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

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Katie Hathaway	Parent/Teacher	☐
Evan Ricks	Principal	☐
Kate Nedrow	Teacher	☐
Sharlie Clay	Teacher	☐
Monique Lenz	Teacher	☐
Brenda Cude	Parent	☐

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need 1

SMART Goal:

Teachers will give the monthly and on demand ISIP assessments. Data from the assessments will be used to determine student intervention groups.
ISIP percent proficient ELA will increase as follows from September 2021 to April 2022.
K 39% to 70%
1st 38% to 80%
2nd 55% to 80%
3rd 65% to 75%
4th 65% to 80%
5th 77% to 90%
IRI scores targets of proficiency will be as follows:
Kindergarten – 70%
1st Grade – 80%
2nd Grade – 80%
3rd Grade – 90%

Need Description:

All teachers
K-5 will use ISIP data to form targeted interventions for students to increase reading and comprehension.

☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a*	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	Remove

					evaluated for effectiveness.	
	detailed description of who is going to do what, where, when and people involved.					
1-1	Istation	Strong Evidence	According to various studies and the Idaho State Department of Education, this commercial product effectively identifies and remediates individual student needs. www.istation.com	Ongoing review of CTM agendas and notes by the administration Continued classroom observations by administration and peers Progress monitoring through Istation, I-Ready, and other tools Evaluation of data obtained from ISIP by PLC groups and administration Data will be reviewed in weekly CTM meetings, monthly MTSS and PBIS Intervention team meetings, and during the monthly leadership meetings The guiding question will always be if students are receiving the targeted support needed for them to achieve sufficient academic growth Milestones are established by progress monitoring and ISIP data	☐
1-2	Walk to Learn/Targeted Centers	Strong Evidence	Based on data obtained from ISIP testing, students will be assigned to intervention groups/activities to address skill deficits.	Ongoing review of CTM agendas and notes by the administration Continued classroom observations by administration and peers Progress monitoring through Istation, I-Ready, and other tools Evaluation of data obtained from ISIP by PLC groups and administration Data will be reviewed in weekly CTM meetings, monthly MTSS Intervention team meetings, and during the monthly leadership	☐

				meetings The guiding question will always be if students are receiving the targeted support needed for them to achieve sufficient academic growth Milestones are established by progress monitoring and ISIP data	
1-3	Specialised direct instruction	Strong Evidence ⌄	Our students with disabilities will increase their overall reading scores on the Spring IRI assessment by 5%. The goal will be achieved through targeted intervention strategies as addressed through Walk to Learn, Istation usage, teacher instruction, and Special Education interventions. Evidence of reaching this goal will be demonstrated by Spring ISIP results or an IRI Alternative Assessment.	Ongoing review of CTM agendas and notes by the administration Continued classroom observations by administration and peers Progress monitoring through Istation, I-Ready, and other tools Evaluation of data obtained from ISIP and by PLC groups and administration Data will be reviewed in weekly CTM meetings, monthly MTSS Intervention team meetings, and during the monthly leadership meetings The guiding question will always be if students are receiving the targeted support needed for them to achieve sufficient academic growth Milestones are established by progress monitoring and ISIP data	☐
1-4	Use ISAT interim assessments to prepare students for state testing.	Strong Evidence ⌄	Teachers in grades 3-5 will begin giving interim assessments for ISAT and use the information to re-teach missing skills of to students. Outcome of student growth on Spring ISAT will be the measure of success. Based on the three year average on ELA assessment, grades 3-5 will increase in percent proficient at least 15%. 3rd grade 43% to 70% 4th grade 58% to 65% 5th grade 56% to 67%	School team will review scores and make necessary adjustments to teaching.	☐

			For math: 3rd grade 58% to 66% in 4th grade 4th grade 80% to 82% in 5th grade 5th grade 61% to 65% in 6th grade		
1-5	Students will take interim ISAT block assessments prior to the ISAT testing window.	Strong Evidence ⌄	The State of Idaho has been collecting data on schools that are performing well on the ISAT have been taking the interim block assessments.	As the block assessments are given, teachers can review the student scores and tech the students the concepts that they were deficient in. This will be monitored by the administrator and meeting with the grade level teams. Final ISAT scores will be monitored to demonstrate effectiveness.	☐

Need 2	**Need Description:** Have a safe, supportive and collaborative culture where all stakeholders have a voice.	**SMART Goal:** We will increase our proficiency in the High Reliability School framework Level 1: Safe, Supportive, and Collaborative Culture in our building. This will be accomplished by establishing a safety plan in case of emergencies (Standard Response Protocol) providing for teacher input in the decision-making process through a school leadership team providing time for teacher collaboration by using a master schedule utilizing productive grade level team meetings to meet all students' individual needs in both ELA and math (Structured Agenda) celebrating and acknowledging accomplishments This goal is in conjunction with district wide improvements and is being supported by our Idaho Mastery Based Education Exploratory Grant we received for the 2020-2021 school year. This grant gives us access to surveys to provide us data for improving our school culture. The district is also providing professional development through training presented by Marzano Resources trainer Mike Ruyle. Additionally, our school will be using the Marzano Proficiency Scores that have been uploaded in our online instructional program, Canvas. Our goal is to progress through Level 1 by the fall of 2021.	☐ 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	Standard Response Protocol	Strong Evidence ⌄	The Standard Response Protocol is a national program developed by the i love u guys Foundation.	The protocol, which is a district wide initiative, will be reviewed by all staff and implemented	☐

2-2	High Reliability School's Level 1 Certification	Strong Evidence ⌄	Ashton Elementary will be going through the process of certifying Level 1 this year. This will ensure we provide a safe, supportive, and collaborative culture for our students, staff, parents, and community.	Marzano Resources will be conducting the surveys, analysing the results, and providing consultation to our school.	☐

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

The resources are available that we need to implement the following intervening and enhanced education. Teachers will use variation of strategies that are grade level appropriate to use interventions which may include Read Well, Read Naturally, Istation, Blow the lid off Phonics, Do the Math, Touch Math, PALS, Equip for Reading Success, Language for Learning, Thinking and Writing and Project Lead the Way.

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

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

http://sd215ash.ss4.sharpschool.com/

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

Administrator and team members will review data from various resources but focus on I-station and I-ready. When the ISAT interim assessments are given the team will review scores to determine the gaps needed to prepare students for the ISAT.

School will work towards HRS Level 1 Certification through Marzano.

The team will monitor PLC minutes to determine the extra support needed for individual students.

Key milestone data will be taken in each quarter from IRI, ISIP, I-ready and classroom observations. Data will be shared monthly with the teachers and students