

EDGEMONT GARDENS ELEMENTARY SCHOOL (0416)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

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
Dave Webster	Principal	<input type="checkbox"/>
Wade Leavitt	School Counselor	<input type="checkbox"/>
Michele Jolley	Classroom Teacher	<input type="checkbox"/>
Carol Larsen	Classroom Teacher	<input type="checkbox"/>
Seth Callister	Classroom Teacher	<input type="checkbox"/>
Erica Barrus	Classroom Teacher	<input type="checkbox"/>
Keva Erickson	Classroom Teacher	<input type="checkbox"/>
Jillian Sleight	PTO President	<input type="checkbox"/>
Michelle Thompson	Parent	<input type="checkbox"/>
Julie Lawson	Intervention Specialist	<input type="checkbox"/>

School Leadership Team Discussion Topics

Edgemont Elementary has multiple teams that help share leadership responsibilities. These teams are directed by the school principal and have different goals purposes.

The leadership team also called the PLC Guiding Coalition has a main focus of academic rigor, fidelity, intervention and supports and growth.

The EAGLE Team which stands for Empowering A Greater Learning Environment) also known as the PBIS/SCC team focuses on the day to day operational aspects of the school. The EAGLE Team also evaluates student behavior school-wide and assists individual teachers if they request additional support with behavior.

The Multi-Disciplinary Team (MDT) consists of special education teachers and service providers that assist students with special needs and/or disabilities. This team also has the responsibility of ensuring compliance with federal regulations and Individual Education Plans (IEP's). The MDT will assess student's referred by the CAT team for special education services.

The Child Assistance Team (CAT) consists of the school's principal, student's teachers and the school counselor. This team helps monitor students response to interventions and identify concerns in

	<p>students learning.</p> <p>The Professional Learning Community Teams (PLC's) consist of each grade level teachers. Teachers meet regularly as PLC's to discuss individual student growth and concerns as well as possible individual interventions to assist students in their learning. They also evaluate instructional practices based off of student assessment data.</p> <p>Attached in this Document you will see a communication diagram for Edgemont Elementary.</p>
<p>School and Community Discussion Topics</p>	<p>Edgemont Elementary has been continually transitioning to a higher free and reduced rate of students. The neighborhoods that are zoned for our school are aging. This is drawing in more families that struggle with income. Having the parents working so much to make ends meet they are unable or unwilling to assist their children in their learning. For many years there have been few teacher changes in the school, however many of the teachers are beginning to retire which is increasing staff changes.</p>
<p>Academic Achievement Discussion Topics</p>	<p>Please see attached file Edgemont Data.pdf</p>
<p>Student Learning Needs Discussion Topics</p>	<p>Our needs are numeracy and literacy. We use universal screeners such as the STAR reading and math assessments to identify students needs. We also use the data provided by the IRI and ISAT assessments. Teachers at all grade levels use the Core Phonics and EasyCBMs to analyze students needs and deficiencies in fluency. We use the STAR assessments 4 times yearly to identify trends and implement interventions.</p>
<p>Core Curriculum Discussion Topics</p>	<p>We currently use Math in Focus materials for all grades Kindergarten through sixth grade to teach numeracy. Grades Kindergarten through third grade use the Journeys curriculum materials. Grades four through six are reviewing research based materials that are being reviewed for adoption. Fourth through sixth grade teachers are using Expeditionary Learning materials.</p>
<p>Core Instruction Discussion Topics</p>	<p>For K-3, we target students by based on STAR and IRI scores. Based on these scores we target invention and progress monitor with easy-CBM bi-weekly. These intervention students meet in small homogenous groups with a teacher 3-5 times a week. These teachers use many curriculum based formative assessments each meeting. Felexible heterogeneous groups are used during core curriculum time to differentiate. The teacher is consently assessing and monitering student learning through questioning, student work, and more. All students get invention time for math and reading weekly. These times are used to differenicate learning for all students.</p> <p>4th -6th Core Instruction- The data that we use to guide our instruction comes from the STAR, ISAT 2.0, Core Phonics, and Easy-CBM. When we have students that are struggling to reach fluency or comprehension of the standards then we use the following strategies: small group instruction, Title I intervention, peer tutoring,</p>

	<p>teacher guided instruction, reteaching and preteaching strategies. Some 4th grade teachers do participate in walk to math classes focusing on various needs. When grouping students the method varies. We group homogeneously when students need more guidance, and heterogeneously and mixed when the needs are to share skills and ideas that are broader for differentiating instruction.</p>
<p>Alignment of teaching and Learning Discussion Topics</p>	<p>Collaboration with the same grade level is continuous throughout the year. We use our PLC time to assess, evaluate data, and discuss methods to help with our students' needs. We discuss the various subjects that are being taught and share ideas on how to meet the standards. We do optimize the opportunity to collaborate with the various grade levels to assess students' lack or holes in learning. If there is a need to discuss issues, a quick phone call or stop by the various grade level classes is how we communicate concerns. We may also find the opportunity to discuss issues with each other in the work room while copy papers. For K-3, teachers meet twice weekly to collaborate on grade level content. Teachers reach out to other grade levels, intervention specialist, and coaches during these times as well. Teachers use the standards and assessment data to talk about learning in their grade level. Teachers also use this time to target interventions for students based on assessments and state standards.</p>
<p>Universal Screening Discussion Topics</p>	<p>All students in grades kindergarten-8 are universally screened four times per year (September, November, February, May) using the STAR early literacy/reading and STAR mathematics assessments. Additional diagnostic assessments, including CORE phonics and a mathematics survey, are administered to those students who score below the 25th percentile based on national norms. After each assessment window closes, building-level teams meet to review the data and determine appropriate interventions for at-risk students, including English learners. Intervention flow charts for both reading and mathematics guide placement decisions, supplemental resources, and instructional strategies. Student assessment data is housed in Mileposts as are individualized plans for all students receiving intervention supports. To measure the success of interventions, student progress is monitored regularly and parents receive individual reports each trimester.</p>
<p>Tiered Instruction and Academic Interventions Discussion Topics</p>	<p>Academic interventions are provided in the areas of reading and mathematics. For children that qualify for an IEP, we will also have interventions in the area of writing, spelling and any other subject that may need to be addressed for student academic success. Interventions may be done daily with the assistance of Title Tutors in the classroom in small group instruction. Grade levels determine how the interventions are used to assist the foundational skill development and in core instruction. Depending on the teacher and the grade level, some interventions are pull-in while others are push out. Currently the size of most of our intervention groups include 5-6 students. Next year with school wide Title intervention, we plan on adjusting the sizes according to the needs of the students. K-3 is using Journeys into the Common Core ELA curriculum. Under the</p>

	<p>current situation with the ELA adoption for grades 4-6, most teachers are using EL as their evidence based curriculum. Math in Focus is the evidence based curriculum for math with Do the Math as the intervention curriculum. All grades teach math daily with approximately 60 minutes of core instruction with 30 minutes of intervention. The tools that we use to collect data for progress monitoring are EASY CBM's, STAR math and reading, and IRI. The students that perform below the 40th percentile are tested and monitor weekly or biweekly.</p>
<p>Learning Time Discussion Topics</p>	<p>Our school day starts at 9am Tuesday through Friday, on Mondays it starts at 10am. The school day ends at 3:05pm. The schedule includes 26 and a half hours of instructional time each week. Each teacher sets their daily schedule around intervention time and their weekly specials. Instructional time in each content area are based on recommendations from the district. The district recommends; 300 mins of reading, 150 minutes of differentiated reading, 120 minutes of writing, 325 minutes of math, 150 minutes differentiated math, and 180 minutes of social studies and science time weekly. Intervention time is planned by grade level with the intervention specialist. Students who are identified through assessments (STARR, IRI, ISAT and others) needing interventions will receive them during the differentiation time. Students receiving interventions will be progress monitored for growth. Teachers will use the progress monitor information to adjust instruction as necessary. Differentiation time is also when enrichment and acceleration of curriculum happens for those students who are identified based on assessments. All students will participate in the core reading, writing and math instructional times. There is extended day instruction for students who receive a 2 or 1 on the IRI provided before or after their regular school day. Edgemont has a posted schedule that can be found on the school website. http://www.d91.k12.id.us/edgemont/documents/dailyschedule.pdf</p> <p>The schedule includes 26 and a half hours of instructional time each week.</p>
<p>Non-Academic Student Needs Discussion Topics</p>	<p>The school counselor at Edgemont provides weekly lessons for each class centered on teaching the students to become self-regulated learners. As well, the school counselor focuses on individuals with social, emotional, and behavioral concerns through individualized counseling and Positive Behavior Intervention Systems (PBIS) call Hello Update Goodbye System (HUGS). Office discipline referrals and HUGS data is collected and tracked to monitor behavior trends and interventions being used.</p>
<p>Well-rounded Education Discussion Topics</p>	<p>In addition to the standards-based core curriculum that includes ELA, mathematics, science and social studies, students receive weekly instruction in music, art, and physical education, computer and technology and participate in weekly counseling lessons.</p>
<p>Additional Opportunities For Learning Discussion Topics</p>	<p>Not Applicable</p>
<p>School Transitions Discussion Topics</p>	<p>Each student that comes to Edgemont from a preschool program has a transition meeting with the preschool teacher and a</p>

kindergarten teacher to discuss the needs of each student.

During the month of March all 6th Grade students visit the Jr. High that the students will attend. During this tour the school counselors discuss the process for students to register for classes and other things the students will need to know.

Professional Development Discussion Topics

Professional Learning Communities (PLCs) meet weekly during contract time to provide an opportunity for certified teachers to use data to plan and adjust instruction for individual students and groups of students. Paraprofessionals receive district-level annual training on intervention programs, social-emotional learning supports, and instructional strategies as well as building-level training on an as-needed basis. Specific professional development to meet the needs of English learners is provided at the district-level (Sheltered Instruction Strategies) and the classroom level (individual coaching/training by the EL academic facilitator) for teachers and paraprofessionals. Teams of instructional coaches (one literacy and one mathematics coach per two schools) provide site-based coaching for teachers and paraprofessionals.

District-level professional development is determined by a committee of teachers and administrators that conducts a data-driven needs assessment and collaboratively determines district-wide offerings. In addition, teachers complete Individual Professional Learning Plans (IPLPs) to differentiate their own professional learning.

Building-level professional development is determined by the school leadership team after reviewing student data and completing the building needs assessment.

Participation in professional development is documented through sign-in forms and electronic record-keeping systems.

Family and Community Engagement Discussion Topics

District 91's family and community engagement policy, 618.1 - Title I Parental Involvement Policy, adopted in 2014, serves as the foundation for school-level parent involvement plans that are developed and submitted for review each year. Plans are available on school websites and are shared with parents during annual Back-to-School/Title I meetings.

Add 1 District 1 Book & Family Reading Night

Recruitment and Retention of Effective Teachers Discussion Topics

One hundred percent of teachers meet certification requirements.

Each year, a team of administrators hosts multiple in-house recruiting fairs as well as attends teacher job fairs in Idaho and adjacent states in order to recruit highly-qualified teachers to our district. An extensive portfolio of recruiting materials has been developed to provide information to interested teachers and help them understand why District 91 is a supportive environment for teaching and learning. Once teachers commit to our district, New Teacher Induction sets teachers up for success by providing foundational information about the district's academic focus,

instructional model, and resources. Building on the base established during Induction, the New Teacher Mentor program provides two years of individualized support for new teachers.

All of Edgemont's teachers meet the state certification requirements. The principal works close with the district office to recruit and hire new teachers. We have had at least 1 student teacher assisting in a classroom for the last 3 years hoping to continue recruiting high quality teachers.

Coordination and Integration With Other Programs Discussion Topics

The district's Title I-A program is developed in coordination with the Title III/State EL and migrant program so that at-risk students receive appropriate supplemental resources and support. A Memorandum of Understanding (MOU) exists between District 91 and Migrant Head Start to ensure coordination of services for preschool migrant students.

Plan Components

1. Prioritized Needs:

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.

Need Description	SMART Goal	Remove
Instruction that Engages- K-3 Reading	By the end of the 2017-18 school year, 100% of K-3 students will utilize elements of reading to read fluently and understand key details in text with 80% accuracy as measured by the state standardized testing the IRI.	<input type="checkbox"/>
Instruction that Engages- 4-6 Reading	By the end of the 2017-18 school year, all students will meet or exceed last year's percent proficient on the state standardized testing the ISAT.	<input type="checkbox"/>
Instruction that Engages- 3-6 Math	By the end of the 2017-18 school year, all students will meet or exceed last year's percent proficient and the state of Idaho's percent proficient on the Math State Standardized testing the ISAT.	<input type="checkbox"/>

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
Whole Group Instruction:	Strong Evidence ▼	Research based CORE curriculum	<input type="checkbox"/>
Small Group	Strong Evidence ▼	Research based direct instruction curriculum.	<input type="checkbox"/>

Direct Instruction:			
Intervention block- 45 minutes reading 30 minutes math	Strong Evidence ▼	Comprehension instruction using a variety of research-based and vetted materials. Research based skill specific math concept programs. Programs meet the "Positive or Potentially Positive" criteria on What Works Clearinghouse. Student progress monitoring data indicates interventions are working.	<input type="checkbox"/>
Differentiated core	Strong Evidence ▼	Based on data, differentiation occurs to meet individual student learning needs.	<input type="checkbox"/>
Instructional Coaching	Strong Evidence ▼	Teachers are a school's most essential strength. Research shows that teacher effectiveness is the number one determinant of student success. By building teacher capacity through instructional coaching embedded within the school day, instruction can be improved; thus student achievement goes up.	<input type="checkbox"/>

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

The resources needed to implement this plan are:
 Certified Teachers
 Highly Qualified Title One Tutors
 Journey's Differentiated Curriculum Materials
 Phonics for Reading, Rewards and Read Naturally curriculum materials.
 Do The Math Curriculum Materials
 District Instructional Coaches
 Intervention Specialist

4. 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.edgemont eagles.com>

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

The leadership team will meet regularly to review student data and progress. There will be a minimum of three assessment windows assigned in which all students will be tested in math and reading. We will use STAR Math Enterprise to assess all students math skills and IStation and STAR Reading Enterprise to assess our students growth in reading. The team will also monitor the grade level student grouping and the amount of movement throughout the groups. The team will evaluate essential learnings and instructional practices through implementation of the PLC process.