

HENRYS FORK ELEMENTARY (0290)

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
Nancy Griffel	Principal
Chad Angell	Assistant Principal
Heidi Stutzman	Instructional Coach
Sarah Everill	Teacher and Parent
Alexandria Atherton	Teacher
Brenda Briggs	Teacher
Stephanie Forbush	Teacher and Parent
Robin Grant	Teacher
Tate Swensen	Teacher
Amy Braach-Hart	Teacher
Bret Hart	Teacher
Michelle Caufield	School Counselor
Gabriela Clark	EL Coordinator
Jarris Scollick	Parent

Needs Assessment

School Leadership Team

Henry's Fork Elementary School's leadership team consists of teachers, SPED teacher, a parent, and administrative representatives. An agenda is made for each meeting, and discussion items are based on the plan. The team meets regularly using a common agenda which is sent to the team before the meeting. Majority voting is used to make team decisions after data and integral information is presented. Notes, along with attendance from each meeting, are kept by a team member. Information from the meetings is then communicated to staff members by way of Collaborative Team Meetings. The

principal communicates items from the leadership team back to the district administration, and vice versa, in monthly administrator meetings.

The administration provides different kinds of reports that the Leadership Team uses to analyze student achievement data during grade-level CTM. These reports come from the online reporting system through TIDE, IRI, ISIP, i-Ready reports, and classroom formative and summative assessments. Since the team is made up of representation from each grade level, the student achievement data information is then shared with other teachers during CTM meetings. Decisions are based upon data gathered through legitimate and validated sources (state, district, curriculum created, etc. sources) that are gathered consistently.

School and Community

Henry's Fork Elementary has a student population of 556. Less than 1% of the population is made up of Native Americans. 23% of the student population is Hispanic, and 76% is White. 49% of the student population is female, and 51% is male. The free and reduced lunch count is 72%. Henry's Fork Elementary is located in St. Anthony, a city in Fremont County, Idaho. The city population was 3,540 at the 2010 census. St. Anthony is a community surrounded by farmland and enjoys the benefits of tourism due to the St. Anthony Sand Dunes and its closeness to Island Park and Yellowstone National Park. St. Anthony is home to two major Idaho correctional facilities. The major employers of the community are city and county governments, school district, and the Idaho Department of Corrections. Unemployment is 3% which is below the national average. The cost of living is 14% which is also below the national average. The school has made a concerted effort to involve the community and parents in school activities. Because of our proximity to BYU-Idaho, we have high turnover in teachers and paraprofessionals some years. The hired replacements have all been highly qualified professionals.

Academic Achievement

Henry's Fork Elementary uses state testing to gauge academic achievement in reading and math. For Language Arts, kindergarten through third-grade students are tested using the IRI in the fall and spring. We use the optional winter testing as well. On average 68.9% of kindergarten through third grade scored proficient on this test spring 2021. This is in comparison to the spring 2020 assessment in which the Kindergarten through 3rd grade students scored 67.7% overall. ISAT scores show 39.5% proficiency for ELA for 3rd and 4th grades combined.

We are currently using i-Ready in all grades K-5. Math ISAT scores showed 42% proficiency for 3rd and 4th grades. Also, we are using Istation, Imagine Math, Imagine Learning, Reading Eggs, and i-Ready, to support learning and focus on skill deficits of students.

Student Learning Needs

We provide established academic interventions for reading and math. These interventions are based upon students' needs as determined by testing within the curriculum, on standardized tests, and by software programs purchased specifically to address targeted assistance (i.e., Istation, I-Ready, Imagine Math, Imagine Learning, etc.). Each of these programs and the curriculum has been chosen because of their correlation to the State Core Standards. This information is reviewed during grade level teacher collaboration meetings, which is an effective practice as noted by John Hattie's effect size of 1.57, to identify the best strategies and programs to help all students, including Students with Disabilities (SWD),

EL, GATE, and other categories. All grade levels have scheduled 45 minutes of interventions Monday through Thursday for reading and/or math. These interventions are in addition to the Core Curriculum that is taught to each student. All grades have developed the Walk-to-Learn schedule in their grades for intervention and are using a PDSA form for groupings based upon student scores on the ISIP to provide additional supports for our SWD grouping. All students receive assistance according to their tier and targeted needs, and tiered interventions are administered through paraprofessionals and grade level teachers. Most of the interventions occur within the students' classroom with the push-in model, except for the Walk-to-Learn, Speech and Language interventions, EL interventions, and SWD interventions. To decrease the student to adult ratio, the Paraprofessionals are scheduled for a specific grade at a specific time.

The district initiated the use of Canvas for students to receive instruction in the event of school closure due to COVID. Teachers can video instruction for all students in their classrooms. Students can access all online programs at home with individualized login. Parent can access grades directly from Canvas.

Additionally, peer tutors from the high school, BYU-Idaho students, and community volunteers decrease the number of students in groups to from 2 to 6 students per center. Several of our programs are chosen specifically for their efficacy for their target population (i.e., EL students will use the Rosetta Stone, Imagine Learning, Istation, etc.) All intervention are planned for and supervised by certified staff. Certified staff plan on working with those who have the greatest need. The Istation and I-Ready program are both intended for progress monitoring. Students who are below proficient are monitored for progress on a weekly basis. This data is reviewed by the grade level teams in their Collaborative Team Meetings.

Core Curriculum

Our district adopted Houghton Mifflin Journeys in the 2016-2017 school year. We currently use the Journeys program as well as Step Up to Writing for a complete ELA program. Our Math curriculum is Ready Classroom from i-Ready which was adopted this school year. Our district has provided professional development for the Ready Classroom math curriculum as well as Houghton Mifflin Journeys and Step Up to Writing to help teachers and staff implement these new programs with fidelity. Each program is taught K-5 in sequential order. Both programs were determined by the Idaho State Department of Education to be aligned to the state standards, and are supported by both evidence and research to be effective. Both are on the official list of acceptable curriculum. Further evidence for this can be found at: https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf for Journeys and:

Students in tier 2 and 3 receive extra support with the Journeys and Ready Classroom program as needed using the supplemental and intervention materials and during Walk To Learn time. Core Curriculum instruction and delivery is monitored by administrative walkthroughs. Weekly assessment data can also show fidelity to the curriculum.

Core Instruction

Journeys 2017 was adopted in July 2017. All Core ELA instruction is from this curriculum. Ready Classroom was adopted this school year for math instruction. Using ISIP, IRI, ISAT, i-Ready diagnostic assessment, and other formative, summative, and diagnostic assessments teachers determine their

students' needs. The groups are based on teacher's discretion and ability level, which can be homogeneous, heterogeneous, or mixed ability groups. This targeted intervention approach is also used in our Resource Special Education classroom and in our Life Skills classroom to focus upon the specific needs of these subgroups. Our EL students receive the above targeted intervention, along with additional targeted assistance on Rosetta Stone, Imagine Learning, Imagine Math, and small group instruction. We use differentiated instruction to help our students become successful learners. Collaborative Team Meetings also help to determine weaknesses and strengths within our curricula and our students.

Alignment of teaching and Learning

Teachers meet once or twice a week with grade level teams to align, collaborate, and discuss learning across grade levels. Discussion topics include how the curriculum addresses Idaho's content standards, background knowledge of students, and prerequisite skills necessary for achieving grade-level success. All students receive the Core Curriculum at their grade level. All are then assessed to determine mastery and needs. Teachers meet from each grade level for both the MTSS Intervention team and the School Leadership Team to discuss needs, professional development, interventions, and instruction across the grade levels.

Universal Screening

Our current screenings are the IRI, MCOMP, MCAP, and MAZE, iReady, and ISIP cut-scores (Istation). Kindergarten screeners were administered this year to help identify students needing possible supports. One of our screening tools for ELA is ISIP (Istation) for language. We will also be using the I-Ready program for math in preparation for an additional K-5 math screening. The students are given a diagnostic screener three times a year in September, January, and May. They also take progress monitoring screenings every month. The tools that are used have a cut score to determine which students are at-risk. English Learners are assessed yearly using the WIDA.

We have clear and decisive guidelines to determine student achievement as based upon the curricular and summative assessments that our students take. We are currently scheduled to attend training to help better determine these guidelines and how to interpret the data. Screening information is reviewed by individual teachers, grade level collaborative teams, the Leadership Team (on the school level), and intervention teams. Information is documented through Milepost by teachers and administrator. The data is available through the administrator who is a member of the leadership team. Information is shared with families through formal Parent Teacher Conferences twice a year and, if needed, additional meetings are held with involved stakeholders.

Tiered Instruction and Academic Interventions

We provide established academic interventions for reading and math. These interventions are based upon students' needs as determined by testing within the curriculum, on standardized tests, and by software programs purchased specifically to address targeted assistance (i.e., Istation, I-Ready, Imagine Math, Imagine Learning, etc.). Each of these programs and the curriculum has been chosen because of their correlation to the State Core Standards. All grade levels have scheduled 30 minutes of interventions Monday through Thursday for reading and an additional 30 minutes for math. These interventions are in addition to the Core Curriculum that is taught to each student. During collaborative

teacher meetings, all grades have developed the Walk-to-Learn schedule in their grades for intervention and are using a PDSA form for groupings based upon student scores on the ISIP. All students, receive assistance according to their tier and targeted needs, and tiered interventions are administered through paraprofessionals and grade level teachers. Most of the interventions occur within the students' classroom with the push-in model, with the exception of the Walk-to-Learn, Speech and Language interventions, SWD interventions, and EL interventions. To decrease the student to adult ratio, the Paraprofessionals are scheduled for a specific grade at a specific time.

Additionally, peer tutors from the high school, BYU-Idaho students, and community volunteers decrease the number of students in groups to from 2 to 6 students per center. Several of our programs are chosen specifically for their efficacy for their target population (i.e., EL students will use the Rosetta Stone, Imagine Learning, Istation, etc.) All intervention are planned for and supervised by certified staff. Certified staff plan on working with those who have the greatest need. The Istation and I-Ready program are both intended for progress monitoring. Students who are below proficient are monitored for progress on a weekly basis. This data is reviewed by the grade level teams in their Collaborative Team Meetings.

Learning Time

Our school schedule is from 8:00-3:15 Monday through Thursday. On Fridays, our school schedule is 8:00-1:45. Students have two 15 minute recesses Monday through Thursday and an additional 30 minutes for a lunch recess. On Fridays, students have one 15 minute recess and a 30-minute lunch recess. We have a summer school program for students not meeting grade-level proficiency. Our students have opportunities to attend Library, P.E., Computers, and Music for 50 minutes a week for each one.

Additionally, each grade has extension opportunities. For example, our fourth-grade students are provided with activities including gold panning, HK Mining, and career exploration, etc. Enriched and accelerated instruction is being delivered in the classroom and through Walk to Learn. Walk to Learn provides two hours of differentiated Language Arts instruction each week. Math also has two hours of individualized instruction based on skill deficits weekly. The ISIP will be used to identify students who qualify for extended learning while still holding students accountable to grade level standards. Summer school is considered our extended intervention, as this is what the state funds and time allows. If the intervention time does not show through progress monitoring, that the student is progressing sufficiently, more intervention time may be scheduled.

Non-Academic Student Needs

For the first time, our school has a ½ time elementary school counselor. She also serves as the district's Social Worker and Homeless Liaison. We also house the district Migrant Liaison and EL Coordinator. All address student needs and rights as defined by those laws that oversee the Title III, IEPs, LEPs, etc. We have a backpack program to send food home on the weekends. Other services are provided by outside sources. The school uses PBIS to support positive student behavior interventions. We also address social/emotional supports through our Character Counts and Safer, Smarter Kids programs. We have also referred families to Idaho's Youth Empowerment Services.

Well-rounded Education

We provide specials which include music, art, physical education, and computer classes. We have outside sources come into the school and provide educational opportunities for the different grade levels such as taxidermists, Bread in a Bag, History Day, health presentation from District Health, First Responders, and the Museum of Idaho does a history demonstration. The second grade goes to the Johnny Sack Cabin. The students learn about the water cycle and how the river affects the community. The first grade visits the Idaho Falls Zoo and talks identifies mammals and reptiles. They also visit the local grocery store and find out where food comes from. The students learn about how the grocery store is sorted, and about how the scales are used.

Kindergarten visits the police station and the fire department. The students learn about community services and how they serve and protect the community.

The third grade takes a walking field trip around the community to learn about all the services that are in the community. The students also visit the various monuments in the city. The teachers take the students around the city to find out where different buildings like the courthouse, fire department, city buildings are located.

The high school sends peer tutors over to build a relationship with the students and help work with the students on their academic studies.

Additional Opportunities For Learning

The kindergarten students visit the BYU-I college and learn about their future endeavors. Our fourth-grade teachers invite a variety of professionals who deal with Idaho products and businesses into their classrooms to introduce their students to Idaho industries and job opportunities. Our school emphasizes STEM and Coding activities to encourage student interest and involvement in CTE studies and fields. We have four computer labs and multiple mobile Chromebook carts in our school. The students receive a minimum of 50 minutes per week in computer technology education. We also have an extensive library which has both a large variety of fiction and nonfiction books, and our librarian writes yearly grants to keep new books here every year. Our Walk-to-Learn labs are designed to meet the needs of all level of students--advanced to basic. Our G.T. program is embedded schoolwide.

School Transitions

Developmental Preschool is operated at Henry's Fork Elementary. This helps preschool students successfully transition to kindergarten. By having preschool in the same building, they become familiar with the facility and layout of the building. They get familiar with staff that they will be working within the future years. This allows students to acclimate to the learning environment, routines, expectations, and transitions that occur daily at Henry's Fork Elementary.

In preparing the students to transition from Henry's Fork Elementary to South Fremont Junior High we utilize various processes and activities to assist our students' transition. Henry's Fork Elementary teaches the students to be responsible through the PBIS program focusing on respecting themselves, respecting others, and respecting the school. Before entering South Fremont Junior High, the students attend orientation and view the facilities. This visit allows the students to become comfortable with the educational environment at the junior high.

Professional Development

Ongoing district PD for High Reliability Schools and Canvas is still taking place. This year started with Canvas and Ready Classroom training. Attendance is verified through sign-in sheets. Expectations are communicated by leadership through emails, in person team meetings, and through formal evaluations. Professional development is also provided during grade level team meetings. Book studies will be provided afterschool during the school year for renewal credit.

Teachers and administrators are given \$150 yearly to pay for professional development credits.

Family and Community Engagement

New to our school this year, we are developing a public relations committee. The committee will communicate all the wonderful things happening in our school out to the community. Parent surveys will be sent out this year in conjunction with certifying Level 1 of HRS. Teachers have been using various apps such as Remind to communicate with parents. We will also be holding our annual Family Night this year.

Recruitment and Retention of Effective Teachers

BYU-I and other university students are currently being mentored and hired. Newly hired teachers and paraprofessionals are given in-depth training throughout their careers, especially during their first five years of employment. Each new teacher receives a qualified mentor for the first two years. The hiring procedure consists of stakeholders who are invested in the position. HFE also partners with BYU-I education programs such as Special Education, English Language, and general education (both early field experience and student teaching candidates) are mentored in the building. One hundred percent of Henry's Fork Elementary teachers are certified by the state.

Coordination and Integration With Other Programs

Our district has two family liaisons to address both social and language barriers. Additionally, our school provides Character Counts classes and PBIS training to give students lifelong strategies to address social interactions/skills. Information regarding the state's Youth Empowerment Services is provided to families that are in need. Our lunch program operates under federal nutrition guidelines. We do not give students the opportunity to purchase non-nutritious snacks. All personnel are trained in diabetic and food allergy concerns. Where our school is a Title One Schoolwide school, all programs and budgets are integrated to best meet all student needs.

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:

Strengthen our Level 1: Safe, Supportive, and Collaborative Culture

SMART Goal:

We will increase student ELA proficiency by implementing targeted interventions as agreed upon during collaborative meetings for all students. These interventions will address specific, individual student needs. These needs will be identified using ISIP data and our adopted program assessments. Our entire overall Tier 3 student population will decrease from 27% in September to 15% in May 2022. Evidence of reaching this goal will be demonstrated by the May ISIP results.

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

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 during the school year.

1-2

High Reliability School's Level 1 Certification

Strong Evidence

Henry's Fork 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.

1-3

Monthly Student Data Dig

Strong Evidence

The staff has more buy in when they have a voice in the leadership of schools.

Collective Teacher Efficacy is number one on John Hattie's effect size in terms of the list of factors of student achievement. The monthly data digs will help guarantee students are monitored for growth and provided timely, individualized skill deficit instructional support.

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

More staff would reduce the number of students in each intervention/enrichment group for both math and ELA.

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://sd215hfe.ss4.sharpschool.com/>

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

HRS Level 1 Certification

Use of focus folders and/or PDSA forms

Monthly student Data Digs

Upload Files

Files

ISIP 9-21.png

ISIP .png

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