BRIDGEWATER ELEMENTARY SCHOOL (2518)

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
Cara McCartney	Principal	☐
Angie Udy	Instructional Coach	☐
Ted Stillman	Counselor	☐
Alice Ann Madsen	Teacher	☐
Nicole Likes	Teacher	☐
Wendy Carroll	Teacher	☐
Kristen Blakley	Parent	☐
Lindsey Smith	Parent	☐
Kim Lee	Parent	☐
Taylor Browning	Teacher	☐
Natalie Brooks	Paraprofessional	☐

Needs Assessment

School Leadership Team	Cara McCartney, the principal, chairs the team. Decisions are made through a democratic process. The team meets every Monday afternoon. The principal communicates with district leadership in administrative meetings as well as overall staff meetings. As a school-based Leadership Team, data is reviewed and student progress discussed during each meeting. Discussions are held to additionally plan specifically how to meet progress goals. Formative and summative student data such as STAR Reading, STAR math, CFAs, and ISATs, and iStation data are analyzed. The summative data is used to make decisions about which students have made their goals and which students have not. If students have not made their goals, additional steps are taken. All decisions are based on evidence. All members of the team and individual teachers are responsible for communicating with staff, families, and stakeholders. The website is used to communicate school news. Communication is also done through newsletters.
School and Community	The school community is comprised mainly of Caucasian and Hispanic families. The free and reduced lunch

	population is 52.94%. There are several new businesses to the area that have reduced the unemployment rate. Out of 504 students, 109 are direct compliance, 155 are free lunch through application, 36 reduced through application. We have 10 students identified as homeless, and 10 migrant students. There are 101 students with limited English proficiency and 25 gifted students. The rising student population in our area has adversely impacted our school community by increasing class size and the student to teacher ratio. Our school has utilized all rooms available and hired teachers in an attempt to reduce the class size. Attendance is also adversely affected. The rent in the community has increased recently. This has impacted the amount of discretionary income available to families. The school has made attempts to be very welcoming to families by utilizing family nights at the school to increase family involvement as well as educational opportunities. As a staff much of our communication is done in both English and Spanish.
Academic Achievement	Proficiency Scores IRI Data Grades 2017 2018 2019 K 96 100 62.7 1st 70 73.8 82 2nd 71.9 75.4 73.3 3rd 75.9 80.3 76.4 ELA ISATS Grades 2016 2017 2018 2019 3rd 32.1 38.8 36 51.9 4th 33.9 39.6 44 40.9 5th 53.4 58.3 56 51.4 6th 45.6 54.4 66 32.0 MATH ISATS Grade 2016 2017 2018 2019 3rd 50 35 45 41.8 4th 41 43 30 25.8 5th 28 35 30 27.1 6th 40 43 33 30 Bridgewater's data has shown that our students with disabilities are growing in ELA, but not to the extent of meeting adequate proficiency of closing the gap of 35% or below. The writing claim is our weakest area. All students identified are below standard.
Student Learning Needs	We analyze and track academic trends starting from Kindergarten to understand where gaps begin. Each grade

level meets with the grades preceding and the grades proceeding (Vertical Teaming) to identify standards that are essential to learning and discuss where we can focus and improve. Every six weeks, Data Board meetings with grade-level teams are held to review individual student data and to identify trends within specific classrooms. Last year the data demonstrated that many students show weakness in vocabulary, grammar, phonics, reading comprehension, and written language abilities. Other weaknesses include number sense and math fact recall. One of the root causes is that our population at Bridgewater consists of a large group of EL students as well as a high poverty group. The team has identified that many students lack conversation in the home which, greatly impacts the students' abilities to communicate in verbal and written form. Many of our students come into Bridgewater with deficits in ELA and in Math.
The Leadership and RTI teams are working to identify specific student needs and finding a specific curriculum to support those independent needs.

Core Curriculum

Houghton Mifflin curriculum is being used for reading. Math in Focus is the math curriculum. Lucy Caulkins is available in addition to the PEG writing curriculum. All curriculum materials are research and evidence-based. As a school, we are working on developing Unit Plans that include our essential standards. Each grade level has been asked to utilize RTI time for students requiring specific interventions and teams are working toward additional collaboration opportunities as they build Units. Common formative assessments are in the process of being created within grade-level groups as Units are being developed. The principal does walk-throughs and formal JPAS interventions to monitor the use of curriculum and grade-level appropriateness.

Core Instruction

Teachers adjust their instruction to the extent that it is needed to address student needs and state standards. Differentiation is used in lessons to address needs based on assessment data. Common formative assessments, end of unit tests, STAR assessments, state tests (ISATS and IRI) and curriculum assessments are used to determine student needs. Students are grouped depending on their academic needs. Some groups are heterogeneous and some are homogeneous. Each grade level team has been asked to schedule their RTI time in like blocks to utilize the option to mix classrooms to specifically target students level of need. We also provide a 30-minute session for our EL students to receive language intervention on Imagine Learning. This time is utilized to address student needs and provide them with opportunities to meet academic proficiency. Teachers develop small group lessons to address student gaps. There

	is also a protected 90 minutes during each day in which students cannot be pulled for other services and must remain in the classroom for instruction. Some teachers do walk to reading and small groups for math. Vocabulary programs are being utilized to increase academic and domain-specific vocabulary.
Alignment of teaching and Learning	All grade level teachers align their classroom instruction to the Idaho Content State Standards. Teachers collaborate once a week in PLC meetings for 90 minutes to discuss teaching and learning expectations in their grade. Each team is working on developing units of study to align to essential standards. They also meet with the preceding and proceeding grade levels to address expectations. Common formative assessments are developed and used at each grade level to assess student learning. Teachers are using the grade-level state standards and testing data to drive instruction as we are working toward providing a consistent learning experience within the grades. Teachers from various grades collaborate once a trimester to address learning progressions across grade levels.
Universal Screening	Our school identifies all students for literacy strengths and weaknesses by using STAR reading and iStation. We additionally screen all students for math using STAR math assessments and ESGI. We administer these assessments once a month for grades K-3 and every six weeks for grades 4-6 as opposed to the required three times a year. We use the results to identify who is at risk, on level, or which students benefit from enrichment opportunities. The PLC process allows teams to closely monitor students to ensure that their academic needs are being met. All of the student benchmark scores are in EduClimber, as well as the tracking of students that are receiving extra support with interventions and progress monitoring. Data is shared with families at parent-teacher conferences or when areas of concern arise. All incoming Kindergarten students are screened with the "Get Ready to Read" screener. The screener is used to determine if they may need additional support. If they receive a score of 5 or less, they are invited to attend summer school. All students whose parents indicate on their registration packet that English is their second language will be screened with the WIDA placement test and any student who scores below proficient will receive support using Imagine Learning. Student scores are stored where students, teachers, and parents can view the results and track student progress. Students who are socially/behaviorally at risk will be brought before the Multi-disciplinary team (MDT) if and when behavioral techniques have been exhausted in the classroom setting and continue to impact the learning of themselves or classmates. The MDT may consider

	proposing additional formal testing to determine if additional support may be needed or impacting their academic success.
Tiered Instruction and Academic Interventions	Academic interventions are provided in math and literacy. They are provided daily during a school-wide RTI time. Title I aides are utilized in the classrooms at this time to provide support for small group instruction. The groups range from 5-8 students per instructor. Evidence-based programs that are being utilized are: Soar to Success, Showtime, Motivational Reading, Leveled Readers from Houghton Mifflin, LEXIA, Imagine Math and Imagine Math Facts, Imagine Learning, Freckles, Phonics First, Novel groups and Literacy circles. These programs provide guided instruction for the grade level interventions. Imagine Learning supports the needs of students from diverse cultural and linguistic backgrounds, (ELL). Teachers, paraprofessionals, Title I teachers and volunteers (Paras and volunteers are trained by the teachers) are utilized to provide instruction. The teacher plans the instructional activities and evaluates the achievement of students. Progress is monitored using STAR, CFAs, and IRI. Progress monitoring takes place every 4-6 weeks. Some teachers progress monitor fluency on a bi-weekly basis. Teachers, the RTI team and administrators participate in the process. All students receive progress monitoring. Students with lower proficiency scores are monitored more frequently.
Learning Time	There are 174 days in the school year. School begins every morning at 8:15 and ends at 2:50. (Monday, Tuesday, Thursday and Friday) On Wednesday, school begins at 8:15 and ends at 1:24. The daily school schedule is built so that each grade level has 90 minutes of protected time for ELA. Title One paraprofessionals provide support for 30 minutes by pushing into the classroom. There is extended learning time for kindergartners who are not obtaining proficiency. Extended learning opportunities to provide a well-rounded education are provided in the form of field trips and assemblies. All students in the school have access to musical education and playing instruments. Our 4-6 grade students learn to read music and play the violin once a week for an hour. Our school district has a GATE program which is an accelerated enrichment program for 4th-6th grades. Students are tested for the GATE program and if qualified, students attend the GATE program every Tuesday. Internet-based programs that can be utilized at home, such as Lexia and Imagine Math are being used to extend learning opportunities for students. ESGI testing, STAR tests, ISAT scores and IRI scores, and assessment data, along with teacher recommendation determine who participates in the extended learning time. The students who participate in extended learning time also have daily access to grade-level

	content standards. Assessment data is analyzed to determine if the extended learning time is sufficient. Summer school is part of the intervention process.
Non-Academic Student Needs	Our school has a counselor that provides whole class, group, and individual sessions. When our counselor does whole class instruction he addresses mental health issues. We have seen a rise in suicidal risks with our upper grade students. We have the HOPE squad to address bullying issues and suicidal thoughts. Teachers also use reading buddies to mentor younger students. We utilize volunteers to assist with academic student needs.
Well-rounded Education	We have a PE and Music teacher that teach every class once a week for 30 minutes. Within our music program, all students have access to musical education and for grades 4-6 students play instruments. We applied and received grant money to purchase a set of violins so that students in 4-6 grade are able to learn to read music and play the violin. Violin is taught for those students for one hour each week. Our school district additionally has a GATE program which is an accelerated enrichment program for 4th-6th grades. Students are tested for the GATE program and if qualified, students attend the GATE program every Monday. We also provide a variety of electives on a weekly basis to students to enrich the curriculum in other areas. Teachers in grades 1-6 design, create and give instruction on the electives which are based on student interest. There is also a robotics program to provide learning opportunities in STEM areas.
Additional Opportunities For Learning	Bridgewater offers a Robotics Club and Drama Club weekly.
School Transitions	Bridgewater Elementary hosts a Kindergarten round-up in the spring for children that will be attending Kindergarten in the fall. During this meeting, children are able to participate in a Ready to Read Screener and may be invited to attend summer school if needed. There is a summer school for students in grades 1-3 who score at a deficit on the IRI assessment. There is a Title I kindergarten program to prepare students for first grade. This program is provided 1/2 day and the students get 1/2 day of regular kindergarten. Students throughout the school year may participate in a lunch bunch group. The lunch bunch group gives struggling students an additional opportunity for support in basic letter names and sounds. We take our 6th grade transitioning students to the middle school for a tour and orientation. A transitional team from the middle school comes to the elementary school to discuss expectations an schedules. Our students in 5th and 6th grade can participate in the middle school orchestra. The 6th grade teachers rotate students for instruction in specific academic areas.
Professional Development	Bonneville's Department of Curriculum and Instruction, along

	with our Federal Programs Department, is committed to the ongoing professional support and growth of teachers and paraprofessionals. Educators working in Bonneville School District 93 are provided with professional development opportunities, including workshops, collaboration, and mentoring in an effort to enable all students to meet or exceed academic standards. All teachers attended a Solution PLC Conference held during our first working week prior to the start of the year. Teachers K-3 attended a Phonics First training for three hours, and Unit planning from the instructional literacy coaches from the State Department. Additionally, the Title 1 and EL paraprofessionals attend three training sessions a year to enhance their knowledge of curriculum and instruction. The Special Education paraprofessionals have multiple trainings that they attend during the school year. The BI Pros and PSRs attend monthly trainings. The Professional Development money (via the state), Title 1 and Title II funds are dedicated to professional development. These monies have provided trainings to our staff in areas such as: Best Grading Practices, CFAs, Instructional Coaching, PLCs, RTI, Visible Learning, classroom management strategies, curriculum development, and Summer Institutes that focus on best practices.
Family and Community Engagement	We have a District Parent Engagement Policy, and each Title I school has a Parent Engagement Plan as well as a Parent/School Compact. These are reviewed each year. The district invites parents from each Title I school at the beginning of each year to review the District Policy. Each school invites parents to review their Plan and Compact at some point during each school year. The District Parent Engagement Policy is displayed on the school district website for patrons to view. The Parent Engagement Plan and Parent/School Compact are sent home once a year after they have been reviewed. Our school has Title I family nights that focus on academic areas. Families are invited to come on the Literacy night and participate in a variety of activities. They can also come on the STEM night and participate in many activities.
Recruitment and Retention of Effective Teachers	Currently, 100% of the teachers in Title One schools in our district are certified and highly-qualified. The training that the district provides includes Tools for Teaching, Love and Logic, JPAS, and a required class that focuses on best practices. Each new teacher is assigned a mentor to guide them through the first 2 years. Our school district holds a job fair at least twice a year which focuses on finding highly qualified teachers and paraprofessionals. Teachers are encouraged to attend many of the State training put on by SESTA which stands for Special Education Support and Technical Assistance team. The support aids and assists in

| Coordination and Integration With Other Programs | The Bonneville School District Title One Program coordinates with the following:
Federal Lunch Program- Out Title I program coordinates with the Federal Lunch Program to provide breakfast and lunch during our various Federal Programs Summer Schools.
FISH- This program provides school supplies for students that are in need of them.
Career on Wheels- This program exposes 6th grade students to post-secondary career opportunities.
HOPE Squad- This program provides peer mentors for students that may be struggling with bullying issues & suicidal thoughts.
Homeless- A portion of our Title One money is set aside to assist with our homeless population. This money pays for a district Homeless Coordinator who purchases school supplies, clothing, bedding, transportation to school, and assures that all students can participate in any school function, i.e. school activities and trips. Our homeless coordinator homeless families information to access state and federal support for additional services outside of the school day. |

Above row continues from previous page: the retention of Special Education Teachers as they gain the necessary training and feel accomplished in their ability to grow professionally.

Plan Components

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

Prioritized Needs

Need 1

Need Description:

We need to improve vocabulary/reading comprehension.

SMART Goal:

Our spring 2019 scores on ELA ISAT 4-6th grade were 44.4% combined for proficient and advanced. This will increase to an overall proficient and advanced level of 60%. During the year teachers will monitor growth by their Common Formative Assessments designed by teachers by grade level.

Remove

Evidence-Based Interventions: Discussion Topics

#	**Intervention Strategy** *Please include a detailed description of who is going to do what, where, when and people involved.*	**What evidence level of criteria does this strategy meet?**	**How the intervention meets the definition of "Evidence Based"**	**Describe how the intervention will be monitored and evaluated for effectiveness.**	**Remove**

1-1	We will continue to use differentiated small group instruction to target student needs in identified areas. We are using Imagine Learning, Motivation Reading, Rewards and LEXIA. During our monthly PLC time, we will share teacher ELA strategies used in the classroom.	Moderate Evidence ▾	What Works Clearinghouse shows evidence of Researched Based Instruction for Houghton Mifflin and Lexia.	Teachers will monitor students progress.	☐
1-2	Specific vocabulary instruction will be used at each grade level to teach academic vocabulary on word walls or anchor charts for weekly review and use.	Moderate Evidence ▾	John Hattie reports the impact of vocabulary as an effect size of .62.	Teachers will monitor students progress.	☐
1-3	ISAT interim testing as whole class instruction will take place throughout the school year to address standards based assessment.	Strong Evidence ▾	Black and Wiliam (1998b) argue that formative assessment, properly employed in the classroom, will help students learn what is being taught to a substantially better degree. They support this argument with evidence from their research review (1998a), a meta-analysis in which they conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).	Teachers will use ISAT interim scores to evaluate effectiveness.	☐

Need 2	**Need Description:** We need to improve our writing skills	**SMART Goal:** In the 2019-2020 school year, teachers began the process of having grade-level teams incorporate writing into Unit development. Conversations about writing have begun to take place during PLC time. Teams have begun to create CFAs looking specifically at writing and using a rubric to score writing pieces to measure student	☐ Remove

growth. Teams will be asked to align the rubrics to the ones similar to how ISAT writing is measured.

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	Specific Writing instruction - Teachers will develop a Common formative Assessment rubric written by our teachers at each grade level to address student grade level writing skills. Students will be expected to write sentences every day. Our district does not have a specific program that fits all the needs of a writing program we will use a combination of the following: Lucy Caulkins, Houghton Mifflin, and Easy Gammar.	Moderate Evidence ▼	According to the What Work Clearinghouse teaching students to use the writing process for a variety of purposes has strong evidence of improving writing skill.	Teachers will monitor students progress.	☐
2-2	ISAT intrerim testing as whole class instruction will take place throughout the school year to address standards based assessment.	Strong Evidence ▼	Black and Wiliam (1998b) argue that formative assessment, properly employed in the classroom, will help students learn what is being taught to a substantially better degree. They support this argument with evidence from their research review (1998a), a meta-analysis in which they conclude that student gains in learning triggered by formative	Teachers will use ISAT interim scores to evaluate effectiveness.	☐

	assessment are "amongst the largest ever reported for educational interventions" (p. 61).		

Need 3

Need Description:

We will strengthen our RTI process

SMART Goal:

Within the 2019-2020 school year, the RTI process has become an essential component. Every six weeks data board reviews sessions are held. The RTI team is active in their meeting schedule and met every week for the first two months of school to hone practices, paperwork, and how to work with teachers to identify specific interventions with struggling 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
3-1	We will be working on a master schedule to be implemented in the fall of 2020. This will help grade levels have a common RTI time for ELA & Math	Strong Evidence ▼	A study by Marzano in 2003 reported the significance of a viable curriculum. A guaranteed and viable curriculum (GVC) ensures that all students have an equal opportunity to learn (OTL). Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class.	Principal and leadership team will create a master schedule.	☐
3-2	We will increase the efficiency of our RTI groups. We will benchmark all students every 6 weeks and meet in intervention teams which includes:	Strong Evidence ▼	According to John Hattie, RTI has an effect size of 1.29.	Principal will meet with grade level teams, Instructional Coach, and	☐

| | principal, Instructional Coach, Special Education Teacher, and grade level team to review current data boards and adjust groups and intervention plans according to student data. | | | | Special education teacher. | |

Need 4

Need Description:

General achievement levels need to increase for the targeted subgroup of students with disabilities to decrease the gap in proficiency scores between the subgroup and the general population.

SMART Goal:

Working as a school PLC we will decrease the gap in achievement scores for the subgroup of students with disabilities in ELA ISAT from 35.8% to 35% or below.

☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
4-1	Conference with current teachers informing them of the previous achievement level for students in their class in these subgroups.	Strong Evidence ▼	According to John Hattie's work Teaching: Focus On Implementation Method Implementation Using School-Wide Teaching Initiatives Interventions for students with learning needs has an effect size of 0.77;	Monitored and evaluated by the building principal during walk throughs and teacher evaluations. PLC teams will discuss SWD students in collaboration mtg. documented on PLC meeting minutes. During early release days and data days teachers will evaluate student data, classroom scores, assessment and growth.	☐
4-2	Teachers will implement additional instructional strategies designed	Strong Evidence ▼	Hattie indicates Vocabulary programs have a 0.62 effect size rating. Teaching:	During early release days and data days teachers will	☐

to target the learning needs of this subgroup in at least 1 lesson per week. Instructional strategies will be taken from the "Go To WIDA Strategies", Sheltered Instruction Observation Protocol (SIOP), and "Best Practices at Tier 1 for Elementary Schools". Specific strategies should be included for posting and explicitly teaching content and academic vocabulary. In addition, teachers should implement metacognitive strategies such as think alouds, problem solving, organizational tools , teacher modeling during instruction, clarifying, questioning, visualizing, planning and goal setting.		Student Learning Strategies Learning Strategies Practice testing has an effect size of 0.54. Teaching: Student Learning Strategies Learning Strategies Strategy to integrate with prior knowledge has an effect of 0.93 Teaching: Teaching/Instruction Strategies Strategies Emphasizing Feedback has an effect of 0.70 Meta-cognitive strategies have an effect size of 0.60	evaluate student data, to evaluate and inform instructional strategies and student needs groups. This will be documented, monitored and evaluated by the principal in reviewing PLC minutes and in instructional walk-throughs and classroom observations.	
4-3	Monthly, progress monitoring in reading will guide instructional decisions reflected in flexible grouping for intervention groups. Instruction will be targeted to specific skills during intervention time.	Strong Evidence ▼	According to Hattie's research properly implemented Response to Intervention has an effect size of 1.29, and Learning goals vs. no goals has an effect of 0.68. The Jordan Teacher Evaluation Handbook indicator 53 states, " "Effective teachers monitor student achievement constantly. Monitoring	Student results will be monitored by staff through Interim assessment block reports from ELA reviewed by the PLC. Spring Summative 2020 ISAT scores will be compared to 2019 Summative ISAT scores for Students with Disabilities subgroup.	☐

| | allows them to make instructional decisions to adjust classroom activities based upon student need and performance. Such adjustment allows students to succeed at a consistently high rate." | Teachers consistently monitor students' progress and principal provides supervision of instruction. | |

Need 5

Need Description:

After reviewing Spring 2019 IRI scores in grades K-3, 26.4% students in grades K-3 were reading below grade level proficiency. We will work on improving core instruction at Tier one. Our goal is to get to 80% proficiency using data driven decision making. This will make Tier 2 and 3 more manageable for growth and filling in the gaps.

SMART Goal:

Bridgewater will decrease the # of 3's & 2's on the IRI scores in Kindergarten - 3rd Grade by 6.4% on the spring 2020 benchmark.

☐ 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
5-1	Lexia (or other state provided program, Istation) will be used to provide interventions for students who are below grade level in reading proficiency, in grades K-3. A yearly intervention will be a minimum of 30 or 60 hours and more if needed to reach grade level proficiency.	Strong Evidence ▼	Based on WWC.org it received potential positive rating. Evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Lexia data	☐
5-2	Specific vocabulary instruction will be used at each grade level to teach academic vocabulary to support learning standards.	Strong Evidence ▼	John Hattie reports the impact of vocabulary as an effect size of .62.	Teachers will monitor students progress.	☐
5-3	Phonics First	Promising Evidence ▼	Phonics First Reading and Spelling system, an IMSLEC	Teacher will monitor	☐

			Accredited MSL program developed by RLAC, is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and ELL readers.	students progress.	
5-4	Waterford will be used in Extended Day Title I Kindergarten.	Promising Evidence ▼	Waterford Early Reading Program™ was found to have potentially positive effects on alphabetics and no discernible effects on comprehension.	ESGI	☐

Need 6

Need Description:

After reviewing Spring Math ISATs for 2019, scores in grades 3-6, 32.2% scored proficient or above. We will work on improving core instruction at all three Tiers using data driven decision making.

SMART Goal:

We will increase our Math proficiency scores on the 2020 ISAT by 7.8% for grades 3rd through 6th.

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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**
6-1	We will work on a master schedule of protected time for core instruction. We will block out 60 minutes for math to ensure instruction of a	Strong Evidence ▼	A study by Marzano in 2003 reported the significance of a viable curriculum. A guaranteed and viable curriculum (GVC) ensures that all students have an equal opportunity to learn (OTL). Each student will have access to an effective or highly effective teacher, and access	Principal will monitor through walk through observations.	☐

	guaranteed viable curriculum.		to the same content, knowledge and skills in each section or class.		
6-2	Teachers will use the ISAT Interim Assessments to guide instruction and provide more practice of performance tasks.	Strong Evidence ▼	Black and Wiliam (1998b) argue that formative assessment, properly employed in the classroom, will help students learn what is being taught to a substantially better degree. They support this argument with evidence from their research review (1998a), a meta-analysis in which they conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).	Teachers will use ISAT interim scores to evaluate effectiveness.	☐
6-3	Imagine Math Facts	Strong Evidence ▼	Strong evidence is shown by results by Berret & Carter, 2017.	Teachers will monitor students progress in the program.	☐
6-4	Imagine Math	Moderate Evidence ▼	Moderate evidence is shown by Texas SUCCESS Comprehensive Report, 2013-2014.	Teachers will monitor students progress in the program.	☐

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

We will use our mobile computer labs to implement the plan. We are going to plan for 90 minutes protected time for Reading to teach strategies. We will provide 30 minutes of reading intervention time focus targeted skills students need. We will utilize our Title One aides during this time to differentiate and instruct groups.

Intervention materials needed and not currently readily available include offline resources that address targeted skill groups especially for upper grades to manage the 2 week sessions of targeted instructional time.

Intervention programs that can be used in differentiated instructional groups which we already have include: Lexia, Waterford, Success Maker, Moby Max, Imagine Learning, Imagine Math, Phonics for Reading,ReadWorks, Read Naturally (server based), and Soar to Success in limited grade levels and/or in coordination with other schools for materials.

Determine core writing instructional curriculum, essential standards, and specific supports.
Writing rubrics established in each grade level and developed to correlate to Idaho State writing standards by comparing to

given samples of grade level student work.

Share with faculty the WIDA strategies and other ELA intervention/ differentiation strategies

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

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

http://www.bridgewaterbulldogs.org/

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

Students will participate in common formative assessments once a trimester with provided rubrics. We will also use the IRI and ISATS to evaluate for effectiveness.

Teachers will be using common formative assessments and progress monitoring. The school Leadership team will monitor benchmark assessments to make adjustments in the materials reviewed during professional development sessions of PLC.

Individual elements will be monitored and evaluated by the building principal during instructional walk-throughs and teacher evaluations.

Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—

      A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and

      B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and

7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

b. Establishing an on-going drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace;
2. The grantee's policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and employee assistance programs; and

4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

1. Abide by the terms of the statement; and

2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable

2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).

3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR

4. The applicant will adopt and use proper methods of administering each program, including:

a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.

b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.