write for a variety of purposes

on a variety of outcomes, including overall writing quality. (from IES/What Works Clearinghouse Educator's Practice Guide, "Teaching Elementary School Students to Be Effective Writers")

Need 4

Need Description:

MATH:
Approximately 50% of our students in grades 3-5 scored Basic or Below Basic on the Math ISAT. This year, we have purchased and are using a new math program, HMH Into Math.

SMART Goal:

Teachers will work together and learn how to best use our new math program, HMH Into Math, which will in turn improve math instruction and test scores.

Remove

Evidence-Based Interventions: Discussion Topics

<p>Intervention Strategy</p> <p># <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness.</p> <p>Remove</p>
<p>4-1 Recommendation 1: Systematic Instruction</p>	<p>Strong Evidence</p>	<p>The WWC and the expert panel assigned a strong level of evidence to this recommendation based on 43 studies of the</p>	<p>Teachers are committed to using the new math program (systematic instruction) with fidelity. They</p>

effectiveness of systematic intervention design features and systematic instruction.	administered the Growth Measure Assessment that provides teachers with a baseline report about each student's current math level. They will use these levels, and a computerized adaptive program called Waggle, to differentiate lessons at least 1-3 times per week. Teachers then will re-administer this Growth Measure Assessment again in the middle and at the end of the school year. These results will show if the systematic instruction of the new math program has increased math knowledge.
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2. Identify the resource inequities which are barriers to improving student outcomes.

Resource inequities exist in our ability to provide consistent, structured intervention to some of our sub-populations, such as ELL. Because our sub-populations are a relatively small percentage of our overall student population, it is an annual challenge to find and allocate resources to support these students.

Kimberly School district's spending per student is much lower than surrounding school districts. Because we are mostly residential and are unable to draw many large businesses, this low per-student dollar amount is not likely to change. Because of this, a great deal of strategy goes into planning for staff and making sure that we are best utilizing the positions and resources we have for student benefit. The limited nature of the overall budget impacts special populations and other sub-populations the most.

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.

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

The SWIP will be monitored through monthly classroom observations, quarterly universal screenings, bi-weekly classroom assessment data, monthly ISIP and CBM data, and bi-yearly community surveys. All data for all students will be housed in a universal progress monitoring tool which is shared document between grade-level teams and administration. Students have also begun to track their own testing data, decided upon by each grade level team. Overall classroom data will be discussed in weekly grade-level meetings, bi-weekly RTI meetings, monthly leadership meetings, and at any other time the need arises. Collected data can be analyzed by week, month, quarter, and year.

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.

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