

POPPLEWELL ELEMENTARY SCHOOL (0830)

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 and their email address. Include teachers, principals, parents, and other school leaders.

| Stakeholder Name | Position | Email Address | Remove |
|------------------|---------------------------|------------------------------|--------------------------|
| Cynthia Cooper | Principal/Title I | ccooper@buhlschools.org | <input type="checkbox"/> |
| Lisa Parker | Leadership Team | lisa.parker@buhlschools.org | <input type="checkbox"/> |
| Donna Madrid | Leadership Team Para | donna.madrid@buhlschools.org | <input type="checkbox"/> |
| Sandra Lobo | Federal Programs Director | sandra.lobo@buhlschools.org | <input type="checkbox"/> |

Needs Assessment

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| School Leadership Team | <p>The Leadership Team facilitates with the school administrator/Principal, Cynthia Cooper. The effective leadership team began by assembling individuals with diverse skills and perspectives that will contribute to achieving school improvement goals. The composition of the school leadership team represents the diversity of the staff, students, and community. All grade levels, departments, and support staff represent the leadership team. Additionally, team members are knowledgeable about school improvement efforts and possess diverse skills that help move the team toward its improvement goals.</p> <p>The leadership team meets weekly. The team creates meeting protocols to guide its work. The first step is establishing norms or guiding principles the leadership team agrees to honor. The norms of our leadership team include logistics, timeliness, courtesy, workload assignment, and setting priorities. In addition to establishing and adhering to group norms, our leadership team ensures productive meetings by establishing an agenda ahead of time. This agenda includes establishing time limits for each agenda item, ensuring each meeting has a facilitator, recorder, and timekeeper, recording tasks, persons responsible, and due dates in the meeting notes, establishing a consistent way to share progress and information with all stakeholders, establishing a consistent way to get feedback from faculty and other stakeholders, and periodically reflecting on the effectiveness of the team.</p> <p>Formative Assessments: Low-stakes assessments are essential and valuable student data. Universal screeners and</p> |
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progress monitoring are formative assessments used to gather information on where students are and where we need to go. We use ISAT Interims, MAP, Istation, and IRI Legacy. Summative assessments: State assessments such as the ISAT, Istation, and IRI Legacy allow us to measure the growth of individual and whole-group learning. If many students don't do well on a high-stakes assessment, we reflect on the teaching and make necessary adjustments.

Standardized Test Scores: Considering previous standardized test scores for current students is beneficial. Standardized testing results are used, along with other data, when making instructional decisions. Data is used to deciding student grouping and differentiation. Standardized test data reveals how students performed: advanced, proficient, basic, and below basic. The data help with grouping students for intervention.

Communication is a two-part entity. First, communication and leadership decision-making starts with the Leadership team. It then travels to the teachers through their team meetings. The teacher then takes the information and gives it to the parents. The second means of communication responsibilities are given to the administrator, who takes the information to the Superintendent and Board.

School and Community

The Community of Buhl has a population of 4690 people, according to the World Population review of 2023.

According to the most recent ACS, the racial composition of Buhl was:

White: 72.93%
Hispanic: 25%
Other races: 2.1%

Poplewell Elementary Demographics 2023 are

Total Enrollment: 574

5th: 100

4th: 93

3rd: 92

2nd: 91

1st: 89

Kinder: 96

Preschool: 13

Enrollment Summary: Federal Ethnicity and Race Report as of 02/22/23

American Indian or Alaska Native: 9

Asian: 3

Black or African American: 1

White: 369

Hispanic/Latino: 194
Two or More Race Categories: 4

Other Demographics
Special Education: 77 Preschool 11
LEP: 114
Homeless: 9
Title: School-Wide Status
Migrant: 12
MTSS Students Behavior and Academics: 28
504: 3

Popplewell Elementary is growing at a rate of 1

Academic Achievement

Language Arts ISAT Scores
GRADE 3 - 36.9% PROFICIENT
GRADE 4 - 46.2% PROFICIENT
GRADE 5 - 41.7% PROFICIENT

ELA POPPLEWELL OVERALL
ELA 2021 38.7% - 2022 41.7% PROFICIENT

MATH POPPLEWELL OVERALL
MATH 2021 32% - 2022 36.4% PROFICIENT
SCIENCE 2021 58.5% - 2022 62% PROFICIENT

Idaho Reading Indicator Kindergarten - Third-Grade
FALL 2021 PROFICIENCY - 38.8% FALL 2021 - STATE: 51%
SPRING 2022 PROFICIENCY - 62.0% SPRING 2022 - STATE: 69.1%

Popplewell made more growth overall than the state. FALL to SPRING POPPLEWELL MADE 23.2% MORE GROWTH THAN THE STATE AT 18.1%

The fall-to-spring change in IRI proficiency is calculated only among students who took both assessments at the entity listed on this page. This result may not match the difference between the separately reported fall and spring rates.

Student Learning Needs

Popplewell Elementary has identified the learning needs through Universal Screening, and diagnostic assessments were given after the initial Universal screener. What we identified was specific learning skills are missing, and the particular skill will be provided in small intervention groups to fill the gaps.

A robust PLC MTSS school is crucial to creating an environment and culture centered on students learning, not teaching students. As educators changing the Mindset of teachers from a fixed perspective to an attitude of positivity and success will support students, curriculum, scores, etc. Changing teachers and how we run the school is crucial in changing the negative mood. Professional development is essential to increasing teacher/student interactions, creating an "I Can attitude" environment, and understanding the valuable lessons of collaboratively working as one. These SMART Goals, System supports, and training in changing the Mindset will ultimately raise test scores.

MTSS: Multi-Tiered Instruction

The Buhl School District uses the following representation to identify students using the Student Success Model (MTSS-based Multi-Tiered System of Supports). All the information support all levels of this successful model.

Instruction:

Tier 1:

Instruction is delivered to all students with differentiation and accommodations as needed. The delivery of education at tier one is focused on Idaho standards at each grade level and subject area using best practices and strategies effective for large and small group instruction.

Tier 2:

Instruction focuses on skill deficiencies that pose a barrier to student learning. Tier 2 instruction typically consists of additional skill focus and practice of Idaho standards, grade level, and subject area curriculum. Additional instruction may be provided by the general education teacher, paraprofessional, or Title services, including ESL and migrant. Student-centered data such as benchmark tests and progress monitoring are used to track students' progress at tier 2.

Tier 3:

In addition to students receiving Tier 1 and 2 instruction, Tier 3 consists of intensive instruction focusing on skills that pose the most significant barrier to student learning. Education may include modified or alternative curriculum, lessons, tests, and Title pull-out services such as ESL and migrant. Student-centered data such as additional diagnostic testing,

benchmark tests, and progress monitoring are used to track students' progress at tier 3.

Core Curriculum

Our Core Instruction is Journey in reading and Bridges in math. We create pacing guides based on both curriculums, and using the Idaho State Standards is necessary. They are required to have fidelity to their teaching. Popplewell Elementary bases its Core Instruction on the RTI/MTSS model. The expectation is that the curriculum is delivered with fidelity. Trained teachers teach the information, and the lowest students are required to work with the most qualified. Alignment of teaching and Learning The following is a bulleted description of how students are identified, the collaboration team meetings, and the MTSS team.

Core instruction is required based on the state model and reading whole, interventions, and data. Below is a set of expectations needed.

Environmental or in-class physical adjustments made by general education teacher 80% Target

1. Clear evidence demonstrating a match among the written, taught, tested, graded, and reported curriculum.
2. Curriculum coordination and articulation exist across all grade levels.
3. The staff works in grade-level or content-area teams.
4. Analysis of student learning is based upon grade-level achievement of standards/curriculum.
5. Teacher grade-level or department teams have developed annual instructional calendars (maps) describing how standards, goals, and benchmarks will be taught.
6. Teachers have developed topics/units and lesson plans according to the annual instructional calendar.
7. Instructional strategies are based on research and best practices.
8. Common formative and summative assessments have been created and are aligned with state and national standards.
9. Reporting systems are based on standards and goals from the curriculum, which are developed and implemented.
10. All students, K-10, are screened three times yearly for ELA and math.
11. All general education teachers will utilize research-based strategies and resources besides the core curriculum.
12. Grade-level teams meet with the administrator at least twice per quarter to review assessment data, discuss each student scoring below the 25th percentile, and determine placement changes.

Core Instruction

After the initial Universal Screener, Tier 2 and Tier 3 students are diagnostic tested to find the gaps in learning.

Tier 2

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| <p>Interventions 15% Target</p> <ol style="list-style-type: none"> 1. Students possibly placed in this intervention through the MTSS and evaluation processes. 2. All interventions are based on assessment data (may include diagnostic assessments) and teacher recommendations. 3. Instructional strategies are based on research and best practices and align with grade-level standards. 4. Students' progress is monitored through probes, on a weekly or bi-weekly basis, in skill deficiencies. 5. The teacher and MTSS team adjust instructional levels as needed. <p>Tier 3 Interventions 5% Target</p> <ol style="list-style-type: none"> 1. All students in Tier 3 interventions are at least two years behind grade level. 2. Students possibly placed in this intervention through the MTSS and evaluation processes. 3. All interventions are based on assessment data and teacher recommendations. 4. Intensive instructional strategies are based on research and best practices. 5. Instruction is at the student level rather than grade level. 6. Students' progress is monitored through probes, on a weekly or bi-weekly basis, in skill deficiencies. 7. The teacher and MTSS team consistently adjust instructional levels as needed. |
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| <p>Alignment of teaching and Learning</p> | <p>Popplewell Elementary uses a PLC (Professional Learning Community). We are an Elementary School we have common prep times. Once a week, the principal, instructional coach, and school worker attend meetings. We train during that time along with the logistics. The teachers meet another week to share ideas, Backward planning, lesson plans, and data. This meeting time is documented through notes, and the entire school reads each group's notes. This help in the fidelity of the program.</p> <p>Teachers update their curriculum mapping each year and create a pacing calendar for the year. The State changed the Idaho Standards, so we are recreating our pacing calendars to match the new Idaho standards.</p> |
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| <p>Universal Screening</p> | <p>Tier 1 assessments are for all students. We use IStation, Dibels, Isat, Spelling Inventory, and Fontus and Pinnell reading curriculum. They consist of universal screeners given three times a year (fall, winter, and spring), standards-based assessments, and formative and summative assessments. Progress monitoring may occur daily, weekly, or quarterly and is used to monitor the progress of all students and evaluate</p> |
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the effectiveness of Tier 1 instruction and support. Grades K - 5 utilize Universal Screeners. The screeners we use are all researched based and have cut scores.

Tiered Instruction and Academic Interventions

The Planning/ Problem-Solving Process (MTSS) is used by educators and families working together using student data to make instructional decisions to improve academic and behavioral outcomes for the student(s). Tier 1 students are placed in small groups to enhance and move students to higher levels.

The process includes four steps in answering these questions.

Define: What is the problem or goal?

Analyze: Why is the problem happening, or is the goal not yet reached?

Plan and Implement: What are we going to do about it?

Evaluate: How did the student respond to the instruction/intervention/support?

The cycle is continuous because adjustments to instruction/intervention supports are made, and monitoring continues to ensure positive student response.

How do we differentiate it?

Tier 1:

Differentiation includes level 1 classroom accommodations, such as special seating, workspace, or adjusted assignments. It may also have additional time on Idaho standards in the classroom with a small group or one-on-one pull-back, extended work time, peer teaching, extra help by a paraprofessional, and a layered curriculum that includes multiple learning styles.

Tier 2:

In addition to Tier 1 adaptations, Tier 2 differentiation consists of on-level academic instruction (versus grade level) to fill in skill deficits. Tier 2 differentiations may include adjusted assignments and supplemental intervention programs such as Khan, Guided education, and Study Island. (Refer to pages 14-15 for a complete list of resources available.) The most qualified instructor should provide instruction at tier 2.

Tier 3:

Tier 3 is the most intensive instruction students can receive. Tier 3 often includes using a parallel, alternative, or replacement curriculum and adjusted assignments. Instruction at tier 3 is given at an on-level academic level by the most qualified instructor. All interventions are offered in addition to Tier 1 and Tier 2 strategies.

What does assessment look like?

Tier 1:

Tier 1 assessments are for all students, and they consist of

universal screeners given three times a year (fall, winter, and spring), standards-based assessments, and formative and summative assessments. Inspections may occur daily, weekly, or quarterly and are used to monitor the progress of all students and evaluate the effectiveness of Tier 1 instruction and support.

Tier 2:

In addition to Tier 1, assessments at tier 2 are more individualized to specific students and skill deficiencies based on informal diagnostic testing. Tier 2 includes progress monitoring on-level skills bi-weekly to monthly to assess student growth.

Tier 3:

Assessments at tier 3 are based on further informal diagnostic testing to determine skill deficiencies. The instructor regularly monitors progress on the level to assess growth in deficit areas. Tier 3 students take all grade level tests as Tier 1 and Tier 2 students.

Learning Time

Teachers have set times they have to work within. The master schedule includes both intervention and extension. The groups the students will go in are identified through the tiered system. Providing all students with consistent instruction through structured, daily implementation is crucial to ensure that literacy and mathematics become essential in schools. Using teachers, paraprofessionals, and specialists in scheduled intervention times ensures that every child can learn the new concept and practice multiple times to develop the literacy foundation.

The Popplewell Elementary 2022-2023 Literacy and Mathematics Intervention Plans being implemented are structured with research-based materials and interventions. Leveled-tiered interventions are focused on meeting the needs of students. The Idaho Reading Indicator (IRI) is used to level students in grades K-3 at the benchmark, strategic, and intensive leveled tiers. All students receive Tier I instruction at grade level within the general education classroom. Tier II interventions are in addition to Tier I and can be in the regular classroom or Title I pull-out. These groups differentiate the instruction near grade level using materials on the student's status to catch students up to their grade level peers at grade level requirements. Tier III interventions are in addition to Tier I instruction and use a strictly modified curriculum designed to meet the needs of each student in the group. Leveled Tiers about the Idaho Reading Indicator scores are as follows: Tier I students acquire a three on the IRI; Tier II students receive a two on the IRI, and our intensive students are our Tier III students who receive a one on the IRI.

Our district has implemented the Multi-Tiered System of Supports, or MTSS procedure, for the past five years with a reasonable success rate. This system is based upon the three (3) tiers that ensure students receive the necessary intervention assistance. Popplewell Elementary universally screens each student three times a year. The first universal screener aids educators in placing students into differentiated instructional groups. Tier I instruction is based on Idaho Core Standards and focuses on each grade level's core. All students receive literacy and mathematics instruction scheduled in 90-minute blocks. Tier II instruction is an early intervention based on each student's reading level and is conducted in small groups by the teachers, aides, or specialists. Finally, Tier III is the intensive instruction for students tested well below grade level. These students always receive additional instruction opportunities. Early Intervention (Tier II) and Early Intervention (Tier III) are offered to access differentiated instruction during a 50-minute push-in and pull-out period. Tier II and Tier III interventions are in addition to classroom small group instruction. Integrating the MTSS process (academic and behavior support) into our Literacy and Mathematics and Mathematics Plans is crucial to filling student gaps in their learning. As we know, students learn differently, process diversely, and learn within their frequency. This process has assisted us as we target ELA literacy and mathematics skills.

In addition to our highly structured instruction and tiered intervention process, we also administer diagnostic assessments depending on the need for targeted skills and reading levels. Skill deficits are identified, and then Progress Monitoring is used to track growth. Below are our schedules, which have been adjusted from the 2017 -18 year giving teachers more differentiated instruction time. Certified teachers always work with the students requiring the most intensive interventions.

There are two different small group instruction times scheduled for each day. The first differentiated instruction time for each grade level is labeled Reading I/W with Para, and the second Reading time is labeled W/I Reading. This, along with the ELA block time and writing time, allows the teacher to focus on Reading, targeted interventions, and small group instruction using the five areas of Reading.

The small group's distribution of students will be based upon the Idaho Reading Indicator, Core Phonic, and other testing will assist in identifying at-risk or our Tier II (2 on the IRI) and Tier III (1 on IRI) students, which are students who receive a one or two on the IRI. Our intervention groups will comprise SIPPS and our new Journey's Intervention groups. We will

also incorporate the fluency program Read Naturally and Language. All four of these programs have diagnostic and instructional programs that are researched. Popplewell Elementary will use an I-station for this Reading and math, and we will additionally use the I-station data to drive instruction.

Our summer school is an intense structure held for nine weeks and focuses on intervention strategies.

Finally, the district will provide staff training using Title II-A and district funds, encompassing the foundational literacy components (below). Mileposts will give a data system to track progress through progress monitoring, Universal Screeners, and diagnostic assessments.

- Phonological Awareness – Addressed in Core Curricula Journeys in K- 5, SIPPS, and Essential Skills programs, as well as various instructional activities completed during learning centers and small reading groups.
- Phonics – Addressed in Core Curricula Journeys in K- 5. Phonics is addressed in intervention programs through SIPPS, Essential Skills, and various instructional activities completed during small group interventions and learning centers.
- Fluency – Addressed in Core Curricula Journeys in K- 5, intervention, and during core instruction times in various ways, including using Read Well, Read Naturally, and other research-based strategies, including repeated Reading, extra reading practice, building sight word recognition and paired Reading. Students are assessed using Fountas & Pinnell reading levels,
- Vocabulary- Addressed in Core Curricula Journeys in K- 5 and reinforced using classroom strategies including SIOP, word walls, writing activities, and regular usage in the classroom.
- Comprehension – Addressed in Core Curricula Journeys in K- 5, Read Well, Essential Skills, Read Naturally, and teacher read aloud. Additional opportunities to build comprehension are built into classroom literacy lessons daily.

Math begins with foundational number sense. As students learn numbers sense, students are introduced to addition, subtraction, etc.

Non-Academic Student Needs

Our school uses Character Education and our new Social Worker to address some of our mental health issues. We do have a mentoring program called Check in Check out. All teachers and staff are assigned a student that needs extra attention, and they meet with those children two times a day in the morning and right before they go home. We have a specialized instructional coach that helps create our

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| | <p>Professional Development. Our leadership teams also help support our MTSS team.</p> |
| <p>Well-rounded Education</p> | <p>Popplewell develops academic skills. Through those academic skills, we integrate experiences that build on student critical thinking, problem-solving, and teamwork. The school uses some project learning throughout the year. We also provide music, physical education, a library, and computers as extra curriculum.</p> |
| <p>Additional Opportunities For Learning</p> | <p>Our Social Worker is incorporating emotional learning into our Character Education. We have a KKids club with 3rd - 5th graders. The elementary school attends standards-based field trips.</p> |
| <p>School Transitions</p> | <p>If you are an elementary school, what process or activities do you conduct to assist preschool students in successfully transitioning from early childhood programs (such as Head Start, IDEA, or state-run preschool) to Kindergarten? Some of the areas to decrease transition time are as follows for preschoolers:</p> <p>Throughout the year, teachers talk about the transition.</p> <p>Take students to the kindergarten rooms three times a year.</p> <p>Attend library, recess, pe, and other activities to build awareness.</p> <p>They visit the kindergarten classrooms.</p> <p>A kindergarten orientation/screening process is held for just Kindergarten. They are given tours, take a screener, and visit the school, along with registration.</p> <p>If you are in elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school?</p> <p>Some of the areas to decrease transition time are as follows for fifth graders:</p> <p>Throughout the year, teachers discuss the transition to MS and the differences between MS and Elementary.</p> <p>Take students at risk, IEP, anxiety disorders, EL, etc., and take a trip to the Middle School at the end of the year.</p> <p>Teach students how to use a lock for a locker.</p> <p>The Middle school has a 6th-grade transition orientation at the</p> |

end of the year, and they have discussed moving the orientation/screener closer to the start of school.

Professional Development

Our professional development directly affects literacy, math, and classroom management. We have found that if teachers do not have reasonable classroom control, focus, and strategies, reading instruction will not be effective despite all intentions. We utilize various resources for professional development, including webinars, experts from the staff who have gone out to participate in numerous training, and building committee leaders. We also bring trainers in to train on specific topics. Additional "professional development" occurs during weekly grade-level team meetings. These informal sessions result in mini-trainings as teachers share what is and is not working with students.

The chart below gives some examples of what our yearly pieces of training assist with:

PROFESSIONAL DEVELOPMENT

Istation

Curricula Training (Journeys)

MTSS Training

Differentiated Instruction Training

Backward Planning

Idaho State Standards Alignment

Data Meetings

Title One Conference

Love and Logic

Para Professional training for small groups Much more...

Practical Instruction and Intervention: Literacy and math instruction are intentional, time-sensitive, and occurs daily. Reading instruction begins during the first week of school and will continue through the last week of school. All (Tier I) K-3 students receive 90 minutes of core instruction five days a week and 25+ minutes of daily-differentiated instruction. Tier II and Tier III will have an additional amount of time (from 25-55 minutes) depending on the severity and goal of the specific intervention. Adequate time for reading instruction is necessary for children to read at grade level. Effective reading instruction for all children is achieved through differentiated instruction. Our literacy and math instruction commitment is to identify children reading below grade level or otherwise at risk for reading problems. Upon identification through assessments, we provide these students with differentiated instruction based on individual needs. Differentiated instruction's research base shows that children can make progress necessary to reach grade level, literacy, and math performance if the correct instruction is given in a way that the student understands.

Popplewell Elementary Schools literacy and math instruction is systematically and explicitly taught using research-based curriculum and instruction strategies. In 2016 we adopted Journey's curricula to provide much-needed standards alignment and structure when teaching the ELA Common Core standards. All of our teachers regularly monitor their student's progress using appropriate probes, and kindergarten through third-grade bases their monitoring on the foundations of reading. They adjust instructional strategies based on data collected through weekly Backwards Planning assessments.

Backward Planning determines what grade-level team goals have been chosen to teach before choosing instructional methods and forms of assessment. The team then adjusts strategies, adds strategies, visits with parents and other staff, and refers to the students' history in Mileposts to meet each student's needs. This Planning has ensured that our intervention system is flexible and each staff member is willing to look at conditions and try something new to help the students gain. Teachers are becoming more adept at using Common Core and WIDA standards to make a difference in student learning.

Family and Community Engagement

In building student literacy and effective math practices, it is essential to have parental support for success. We are committed to providing our parents with the help and suggestions their children need to succeed and educating them on methods and strategies to create academic opportunities for their children. We send brochures, documents, and a monthly newsletter to effectively implement ideas, including homework strategies. We are also committed to having a literacy, math, and science night, sharing our success through goals in reading during Parent/Teacher Conferences and other times and tracking our data for parent knowledge. Parent volunteers are encouraged to share their time during differentiated instructional times for better understanding and small-group support.

Teachers also contact parents when there are concerns for their at-risk child. Once the Universal Screeners are analyzed, teachers can use the data to identify at-risk students. Teachers, students, and their parents devise a plan to alleviate the concerns. Parents are given the option of a formal meeting or updates about their student's progress via personal visits, emails, texting, or phone call. More formal parental meetings are also held twice a year during Parent/Teacher Conferences, and school-wide Title I status is discussed at Open House, including tiered instruction. If a child is identified as an MTSS applicant, parents are invited to the meetings during the process.

We partnered with the Buhl Community Center and Boys and

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| | <p>Girls Club this school year to have a parent night. There was a dinner and an exceptional speaker, and it was well attended and will be even stronger next year.</p> |
| <p>Recruitment and Retention of Effective Teachers</p> | <p>What percentage of teachers meet state certification requirements? 100% of our teachers are state certified or on an alternative.</p> <p>What strategies exist to recruit and retain effective teachers, particularly in high-need subjects?</p> <p>Recruitment and Retention:</p> <p>Idaho state salary scale is used.</p> <p>Teachers work with teams to help them.</p> <p>We have a solid mentoring plan for new teachers.</p> <p>I recruit elementary teachers to student teach.</p> |
| <p>Coordination and Integration With Other Programs</p> | <p>The Buhl School District designed a strategic plan. This strategic plan responded to primary stakeholder priorities with a mission, vision, goals, and core values driven by research-based strategies. The program is the first stage of collaboration to create a strong district.</p> <p>Developing the strategic plan was a collaborative process to engage the board, community, parents, staff, and students. Once the goals were set and the wheels began to turn, the magic happened. We create documents, plans, and expectations centered on the strategic objectives. A changing world, like most schools, is testing Popplewell Elementary School. Our strength is integrating our Federal, State, including Title I-A, Title II, III, EL, Safety, Literacy, etc. Our Strategic plan aims to evolve and learn to facilitate, guide, and have high expectations for all students, according to the school's mission. We build our foundations from that vision.</p> |

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 | <table border="1"> <tr> <td data-bbox="251 1711 609 1963"> <p>Need Description:</p> <p>Using the Universal Screening data, diagnostic and other data. Keeping consistent with the Backward Planning by Design (BDU) and MTSS initiatives.</p> </td> <td data-bbox="625 1711 1307 1963"> <p>SMART Goal:</p> <p>By spring 2023, student cohorts will grow 4% above the state average growth percentage on the appropriate state test (ISAT, IRI). If that average is not met, the principal will share, with the board, a plan that demonstrates steps that will address closing the growth gap using the initiatives Multi-Systems of Support and Backward by Design.</p> </td> <td data-bbox="1323 1795 1404 1858" style="text-align: right;"> <input type="checkbox"/> Remove </td> </tr> </table> | <p>Need Description:</p> <p>Using the Universal Screening data, diagnostic and other data. Keeping consistent with the Backward Planning by Design (BDU) and MTSS initiatives.</p> | <p>SMART Goal:</p> <p>By spring 2023, student cohorts will grow 4% above the state average growth percentage on the appropriate state test (ISAT, IRI). If that average is not met, the principal will share, with the board, a plan that demonstrates steps that will address closing the growth gap using the initiatives Multi-Systems of Support and Backward by Design.</p> | <input type="checkbox"/> Remove |
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Evidence-Based Interventions: Discussion Topics

| # | Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i> | 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 |
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| 1-1 | Teachers will create the MTSS triangles, group students, and meet with the principal creating a plan as a team. Then the grade levels will use their backward planning weekly to develop lessons conducive to all student leaves. The teachers will send 2 and 3 Tiered students into Title, Sped, or EL grouping. Teachers are required to see all of their students as well in small groups. | Strong Evidence ▼ | Multi-Tiered Systems of Support (MTSS) and Backward by Design BDU are Evidence-Based processes. These interventions are leveled grouping. Specific skills are added according to diagnostic testing. | The teacher will progress monitor students on the skills being retaught. | <input type="checkbox"/> |

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

The resource that would increase improving student outcomes is teacher consistency. Teachers must follow backward planning, work as a team and read their data. Using the data will help their teaching and increase scores through specific skill strategies taught through reading and math.

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.

buhlschools.org

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

Using the same SMART goal, we will deep dive into the classroom interventions, Title, Special Education, EL, etc. A schoolwide program evaluation requirement is critical, and a formal evaluation process must be in place and documented.

Upload Files

Files

- [ISAT](#)
- [ISAT Progress](#)
- [English Learner Progress](#)
- [Student Engagement Survey](#)

Math

2021-2022

| | Advanced | Proficient | Basic | Below Basic |
|----------|----------|------------|--------|-------------|
| School | 14.3 % | 22.1 % | 28.3 % | 35.3 |
| District | 11.6 % | 19.5 % | 29.6 % | 39.3 |
| State | 20.0 % | 22.7 % | 27.2 % | 30.1 |

2020-2021

| | Advanced | Proficient | Basic | Below Basic |
|----------|----------|------------|--------|-------------|
| School | 14.1 % | 17.8 % | 30.1 % | 37.9 |
| District | 9.9 % | 19.1 % | 28.8 % | 42.1 |
| State | 18.1 % | 22.2 % | 28.2 % | 31.5 |

ELA

2021-2022

| | Advanced | Proficient | Basic | Below Basic |
|----------|----------|------------|--------|-------------|
| School | 21.4 % | 20.3 % | 23.2 % | 35.1 |
| District | 13.9 % | 28.0 % | 29.9 % | 28.2 |
| State | 23.9 % | 31.6 % | 22.5 % | 22.0 |

2020-2021

| | Advanced | Proficient | Basic | Below Basic |
|----------|----------|------------|--------|-------------|
| School | 16.7 % | 21.9 % | 23.8 % | 37.5 |
| District | 12.0 % | 26.6 % | 28.6 % | 32.8 |
| State | 21.9 % | 32.6 % | 23.5 % | 22.1 |

Science

2021-2022

| | Advanced | Proficient | Basic | Below Basic |
|----------|----------|------------|--------|-------------|
| School | 9.4 % | 22.9 % | 39.6 % | 28.1 |
| District | 5.7 % | 26.0 % | 41.2 % | 27.1 |
| State | 8.8 % | 32.6 % | 36.0 % | 22.6 |

2020-2021

| | Advanced | Proficient | Basic | Below Basic |
|--|----------|------------|-------|-------------|
|--|----------|------------|-------|-------------|

| | | | | |
|----------|-------|-------|-------|-----|
| School | 0.0 % | 0.0 % | 0.0 % | 0.0 |
| District | 0.0 % | 0.0 % | 0.0 % | 0.0 |
| State | 0.0 % | 0.0 % | 0.0 % | 0.0 |

Math

2021-2022

| | Percent of Students Making Adequate Progress | |
|----------|--|------|
| School | | 48.3 |
| District | | 43.0 |
| State | | 53.5 |

2020-2021

| | Percent of Students Making Adequate Progress | |
|----------|--|------|
| School | | 39.8 |
| District | | 31.0 |
| State | | 41.5 |

ELA

2021-2022

| | Percent of Students Making Adequate Progress | |
|----------|--|------|
| School | | 57.5 |
| District | | 56.9 |
| State | | 64.4 |

2020-2021

| | Percent of Students Making Adequate Progress | |
|----------|--|------|
| School | | 50.6 |
| District | | 48.2 |
| State | | 60.7 |

EL Proficiency

2021-2022

| | Percent of EL Students Reaching Proficiency | |
|----------|---|-----|
| School | | 7.8 |
| District | | 4.4 |

| | |
|-------|------|
| State | 10.0 |
|-------|------|

2020-2021

| | Percent of EL Students Reaching Proficiency |
|----------|---|
| School | 5.5 |
| District | 3.3 |
| State | 10.1 |

2019-2020

| | Percent of EL Students Reaching Proficiency |
|----------|---|
| School | 19.9 |
| District | 17.2 |
| State | 19.3 |

EL Progress

2021-2022

| | Percent of EL Students Making Progress |
|----------|--|
| School | 72.8 |
| District | 48.3 |
| State | 50.5 |

2020-2021

| | Percent of EL Students Making Progress |
|----------|--|
| School | 55.8 |
| District | 37.5 |
| State | 48.1 |

2019-2020

| | Percent of EL Students Making Progress |
|----------|--|
| School | 74.8 |
| District | 62.6 |
| State | 62.4 |

2021-2022

| | Overall Student Engagement |
|--------|----------------------------|
| School | 62.7 |

| | | |
|----------|--|------|
| District | | 43.9 |
| State | | 45.5 |

2020-2021

| | Overall Student Engagement | |
|----------|-----------------------------------|------|
| School | | 61.4 |
| District | | 45.2 |
| State | | 45.7 |