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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	

Needs Assessment

School Leadership Team

The Stricker Elementary Leadership team is a fluid team of grade level and department representatives. This includes all grades K-5 as well as school counselor, specials teacher, and Title teacher. Some teams choose a team leader for the school year, while others may take turns as team leader more frequently. The chair of the leadership team is the principal who sets the agenda.

The agenda is set before each meeting and shared to all members via email/Microsoft SharePoint. The agenda is influenced by all staff in the school including custodial, support staff, district administration, and credentialed teachers, whoever raised questions and concerns. These agenda items are classified into two categories: discussion or decision topics. Discussion topics are a point of gathering info and perspectives. These discussions often involve our PBIS coach who shares the behavior data collected each week. Decision topics are predetermined about who is making the decision, whether principal or team. As decisions are made, administration ensures that those affected (including parents or district leadership) will be informed.

Student performance data is shared at bi-weekly

RTI meetings. Data is examined for trends and used to identify student or grade level needs and strengths. This, in turn, is used to make decisions for core and intervention instruction. In addition, there is discussion on how to measure student progress and instructional success.

For the second year, our school is using a Standards Based Report Card. We also have weekly grade level meetings that are a vital time for grade levels, teachers, and the leadership team to discuss and decide on schoolwide consistency as it pertains to how certain subjects are graded, and how our school determines cut scores for our Standards Based Report Card. As each grade level discusses questions, concerns and determinations, our leadership team then serves as a gathering place of discussion where all ideas, questions, and concerns are heard.

Our belief that relationships are key to learning drives our communication efforts. Each piece of information, each message, considers our true intent. Families and other stakeholders are informed through classroom and school newsletters, Seesaw messages, Remind messages, as well as via the school website.

| School and Community | Kimberly School District has experienced a great deal of growth over the past years in terms of new housing developments building nearby. Here at Stricker, our student population has grown from 425 students in September 2020, to 440 students in September 2023.

Our current September 2023 demographics at Stricker Elementary School are as follows:
81.5% White
15.5% Hispanic/Latino
0.68% American Indian/Alaska Native, Asian, or Black/African American
2.28% two or more race categories

Students from low income families comprise 24.66% of our population.

The challenge of meeting growth goals has been how to best provide adequate staffing and building space to accommodate the number of students we have. Our goal is to keep class sizes as small as we can and ensure that all students have a safe and suitable learning space to attend school in. Approximately 5 years ago, KSD built this new elementary school, Stricker Elementary, and then renovated the original elementary |

school, Kimberly Elementary, the following year.

At the beginning of this school year, KSD's long-time school board chairman stepped down from his position and it was filled with a brand new board member. Our school board and community have always been very supportive of our school district. In March of 2022, a renewal of a previous supplemental levy was passed for $800,000 for the next two years. These funds will be used to support our programs and school activities that are currently in place, as well as to maintain our current level of services and maintain smaller class sizes.

Stricker Elementary engages the community through any district, community, or school changes in a variety of ways. Primarily, parents are engaged and given an opportunity to provide input through participation in PTO and invitations to volunteer in classrooms and on field trips. In addition to this, we provide a couple of community nights throughout the school year where families are encouraged to come to the school, participate in some fun activities, and learn about our programs. Examples of such events are Parent Teacher Conference Night, Title Night, and PAC Night (ELL & Migrant). In May of 2021 and 2022, the entire school district hosted a community fair that provided fun, food, socialization, and community resources to our families.

For the second year in a row, Stricker Elementary School has implemented full day kindergarten! We have three full day kindergarten classes, and one half day kindergarten class. We are excited about the continued opportunity to have keep our kindergartners for longer instructional periods to continue preparing them for both academic and social success.

SES continues to positively support our students and families by successfully using the PBIS (Positive Behavior Interventions and Supports) program schoolwide. Our system allows any adult in our school to reward a class's positive behavior as soon as it happens. When that class fills up a PBIS WOW poster with puzzle pieces, that class earns a small class reward. Our PBIS system also supports individual students who might need a little extra positive adult/teacher attention with our check-in and check-out system. These teachers begin and end individual students' days with a positive interaction. In addition, we have

	begun to incorporate the Sources of Strength program in grades 3-5, which is an evidence-based mental wellness program proven to positively change school culture. It uses an upstream approach to enhance the protective factors among youth by increasing the number of assets in students' lives, and it promotes healthy connections between peers and caring adults.
Academic Achievement	ELA: 40% of Stricker's 3rd through 5th grade students scored proficient or advanced on the ELA ISAT. Stricker Elementary's academic achievement based on reports from the Idaho Standards Achievement Tests, broken down by grade level and listed as percentage of students at or above grade level, are as follows for the school years ending in 2022 and 2023: ELA 2021 ELA 2022 ELA 2023 State 2023 Grade 3 38% 61% 46% 45% Grade 4 49% 52% 47% 48% Grade 5 60% 54% 31% 51% According to these scores, Stricker 3rd and 4th graders performed similarly to the rest of the state in ELA, while 5th grade performed well below the state average. STRENGTHS from our ISAT ELA testing include: Grade 3 - Reading: Informational text word meanings, reasoning & evidence, central ideas. Literary text central ideas Writing Compose full opinion pieces Grade 4 - Reading: Informational text structures or text features Literary text word meanings, key details, language use Narrative and Informational write/revise brief texts Grade 5 - Reading: Informational text: language use (figurative language, word relationships, nuances of words and phrases...) Writing: Write and revise brief narrative text, language and vocabulary use WEAKNESSES from our ISAT ELA include: Grade 3 - Reading: Informational Text Structures or Features, key details Literary text word meanings, language use (literal vs. non literal) Grade 4 - Research/Inquiry: integrate, interpret, analyze information, analyze sources, cite

evidence
Writing: Compose full Narrative and Opinion pieces, language and vocabulary use, editing
Grade 5 - Reading: Informational text word meanings, analysis within or across texts
Research/Inquiry: interpret and integrate information, use/cite evidence
Writing: compose full informational texts, editing

Stricker Elementary's primary grades academic achievement, based on reports from Istation ISIP tests, given in percentage of students in levels 3,4, and 5 (at or above proficiency levels) are as follows for the school years ending in 2022 and 2023:

	READING ISIP 2021	READING ISIP 2022	READING ISIP 2023
Kindergarten	66%	68%	73%
Grade 1	88%	62%	43%
Grade 2	80%	77%	57%
Grade 3	78%	74%	63%

ISIP READING STRENGTHS:
K - Listening Comprehension, Phonemic Awareness, Vocabulary
1 - Vocabulary
2 - Comprehension and spelling 53% at Levels 3,4,5
3 - Vocabulary 70%, Comprehension and Spelling at 61% at Levels 3,4,5

ISIP READING WEAKNESSES:
K- Letter Sounds 42% at levels 1-2, Letter Knowledge 38% Levels 1-2, Letter Recognition 36% at Levels 1-2
1 - Alphabetic Decoding 70%, Comprehension 69%, Phonemic Awareness 59%
2 - Text Fluency 76%, Vocabulary 49% - Levels 1-2
3 - Text Fluency 49%,Comprehension 40% - Levels 1-2

MATH:
50% of Stricker's 3rd through 5th grade students scored proficient or advanced on the Math ISAT. Stricker 3rd and 4th grade math scores are well above the state average. However, 5th grade is well below the state average in both ELA and Math. An overall weakness seems to be 5th grade math, both at our school and at the state level.

	MATH 2021	Math 2022	Math 2023	State 2023
Grade 3	56%	69%	72%	49%
Grade 4	56%	51%	60%	47%

Grade 5 35% 33% 25% 41%

STRENGTHS from our ISAT MATH testing include:
Grade 3: Problems involving multiplication and division, problems involving the 4 operations, multi-digit arithmetic, fractions as numbers, measurement of time, liquid volumes, masses of objects, geometric measurement and perimeter.
Grade 4: Place value understanding with multidigit whole numbers, building fractions from unit fractions, decimal notation for fractions, compare decimal fractions, geometric measurement
Grade 5:All targets were Below the Proficiency Standard, but there were a couple of strengths listed: place value, multiplying and dividing fractions, relating volume to multiplication and addition, graphing points to solve math problems

WEAKNESSES from our ISAT MATH testing include:
Grade 3:Multiplying and dividing within 100, concepts of area
Grade 4:factors and multiples, patterns, fraction equivalence and ordering
Grade 5:Below Proficiency Standards and marked as a weakness: Convert like measurement units within measurement system, represent and interpret data

MATH ISIP MATH ISIP MATH ISIP
2021 2022 2023
Kindergarten 69% 70% 67%
Grade 1 93% 77% 54%
Grade 2 79% 67% 42%
Grade 3 64% 69% 72%

ISIP MATH STRENGTHS:
K - Geometry (50%), Number Sense (46%)
1 - Computation (58%)
2 - Computation (70%), Geometry (63%)
3 - Geometry (81%), Measurement & Data (70%)

ISIP MATH WEAKNESSES:
K - Measurement & Data (72%), Computation (58%)
1 - Measurement & Data (48%), Number Sense (46%)
2 - Number Sense (71%)
3 - Number Sense (55%)

Student Learning Needs	Stricker Elementary has developed a schoolwide system for monitoring learning progress that

begins with our universal testing.

At the beginning of each school year, Title asses all K-2 students using the CORE Phonics assessment. Title also tests all 3rd, 4th, and 5th grade students on a one minute timing fluency measure and the CORE Maze Comprehension Test. These schoolwide Fall test scores are entered into a spreadsheet and color coded by those above benchmark, near benchmark, and below benchmark. To this spreadsheet, Title also analyzes each grade level's August or September Reading ISIP test from Istation, and adds all student scores to the schoolwide spreadsheet.

After the Fall universal testing is complete, we further test those who scored at risk on the universal testing. Our Tier 2 testing may include one or more of the following: CORE Phonics, the PAST phonological awareness test, word reading assessment, Rapid Automatic Naming.

When all screening is complete, the Title teacher gives teachers a class copy of color coded test results. This allows teachers to see how each student scored, whether he/she is at grade level, slightly below grade level, or at risk and far below grade level.

Based on these assessments and other specific performance data from teachers, groups of scores are identified and instruction (and intervention) is planned as a grade level for these groups of students. Some students qualify for Title 1 Reading groups based on the completed testing. Also during this process, any students who are flagged as struggling over 4 or more weeks are automatically referred to the grade level RtI team, where the whole team works together to design and/or assign intervention. Progress is monitored on these students twice a month.

On a larger than classroom scale, clustered performance data is studied by each grade level so that each team can adjust pacing guides and lesson planning to adjust and meet student needs. For example, first quarter performance data showed us that many 3rd grade students were weak in grammar & conventions in writing. Because we saw this trend, the grade level was able to shift their practice to provide more explicit instruction in this area and greater quality of practice/feedback for the students. We continue to monitor progress through multiple assessments, including the ISAT interim blocks. It should also

be mentioned that this specific finding was helpful for the 2nd grade team so they could increase their attention to that area in their pacing guide as well.

Based on current Reading ISIP testing, our major strength K-3 is Vocabulary. The weakness in the same grade levels is Spelling, Text Fluency, and Comprehension.

Based on current ELA ISAT testing in grades 3-5, our strengths and weaknesses completely vary from grade to grade. Overall, in grades 3-5, weaknesses include analyzing informational text and writing/composing full texts of all genres.

In math, considering both the ISIP and ISAT test scores, weaknesses are conflicting. Overall, on the ISAT, grades 3-5 show strength in operations, and place value. We show weaknesses in multiplication, factors & multiples, and fraction equivalence and ordering, and measurement.

Core Curriculum	Stricker Elementary general education classroom teachers use McGraw Hill Wonders 2023 for ELA instruction. This year, we have adopted a new math program called Houghton Mifflin Harcourt (HMH) Into Math. Teachers use both programs with fidelity. They work closely together during weekly common team planning time to keep each grade level classroom working on the same unit and lesson at closely the same time for both math and ELA. Title I uses a variety of strategies and interventions from research-based curriculum including UFLI Foundations, Connect to Comprehension, and WonderWorks.
Core Instruction	Teachers continually monitor the climate of their classroom and individual students in order to differentiate instruction as needed. The diverse dynamics within and between each classroom requires teachers to modify delivery and expectations on a whim. Formative assessments include the new math's Growth Measurement Assessment (which provides teachers with each student's math grade level equivalency), exit tickets, parking lot strategies, small-group and whole-group discussions, weekly selection and vocabulary tests, Wonders assessments, and many others. Students are generally mixed together to promote relationships, diversity, and learning opportunities. Small group instruction is a

homogeneous gathering of specific and similar academic need. Likewise, student subgroups (e.g. English learners, migrant, students with disabilities...) are dispersed among other students with similar academic needs.

Tier two and tier three students may also receive more specialized services from programs such as Title I, ELL, SPED, or PBIS monitoring.

Alignment of teaching and Learning

Teachers have weekly grade level meetings to discuss the upcoming lessons, skills, and standards to be taught in both Reading and Math. During these meetings, learning goals are discussed and the foundations are laid for the following week's plans. Teachers have thrived in this model, expressing often how nice it is to align expectations and lessons with colleagues. In addition, they reflect on lessons and use formative and summative assessment data to determine the success of student learning. This ensures that teaching and learning is articulated frequently between and among teachers in the same grade level. In addition, our classrooms are placed close together in the same hallway, so there are many informal meetings to discuss any changes or challenges to any lessons or plans.

Universal Screening

All students K-5 are universally screened (by the Title 1 teacher and para) in order to identify those at-risk. Students are screened using the tools, timeline, and specific directions from The Consortium on Reading Excellence in Education (CORE). These screeners and assessments were chosen based on the recognized assessments listed in the Idaho Dyslexia Handbook.

At the beginning of each school year, Title asses all K-2 students using the CORE Phonics assessment. Title also tests all 3rd, 4th, and 5th grade students on a one minute timing fluency measure and the CORE Maze Comprehension Test. These schoolwide Fall test scores are entered into a spreadsheet and color coded by those above benchmark, near benchmark, and below benchmark. To this spreadsheet, Title also analyzes each grade level's August or September Reading ISIP test from Istation, and adds all student scores to the schoolwide spreadsheet.

After the Fall universal testing is complete, we further test those who scored at risk on the universal testing. This tier 2 testing serves two purposes. One, it helps determine who qualifies for Title 1 Reading services. Second, it is the

required schoolwide dyslexia screening. Our Tier 2 testing may include one or more of the following: CORE Phonics, the PAST phonological awareness test, diagnostic spelling test, word reading assessment, RAN.

These diagnostic measures place students in the traditional three tiers. In addition, students participate in a monthly ISIP Math and ISIP ELA tests using state approved IStation. IStation also places students in three tiers. Furthermore, risk factors such as ELL, homelessness, migrant, foster care, SPED, behavior, teacher recommendation, and socio-economics are also figured into identification of at risk students.

Data is stored in a spreadsheet that is shared with administration. Individual student data is discussed with teachers and families.

Along with scheduled screenings, all identified at risk students are continually progress monitored throughout the year using EasyCBM and IStation measures, and ongoing collaboration with teachers and families.

Finally, all students K-5 are monitored using a data tracking tool (our Universal spreadsheet) where state test scores and regular universal assessment scores are viewed and analyzed together.

| **Tiered Instruction and Academic Interventions** | Academic interventions are provided in all subjects by the classroom teacher. Title I staff provides tier 2 interventions for Reading only. Special Education provides Tier 3 interventions for those who qualify for an IEP (Individual Education Plan). Interventions occur at least four times a week for a minimum of thirty minutes each with groups of 1 to 6 students.

Title I interventions focus on supporting the students' classroom success by using UFLI Foundations for Phonics, Connect to Comprehension as a Reading Intervention, and WonderWorks decodable readers (teachers use Wonders in the classroom). We have also received some Read Naturally materials for levels 0.8 to 3.5 that will further aid students who are at risk for reading success. Students are supported in and out of the classroom. Push-in interventions in Kindergarten center around supporting the teacher's current lesson, mainly letter sound correspondence. Pull-outs occur during non-core-instructional time and focus on phonics |

development, fluency, vocabulary, and comprehension.

Students are evaluated holistically and their background knowledge, cultural and linguistic, are taken into account. Individual needs are met through differentiated instruction in collaboration with other programs (ELL, SPED), classroom teachers, and families.

A certified Title I teacher and/or SPED teacher prepares all lesson plans and instruction of delivery to paraprofessionals who assist in endeavors. Along with regular universal screening, students are progress monitored regularly. Formative assessment takes place daily in student interactions and bi-monthly monitoring using EasyCBM occurs with all identified and possibly at-risk students. Monthly IStation results are also used and all data is kept in a running spreadsheet. Data is reviewed bi-monthly by grade-level teams and RTI teams.

Title personnel, grade-level and RTI teams track student progress and determine if a student needs more intensive intervention or additional supports.

Progress for Tier 2 students is monitored by Title 1 using the CORE Phonics assessment, and the EasyCBM comprehension, vocabulary, and fluency measures. Our target goal is to have each Tier 2 student reach the 40th percentile or higher.

Progress for Tier 3 students is measured by the SPED teacher and paraprofessionals using Read Naturally, Wonders, and WonderWorks assessments.

| **Learning Time** | Stricker Elementary is a 5 day a week school, with Monday through Thursday hours from 8:15 am until 3:10 pm. Friday is an early release day with students in school from 8:15am to 1:20pm. Early release days are built into the schedule to ensure districtwide, vertical and horizontal collaboration in the schools.

The students receive two 15 minute recesses, one in the morning and one in the afternoon. Students are given a 45 minute lunch/recess break midday. There are intervention/ lesson planning blocks of 30-45 minutes a day established for each grade level (225 min per week for each grade level). This common planning time (coupled with the early release Fridays) provides teachers the time |

and opportunity to work as grade level teams and to discuss lessons and interventions needed for a well-rounded education experience.

For those students who qualify for an IEP (Individualized Education Plan), special education pull-out services are built into each student's day.

Extended opportunities for at risk students include after school and summer school program for students identified as at risk based on ISIP and teacher data. The after school and summer school programs work together to provide a minimum of 60 hours extended beyond the regular school day provided.

Non-Academic Student Needs	Our brand new school counselor is available for students and families to talk to individually or in small groups. The counselor delivers Sources of Strength lessons in each classroom on a rotating schedule. The counselor also holds group meetings based on student needs and runs a student council. Stricker Elementary utilizes School-wide Positive Behavioral Interventions and Support (SWPBIS) with overwhelming staff and patron buy-in. PBIS recognizes the undeniable link between academic success and behaviors and promotes early detection and intervention with tier two and tier three students. Interventions include: school-wide, classroom, and individual rewards; check in check out; mentoring, checklists, and academic or behavioral plans. With the widespread belief and trust in SWPBIS our staff continually has their ears on the pulse of our school climate. It is my understanding that our counselor will also be able to refer higher needs children to a licensed clinician hired through AWARE grant funds. The plan is that the licensed clinician begin the year with a limited schedule, but we expect to identify more children who will benefit from more intense one to one counseling services. As this increases, so too will the clinicians hours at Stricker. However, our district is struggling to hire a school counselor for our other elementary school, so it is unclear at this point how this AWARE granted clinician will fit in to our schedule this year.
Well-rounded Education	Students are provided a well rounded and balanced education within their regular classroom and with the addition of specials classes. Inside the walls of their own class students participate in

	ELA, math, science, technology, and social studies activities. Students also attend physical education, art, STEM, computer, library, and music classes at least once a week.
Additional Opportunities For Learning	N/A We serve K-5 population. However, the elementary school offers an after-school literacy program for at-risk students in grades 1-3 once per year for a length of approximately one-two months.
School Transitions	Our population is Kindergarten through 5th grade. Our 5th graders must transition to the Middle School across town, where classes are rotated from subject to subject and teacher to teacher. First, our counselor sets up a day for our 5th graders to visit and tour the middle school. The students meet the principal and are able to ask questions. They walk through the building, meet some teachers, walk through some classrooms, and just get to know the building and climate a little bit. Also, the middle school ambassadors come to each 5th grade classroom with a slide show presentation. This presentation introduces the middle school teachers and gives other information about middle school life. At the end of the slide show presentation, our 5th graders have a question and answer session with these middle school ambassadors. Next, our 5th grade team has a "mock middle school day", where they are mixed up and no longer in the same class. They rotate to different classrooms and different subjects, and have three minutes to transition to their next class, as if they were in middle school. To make it real, if students are tardy, they are sent down to our counselor for a tardy slip. Finally, our counselor visits each 5th grade classroom to teach all 5th graders how to use a locker combination to unlock lockers! (Hopefully this will continue with our brand new school counselor!) After these activities, our 5th grade students feel much more comfortable and prepared for this huge transition of moving on to middle school.
Professional Development	See "Student Learning Needs" for many of the answers here. There is a group of 7 teachers at Stricker

Elementary this year who have begun science of reading literacy professional development provided by the state called SMART (Striving to Meet Achievement in Reading Together). We are hoping that many other colleagues are willing to sign up for this training next year.

For the most part, weekly team meetings are based on the PLC model and are extremely high functioning because the time is built into the master schedule.

Additionally, all teachers participate in building level professional development approximately two to three times a year. Because the PD is designed at the building level, it allows teachers a structured time to reflect on their teaching using up to date student performance data, and collaborate with other grade levels to align their content and practice. This PD is designed and led by building administration and teacher leaders in each school.

The early release Friday schedule (see Learning Time) permits building wide professional development meetings that rotate monthly with other meeting necessities such as RTI, vertical & horizontal alignment, and district level requirements.

Team Meetings and Professional development in 2023-2024 will focus on aligning classroom and grade level instruction and assessment to Idaho's new grade level standards. It will also focus on our new math program. Teachers work on how to implement all the new pieces of this program. This work with aligning instruction to the new standards, and utilizing our new math program that includes a report aligned to standards, also supports our school's new standards based report cards.

| **Family and Community Engagement** | District policy 4126 outlines parent and community involvement and specifically Federal Programs. This policy is reviewed yearly and updated as needed.

The Federal Programs staff disseminates information to community members in a variety of ways. Educational strategies, resources, and regulations are distributed during bi-annual Community events where the Federal Programs staff teams with general-ed teachers, not only to inform community members, but also to provide a fun night for families. |

	Federal Programs information, literacy strategies, and resources are also provided twice a year during parent teacher conferences. In addition, letters are sent home inviting families to provide input on programs, on services, and specific needs. Policy and procedure is delivered during annual Migrant and Homelessness events as well.
Recruitment and Retention of Effective Teachers	At Stricker Elementary, it is the firm belief of the administration and leadership team that the best way to ensure a high-quality education for students is to make sure Stricker is a place where great teachers want to teach. One of the guiding principles of the leadership team is to make sure that in all decisions, teachers have a voice, have opportunity for ownership and as a result, are empowered to better themselves and their practice. This translates into having a highly engaged and involved building leadership team, a structure for strong Professional Learning Communities, and a very supportive administration. It can be honestly stated than in all endeavors, Stricker moves as a whole unit. Currently, approximately 96% of Stricker classroom teachers meet certification requirements, and 4% are alternately authorized. We had a 96% retention rate of our teachers from last year.
Coordination and Integration With Other Programs	Both schools in our district are schoolwide Title schools. The Title 1A teams at both Kimberly Elementary and Stricker Elementary Schools collaborate often. We have received some reading tools and curriculum that require collaboration and discussion. They also work closely with the rest of our Federal Programs team, meeting and coordinating efforts to better meet the needs of all of our students in the district.

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.

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Prioritized Needs

</div>

Need 1	Need Description:	SMART Goal:
		Remove

3-5 READING: More than half of our entire student population are NOT reading and writing at grade level.

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.

Hopefully, teaching students this important informational reading strategy will help them understand science texts, as well.

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.

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	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:

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.

SMART Goal:

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.

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	Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters. Recommendation 3: Teach students to decode words,	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.	

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)			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 *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	Teach students strategies for the	Strong Evidence ⌄	The panel determined that	Teachers will plan, monitor,	

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 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 . . . . .

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 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")

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.

Need 4	**Need Description:**	**SMART Goal:**	
	MATH: Approximately 50% of our students in grades 3-5 scored Basic or Below Basic on the Math ISAT. This year, we have	Teachers will work together and learn how to best use our new math program, HMH Into Math, which	Remove

purchased and are using a new math program, HMH Into Math.	will in turn improve math instruction and test scores.

Evidence-Based Interventions: Discussion Topics

# *Please include a detailed description of who is going to do what, where, when and people involved.*	Intervention Strategy	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
4-1	Recommendation 1: Systematic Instruction	Strong Evidence ⌄	The WWC and the expert panel assigned a strong level of evidence to this recommendation based on 43 studies of the effectiveness of systematic intervention design features and systematic instruction.	Teachers are committed to using the new math program (systematic instruction) with fidelity. They 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.

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.

https://www.kimberly.edu/state-reporting-requirements

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.

Upload Files

Files

- ISAT
- ISAT Progress
- IRI
- English Learner Progress

Math

2022-2023

	Advanced	Proficient	Basic	Below Basic
School	24.9 %	25.8 %	25.8 %	23.6 %
District	15.0 %	23.6 %	28.3 %	33.0 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

	Advanced	Proficient	Basic	Below Basic
School	26.6 %	25.8 %	28.8 %	18.8 %
District	15.7 %	20.7 %	30.6 %	33.0 %
State	20.0 %	22.7 %	27.2 %	30.1 %

2020-2021

	Advanced	Proficient	Basic	Below Basic

	Advanced	Proficient	Basic	Below Basic
School	14.5 %	33.9 %	26.9 %	24.7 %
District	12.7 %	22.4 %	29.0 %	35.9 %
State	18.1 %	22.2 %	28.2 %	31.5 %

ELA

2022-2023

	Advanced	Proficient	Basic	Below Basic
School	16.1 %	24.7 %	28.7 %	30.5 %
District	18.0 %	29.5 %	25.0 %	27.6 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

	Advanced	Proficient	Basic	Below Basic
School	23.2 %	32.9 %	19.3 %	24.6 %
District	19.6 %	33.1 %	22.7 %	24.7 %
State	23.9 %	31.6 %	22.5 %	22.0 %

2020-2021

	Advanced	Proficient	Basic	Below Basic
School	18.4 %	31.1 %	27.2 %	23.2 %
District	17.4 %	32.1 %	26.4 %	24.1 %
State	21.9 %	32.6 %	23.5 %	22.1 %

Science

2022-2023

	Advanced	Proficient	Basic	Below Basic
School	7.0 %	26.7 %	40.7 %	25.6 %
District	5.6 %	27.9 %	38.5 %	27.9 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

	Advanced	Proficient	Basic	Below Basic
School	7.4 %	29.4 %	35.3 %	27.9 %
District	7.7 %	24.9 %	42.4 %	24.9 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2020-2021

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	0.0 %	0.0 %
District	0.0 %	0.0 %	0.0 %	0.0 %
State	0.0 %	0.0 %	0.0 %	0.0 %

Math

2022-2023

	Percent of Students Making Adequate Progress
School	41.4 %
District	40.0 %
State	48.2 %

2021-2022

	Percent of Students Making Adequate Progress
School	52.4 %

District	43.4 %
State	53.5 %

2020-2021
Percent of Students Making Adequate Progress

School	38.0 %
District	32.6 %
State	41.5 %

ELA

2022-2023
Percent of Students Making Adequate Progress

School	38.9 %
District	51.9 %
State	57.5 %

2021-2022
Percent of Students Making Adequate Progress

School	54.8 %
District	56.7 %
State	64.4 %

2020-2021
Percent of Students Making Adequate Progress

School	72.2 %
District	60.5 %
State	60.7 %

IRI Fall

2022-2023
Proficiency

School	55.6 %
District	53.3 %
State	56.7 %

2021-2022
Proficiency

School	56.6 %
District	51.4 %
State	51.0 %

2020-2021
Proficiency

School	47.2 %
District	44.3 %
State	49.6 %

IRI Spring

2022-2023
Proficiency

School	68.7 %
District	65.8 %

State   66.6 %

2021-2022
Proficiency

School   72.3 %

District   70.8 %

State   69.1 %

2020-2021
Proficiency

School   70.4 %

District   66.6 %

State   65.9 %

EL Proficiency

2022-2023
Percent of EL Students Reaching Proficiency

School   4.8 %

District   9.6 %

State   8.7 %

2021-2022
Percent of EL Students Reaching Proficiency

School   6.7 %

District   7.8 %

State   10.0 %

2020-2021
Percent of EL Students Reaching Proficiency

School   0.0 %

District   4.8 %

State   10.1 %

EL Progress

2022-2023
Percent of EL Students Making Progress

School   81.8 %

District   61.5 %

State   55.9 %

2021-2022
Percent of EL Students Making Progress

School   60.0 %

District   46.2 %

State   50.5 %

2020-2021
Percent of EL Students Making Progress

School   84.6 %

District   52.6 %

State   48.1 %

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.