

## MERIDIAN ELEMENTARY SCHOOL (0336)

Submitted by: Shumway.Denise@westada.org at 6/27/2018 2:00:53 PM

*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
Marcus Myers	Principal	<input type="checkbox"/>
Debbie Aholt	Instructional Coach	<input type="checkbox"/>
Nicole Still	Counselor	<input type="checkbox"/>
Pam Emanuel	Title I Teacher	<input type="checkbox"/>
Susie Foote	Title I Teacher	<input type="checkbox"/>
Madonna Smith	Title I Teacher	<input type="checkbox"/>
Miranda Waterman	5th Grade Teacher	<input type="checkbox"/>
Lindsey Windmiller	5th Grade Teacher	<input type="checkbox"/>
Kerilyn Gibbs	5th Grade Teacher	<input type="checkbox"/>
Dianna Johnson	4th Grade Teacher	<input type="checkbox"/>
Jessica McClean	2nd Grade Teacher	<input type="checkbox"/>
Kaileigh Onstott	1st Grade Teacher	<input type="checkbox"/>
Kaitlyn Hudson	Kindergarten Teacher	<input type="checkbox"/>
Jana Rangel	Early Intervention PreK Teacher	<input type="checkbox"/>
Dawnise Clayton	PTO President/Classified Support	<input type="checkbox"/>

**Needs Assessment**

<b>School Leadership Team</b>	<p>The Meridian Elementary Leadership Team is comprised of the principal, instructional coach, title team, and representatives from grade levels, parent organization, and special services. The team meets twice a month, and agendas are set at the current meeting for future meetings. The Chair, the principal, receives information from departments from the district office, departments in the school, teacher teams, and teachers regarding decisions needing to be made. The principal communicates the agendas and action steps with district leadership. The leadership shares agendas and meeting notes with staff and parents. A Framework for High Reliability Schools (Marzano, Warrick, &amp; Simms 2014) guides the leadership team by using surveys from staff, students and parents. Goals and</p>
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	<p>decisions are made based on survey results, feedback forms, and reassessed through post survey data.</p> <p>Marzano, R. J., Warrick, P., &amp; Simms, J. A. (2014). A handbook for high reliability schools: The next step in school reform. Bloomington, IN: Marzano Research.</p>
<p><b>School and Community</b></p>	<p>The West Ada School District has been through a number of changes in the last three years. Four of the five board members were recalled or replaced. The superintendent resigned and was replaced. In addition, the Assistant Superintendent for Instruction retired and was replaced. At the director level, four of the eight Directors either retired or resigned. Although employment has been on the rise, the district continues in a high growth cycle. Each year, a thousand students have been added to the district for the last three years. This has necessitated redrawn boundary lines, passing bonds, passing emergency levies and building new schools, in an attempt to keep up with growth.</p> <p>Meridian Elementary has not seen significant changes in demographics. Our student population continues to be composed of 76-79% free and reduced with over 25% of our students being highly mobile (attending/unenrolling part way through the school year). Teaching and paraprofessional staff fluctuates each year and turnover typically is one teacher changes per grade level per year.</p> <p>All of the above has created a fast pace and a lot of change in the district. However, the new superintendent came in with a clear vision on the district's direction and a mandate from the new board. The changes have lead to an increased focus and alignment. The district has used this opportunity to reboot it's PLC process, to redesign it's curriculum to make it more guaranteed and viable, to refocus on a College and Career ready focus, and to put renewed effort into improving instruction and RTI.</p>
<p><b>Academic Achievement</b></p>	<p>Please see Subgroup Population - Instruction/Intervention Effectiveness Chart in Uploaded Items</p>
<p><b>Student Learning Needs</b></p>	<p>Our Professional Learning Communities (PLC) meet once a week to go over student data and make instructional decisions. In attendance are the grade level teachers, principal, instructional coach, special education teachers, and Title I teachers. The PLC team reviews IRI test data, the previous year's ISAT results, current progress monitoring data, ISAT Interim Block Assessment (IBA) data, Common Formative Assessments, and checks for understanding are analyzed and evaluated to pinpoint student needs and</p>

	<p>determine placement for Tier 2 and Tier 3 intervention groups. The PLC determines the best methods and resources for addressing the needs of the students in each group. When trends become apparent through vertical analysis, such as gaps or low achievement in specific standards over time, grade level teams implement strategies for refining core instruction and differentiation. The PLC process for identifying student needs aligns with the PLC essential questions; What is it we want our students to learn? How will we know if each student has learned it? How will we respond if some of our students didn't learn it? What will we do if our students already know it?</p>
<b>Core Curriculum</b>	<p>The Idaho Content Standards is the curriculum West Ada uses to drive instruction. Professional Learning Communities at Meridian Elementary have prioritized standards in English Language Arts and Mathematics.</p> <p>The curriculum resources that schools currently use for English Language Arts is Houghton Mifflin Harcourt Journeys and for Mathematics is Engage New York (Eureka Math). Both resources are research-based and aligned to Idaho Content Standards. To ensure learning of Idaho Content Standards, both Journey's and Engage New York use formative and summative assessments as well as frequent checks for understanding.</p> <p>In-district support for implementation of the ELA program, Journeys, consists of regular trainings for all K-5 teachers, access to ELA curriculum coaches, as well as communication of clear guidelines of program expectations. Also, the district has provided outside support to assist and monitor the implementation of the curriculum tools within Journeys.</p> <p>Support from the district with implementation of Engage New York, includes in-district training and access to math content-based coaches. The district's Math Department clearly communicates program expectations to all educators.</p> <p>Fidelity for both programs is increased through optional training opportunities provided by the district Curriculum Coaches.</p>
<b>Core Instruction</b>	<p>It is becoming a regular practice for teachers and teacher teams to adjust instruction based on formative assessment data. Within lessons, teachers use practices such as exit tickets, response cards, preplanned questions with response structures, and more to make minute to minute and day to day decisions about instruction based on evidence of student learning. Results from the frequent formative assessment practices are used to reinforce core learning</p>

	<p>through small group Tier II instruction.</p> <p>In collaborative teacher teams, teachers are writing, revising, studying, and implementing Common Formative Assessments. These assessments are used to measure student progress toward priority standards. Grade level teachers collaboratively analyzing results through consistent use of proficiency scales. PLCs respond to this student achievement data by providing additional intervention and enrichment within a unit of study. Teachers disaggregate data from common assessments based on EL and SPED subgroups to determine which students are responding to Tier I instruction.</p>
<p><b>Alignment of teaching and Learning</b></p>	<p>Teaching and learning is the reason teams collaborate. All teachers collaborate every Wednesday morning with their grade level or content team and many, who have embraced the work of a PLC, collaborate during other common preparation times. The expected focus is on the four corollary PLC questions: 1) What do the students need to learn? 2) How do we know if they learned it? 3) What do we do if they didn't learn? 4) What do we do if they did learn? The extent which teachers collaborate on these topics is communicated to the building principal by a PLC guiding document or PLC notes. Because most grade levels identify what will be taught collaboratively through different tools such as instructional calendars, a process of identifying priority standards, and studying/writing common formative assessments, there is increasing consistency in the content being taught in each classroom. The extent that teaching and learning is articulated across grade levels varies. Data and student learning are always the focus of a PLC.</p> <p>The district, in collaboration with teachers, is currently identifying the priority English Language Arts and Math standards to ensure a guaranteed and viable curriculum districtwide. Success criteria for the achievement of the standards will be more common with the development and use of proficiency scales (or common scoring guides) used to collaboratively score assessments. The criteria utilized for identifying the priority standards has resulted in vertical alignment. Building professional development to increase vertical knowledge and alignment is ongoing. Teachers providing support outside the classroom (SPED, EL, Title I) collaborate with grade levels to ensure instruction and student goals are focused on the most important learning. Depending on student need, this support would be considered Tier I or Tier II.</p>
<p><b>Universal Screening</b></p>	<p>Meridian Elementary School uses a kindergarten screener for incoming students. This screener occurs in the spring (April 25, 2018). The screener includes a vision test, a</p>

letter-naming fluency assessment, and a meeting with a kindergarten teacher.

All students at MES are screened at the beginning of the year. One of the screeners we use is the Aimsweb reading fluency for all students grades K-3, and Aimsweb reading fluency for students reading below grade level in grades 4/5 (as identified by the prior end of year reading fluency score). The Aimsweb screener is given again in the winter, and then again in the spring. K-3 students also participate in the Idaho Reading Indicator which takes place in the fall and in the spring (students identified as reading below grade level in the fall take the IRI screener in the winter as well). Both the Aimsweb screener and the IRI include defined cut scores to determine which students are at potential risk for reading deficits. Our English Learners (K-5) also take Access 2.0 annually and The WIDA writing assessment three times a year.

Data-based instructional decisions are made by grade level teams, the academic instructional coach, title teachers and special education teacher. Grade level teams (which includes a Title representative) review student data weekly during their scheduled Professional Learning Community meeting time. Every 6-8 weeks grade level teams meet with the Title team to discuss, record and make decisions regarding the academic progress of students. Student data is kept on a data board as well as a spreadsheet that can be accessed by those with an educational need to know. Grade level teams follow-up with the instructional decisions by frequently assessing student learning goals. This data is shared during their PLC meeting time each week with a follow-up team meeting every 6-8 weeks. We utilize this system for both ELA and math.

**Tiered Instruction and Academic Interventions**

Meridian Elementary School provides academic interventions using both a push-in model (teachers providing interventions provide support in the classroom) and a pull-out model (individual or small groups of students leaving the classroom to go to the Title 1 classroom) of instruction depending on the need, the number of students needing academic support, and the level of support needed. Title 1 services are provided for each grade level every day of the week. Each grade level has a designated time where all Title personnel provide data-driven academic support. The tiered interventions provided by Title are aligned with grade level standards-based guaranteed outcomes. Foundational skills are taught and strengthened to enable students to meet the standards-based instructional goals that are also being taught in the classroom. All of the services provided by Title are driven by meeting student academic needs as identified through common formative assessments,

benchmark assessments, and progress towards meeting state standards. The tiered interventions at MES are coordinated through the use of a master calendar. Each grade level has an allotted time for use of Title staff. The grade level teams and Title 1 teachers meet regularly to collaborate on student data. At that time, instructional decisions are made as to how student services are to be provided whether that student needs would be best met in a small group, individual or in the classroom. Since classroom teachers know when their students will be receiving Title support, they are able to plan so that the children in their classroom do not miss out on critical Core instruction. Guaranteed outcomes (identified priority standards) are coordinated on a calendar and adjusted as needed. Both classroom teachers and Title 1 teachers are working with students to meet these goals. Depending on the grade level and the student need, the group sizes range from one student to an entire class. Our groups change frequently because the team is constantly looking at student data to make instructional decisions. The evidence-based programs used for ELA are HMH Journeys (grade level and intervention materials), and the reading and writing strategies from CORE. In math, the Title program uses resources from Engage NY. Vocabulary and oral language are woven into instruction to help meet the needs of our students with diverse cultural and linguistic backgrounds. Direct explicit instruction is used by our teaching staff with opportunities for students to practice and apply the skills. Teachers, paraprofessionals (under the guidance of certified teachers), and Title 1 teachers provide tiered interventions. Our paraprofessionals work closely with the Title 1 teachers and the classroom teachers. All students take their grade level common formative assessments which enables the grade level teams (which includes Title 1 teachers) an opportunity to look at student progress. Student progress is monitored through a variety of systems. Grade level teams create common formative assessments that are directly linked to identified state standards. Teachers use built-in progress monitoring tools that accompany the Engage NY and HMH Journeys curriculum. All teachers utilize checks for understanding that accompany specific lessons. Also, a master calendar has been created that identifies specific benchmark testing (Aimsweb, IRI, ISAT and the District math outcome assessment), and the time frame for which students will need to be assessed. Our school uses data boards to keep track of individual student progress on grade level common formative assessments. This data is used to identify instructional need or an instructional change that is needed. Informal progress monitoring takes place almost daily in both ELA and math, but more formal progress monitoring takes place from weekly (reading fluency) to

	<p>every other week (math module and Journeys assessments) to every six weeks (grade level common formative assessments). Progress monitoring increases if a student is not making academic gains as identified by success criteria, norms and program benchmarks. The members that participate in the decision-making process are the grade level teachers, Title 1 teachers and paraprofessionals, and the Instructional Coach.</p>
<p><b>Learning Time</b></p>	<p>The Title I program at Meridian Elementary runs the entire school day, Monday through Friday. There are 3 full time title teachers and 2 full time paraprofessionals. We service grades k-5. Our master schedule includes a daily one hour block per grade level where title works to support the Guaranteed Outcome determined by each grade level. This GO time varies from fluency practice in our primary grades to writing five paragraph essays for our upper grades. Groups are fluid, but generally run 2-4 weeks with assessment pieces running throughout (CFA's, Reading Probes, CFU's etc.). Most students make adequate progress through the complexity of instruction to meet their GO goals. Those that do not, especially in reading fluency, receive extra instruction before school, during lunch recess and after school provided by staff, title and ERI personnel. Our extended learning opportunities for our on and beyond student population have been tremendous. This year those students who have met their grade level CFA goals have been able to be challenged in the areas of written language, science, social studies and visual arts. Some of our title teachers provide these daily one hour enrichment classes for grades K-5. All students who participate in extended learning, on all levels, also have daily access to grade level content standards through classroom Core instruction. Teachers meet weekly in their PLC's to review intervention strategies and data board information to help drive instruction for both classroom teachers and title teachers. Adjustments to groups are made approximately every 2-4 weeks. Summer school is considered part of the intervention program for students who have not yet made their fluency goals in grades k-2.</p>
<p><b>Non-Academic Student Needs</b></p>	<p>West Ada School District has a well-established comprehensive school counseling program that serves all students. The school counseling program promotes and enhances student learning in three broad, interrelated areas of student development: academic, career, and personal/social. These three areas of student development are addressed through the following delivery methods:</p> <p>* Classroom and small group activities on the topics of bullying prevention, social skills, personal safety and career awareness.</p>

\* Individual planning designed to assist all students to plan, manage and monitor their own educational, personal/social and career development.

\* Individual and small group counseling designed to respond to immediate needs and concerns.

\* Consultation designed to assist parents, teachers, and other concerned parties to be more effective in working with children and youth.

\* Coordination and case management designed to engage school, family and community resources to maximize student development.

West Ada School District has also received a McKinney-Vento Grant (Title X Funds) for the past 20 years. With these grant funds the school district has established a strong connection to the community and uncovered many community resources that are of benefit to our students and their families. Over the past decade the West Ada School Counseling Department has developed a network of community resources to assist our unaccompanied students and families experiencing homelessness.

Food: Each homeless student is immediately qualified for free school breakfast and lunch. The Meridian Food Bank has a Week-end Backpack program which all student experiencing homelessness are offered. Additional food banks and food pantries sponsored by local churches are also available for families in Star, Eagle, Meridian, and Boise. Homeless Grant Social Workers and/or school counselors are able to help families and unaccompanied youth qualify for food stamps through the Idaho Department of Health and Welfare.

School Supplies: The district has established strong community connections with various local business and non-profits such as the Assistance League of Boise and Project Kids who provide school supplies for low income students.

Clothing/Shoes: The Assistance League of Boise provides clothing and a shoe voucher for low income students in grades k-8th. The non-profit, the Closet, provides free teen-sized clothing and shoes. Project Kids also provides clothing and shoes for students who are experiencing homelessness.

Hygiene Items: Mirror Image, Project Kids, and the United Way, three non-profits, provide hygiene items for homeless students in West Ada.

Medical Needs: West Ada School District has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and youth in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth. Terry Reilly Services has also begun a mental health program at Star Elementary.

Housing: Although no shelters are available within the boundaries of West Ada School District, emergency shelters are available nearby including the Boise Rescue Mission: City Light Shelter; Boise Rescue Mission: Valley Shelter; Interfaith Sanctuary; Hay's Shelter; and the Women's and Children's Alliance. The CATCH program, a housing first initiative, provides assistance to families who qualify under the HUD definition of homelessness. Project Kids, Morrison Knudsen Foundation, and Navigation are also able to assist with housing deposits and first month's rent. Housing stipends for unaccompanied youth are provided by the West Ada Education Foundation program Housing + High School = Success. Mana Services and Gem Friends are also programs that assist unaccompanied youth with housing.

West Ada has 43 registered nurses in the 54 schools in the District. West Ada School District is committed to the safety and health of all students and staff. The school nurse's purpose is to enhance the educational potential of all students by promoting wellness and facilitating the management of health conditions which create barriers to learning. School nurses implement individual health plans for students with chronic health conditions, disabilities and those who require treatments like medications. In addition, they promote and maintain the health and well-being of students, families, and school personnel through assessment and teaching. We develop and maintain a system of first aid, recommend school safety measures and promote a healthful school environment, including communicable disease prevention through identification and screening and the monitoring of immunizations

The Meridian Schools Clinic (MSC) is a collaborative venture between the Family Medicine Residency of Idaho (FMRI) and the West Ada School District (District). The District is the host site of the clinic and FMRI is the medical sponsor. The clinic delivers high quality health care to children and adolescents. The clinic is staffed by a multi-disciplinary team of health professionals including a Nurse Practitioner, social

worker, dietitian, and dental hygienist. The clinic staff works cooperatively with school nurses, coaches, counselors, classroom teachers, and school principals and their staff to assure that the school-based health center is an integral part of the life of the schools served.

Our shared goal is to help children succeed in school and in life by keeping them healthy, in school, and ready to learn.

The district provides the following non-academic supports for students in special education:

Health services to meet student needs – nursing and non-nursing services (medication support, toileting, feeding and

Behavioral services – from tiered interventions (in classroom) to special education classrooms that focus on behavior support (Positive Behavior Supports classrooms)

Related services for students – speech, language, occupational, physical therapies; vision and deaf/hard of hearing supports, audiology support

special Transportation with assistant support

Meridian Elementary has on-site hearing and vision screening. Using common formative assessments, grade level PLCs identify students not making progress toward priority standards. Within 5 days these students are screened for hearing and vision needs. Parents of students, identified with hearing and vision needs, are referred to the Meridian Schools Clinic and local physicians for follow up appointments.

**Well-rounded Education**

Well-rounded education is defined as “Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))”

In the West Ada School District, our elementary students are provided with sixty minutes of physical education, sixty minutes of music education, thirty minutes of health education and thirty minutes of focused computer science instruction every week.

The adopted reading curriculum for our elementary schools

	<p>integrates social studies and science curriculum throughout each unit. This provides each grade level opportunities to integrate our state science and social studies standards during our reading core times. The students at Meridian Elementary are offered opportunities to participate in art classes, coding, and STEM activities during the day.</p>
<b>Additional Opportunities For Learning</b>	<p>A variety of opportunities this year were used to positively impact students' future within the workforce. This includes community speakers, who shared a little about their profession to expand the future possibilities for students. Community partners and non-profits were also invited to share about various topics: STEM, the arts, as well as healthy living strategies.</p> <p>The district is initiating a three-year professional development plan to begin in the 2018-19 school year. The focus will be the College and Career Readiness component of the West Ada District Instructional Model as measured by the High Reliability Schools process developed by Robert Marzano.</p>
<b>School Transitions</b>	<p>The West Ada Early Intervention Program believes that young children with significant developmental delays have the right to services and supports that improve their quality of life and maximize their development. The mission of the Early Intervention Program is to offer a diverse range of services for children ages 3 to 5 with developmental delays and disabilities. A comprehensive evaluation process has been designed to determine individual strengths and needs so an appropriate individualized education plan can be developed. The program will focus on developing goals that are considered vital to the child's language, cognitive, physical, emotional, and social development. A plan will be developed to provide for a smooth and successful transition to future settings, such as home, community preschool, kindergarten, and family activities.</p> <p>The West Ada Early Intervention Preschool Program has been in the West Ada School District for 22 years. There are 9 preschool sites and 16 separate teachers throughout the district. Each of these sites have at least one morning and one afternoon session. The classes are open to children who are eligible for special education services and are between 3 and 5 years of age. Our classrooms are designed to address each child's individual needs while providing a quality preschool classroom experience. Idaho has adopted the Idaho Early Learning eGuidelines as standards to follow for children in preschool settings. The eGuidelines are broken into five developmental categories and can be found on the Department of Health and Welfare website below. A variety of related services are available including</p>

occupational therapy, physical therapy, speech/language therapy, vision services, and specially arranged transportation depending on the individual child's needs.

#### Developmental Domains addressed in Early Intervention

**Social Skills:** Abilities and characteristics that allow a child to engage in meaningful social interactions with adults, peers, and the environment or community.

**Emotional Skills:** Abilities that allow a child to cope with difficulties, express emotions accurately and effectively, and support others in expression of self.

**Self-Help/Adaptive Skills:** Behaviors that enable a child to become increasingly more independent in taking care of feeding, dressing, and personal toileting needs.

**Cognitive:** Refers to mental development or thinking skills. These skills include both pre-academic facts or concepts (such as color, shape, size, and position) and learning skills (such as ability to solve problems, engage in learning activities, ask questions, and describe ideas).

**Fine Motor:** Any small motor dexterity activity, generally with hands, such as stringing beads, using scissors, and writing skills.

**Gross Motor:** Any large movement activity that involves arms, legs, trunk balance, and coordination, such as throwing, skipping, climbing and hopping.

**Expressive Language:** What we do when we talk. It consists of words, phrases and gestures we use to communicate feelings, ideas and intentions of others.

**Receptive Language:** What we do when we listen. How we process the information we hear. It consists of understanding directions, language concepts and questions.

**Speech:** The sound pattern of language. Speech is made up of combinations of sounds that form words. Speech development is a gradual process beginning in infancy and continuing through the child's seventh or eighth year.

All 5th grade students at Meridian Elementary participate in a 'walking field trip' tour of Meridian Middle School in the Spring. During the tour they meet teachers, counselors, administrators, and student council members. Parents are invited, and the tour allows for questions, answers, and discussions about upcoming middle school opportunities.

Meridian Middle sixth grade teachers meeting with 5th grade students and teachers to give/receive feedback.

Our student support staff, counselor, nurse, and special education teachers meet with the middle school team to discuss individual student needs. Student data and plans are exchanged as well as information about school wide supports in place.

Student achievement/behavioral data and individual goal plans are sent to middle school counselors for continued implementation of individual student supports.

Student ownership of learning and building assessment capable learners is an essential focus at Meridian Elementary. Student identification of goals, strategies, resources, and self-advocacy are critical components of a successful assessment capable learner. Meridian Elementary strives to ensure these learner behaviors transition with 5th grade students to middle school.

**Professional Development**

The West Ada School District prioritized strong Professional Learning Communities as its foundation. Across our school, PLC teams are well-established and understand that the improvement of teaching and learning is their primary mission. Our school's PLCs are working with priority standards to ensure guaranteed and viable curriculum. All are creating common formative assessments, evaluating student data as a team, and designing content grade level interventions. We have a district wide commitment to collaboration, as demonstrated by the weekly Wednesday morning 'late start' for students.

All Title schools have a building Instructional Coach who focuses on high impact instruction for teachers and PLC teams. Professional development is delivered within contract time as well as through book study opportunities for continuing education credits. If Title I funds are supporting building professional development, attendance is monitored with participant sign-in sheets. The Instructional Coach provides professional development for all staff as well as ongoing, embedded, and individualized professional development for all teachers. Often, the administrative team and the Instructional Coach plan the professional development together, based on the district instructional model and building goals. A future goal is to build capacity in teacher leaders and encourage them to take a more active role in delivering professional development to their peers. District and individual school professional development is tied to the district College and Career Readiness component of the Instructional Model.

	<p>Along with schoolwide professional development, the district also provides various professional development opportunities for administrators. These sessions are also aligned to the West Ada College and Career Readiness Instructional Model. Our goal is to align professional development opportunities for admin and teachers with the district Instructional Model incrementally and over time.</p> <p>Professional development is also provided for paraprofessionals in our Title I buildings. Title I paraprofessionals participate in two full-day trainings each year that focus on quality instructional practices for reading and math, relevant instructional research, and information to help address the impact of poverty in the classroom. Paraprofessionals are also invited to attend district Title I teacher meetings/trainings which are held at least four times per year. Each paraprofessional is paired with a highly qualified teacher that also provides further direction and development for the paraprofessional throughout the year.</p>
<b>Family and Community Engagement</b>	<p>Meridian Elementary provides many opportunities to increase family and community engagement. Monthly we conduct family 'nights' ranging from Holiday literacy nights to Artist's and Authors' showcase. At each event we ensure students celebrate evidence of academic achievement and provide parents opportunity to learn strategies for continued practice at home.</p> <p>In addition, Meridian Elementary we target specific groups of students and parents based on academic needs for additional literacy opportunities. These include combined student-parent training on reading fluency practice at home and building structured times for celebration of progress toward goals.</p> <p>Meridian Elementary purposefully creates community supports and partnerships with the adjacent Boys and Girls Club, Meridian Schools Clinic, and Meridian City Hall. We coordinate supports with the Meridian Police and Fire Department. It is commonplace for leaders in our community to celebrate successes with our students including walking club with the Mayor.</p>
<b>Recruitment and Retention of Effective Teachers</b>	<p>West Ada School District is a desirable place to work. The district has had no problem obtaining teachers who are HQT and are experienced in all but a few areas. Those areas are special education, EL, high school math and science, and career and technical fields. The district has approached these areas with a number of strategies. There are now "hard to fill" stipends that are available for teachers in specialty areas. The district has begun sending recruiters to hiring fairs across the Northwest.</p>

The turnover of teachers is higher in Title I identified schools than in higher socio-economic areas. The district has employed three strategies to help recruit and retain teachers in lower socioeconomic schools. The first is in an additional paid summer PD day. The second is half to full-time instructional coaches in each Title I schools. The third is to reimburse teachers for some classes the state requires for recertification. This is in addition to the loan forgiveness programs in place from the federal government.

The district also works diligently to support teachers in hard to fill areas with support for alternative endorsements, through release time, support for classes as well as reimbursement where possible, for completing their additional endorsements.

It is the policy of the West Ada School District that all teachers and paraprofessionals hired into Title I buildings meet Highly Qualified status. To serve that need, teachers and paraprofessionals must prove Highly Qualified status as part of the application process. These staff members are screened and are not allowed to interview in Title I buildings unless they can prove Highly Qualified status.

Currently, all teachers and paraprofessionals hired into Title I buildings in West Ada School District meet Highly Qualified status. Title II funds have been available to provide training if needed to help teachers and paraprofessionals reach highly qualified status. To date however, that has not been needed.

**Coordination and Integration With Other Programs**

The West Ada School District coordinates with other Federal, State, and local services as much as possible. The district has a well-established comprehensive school counseling program that serves all students. The school counseling program supports violence prevention by promoting and enhancing student learning by providing classroom and small group activities on the topics of bullying prevention, social skills, and personal safety. School counselors are also trained to assist individual students with skills that enable them to plan, manage and monitor their own development. In addition, school counselors also offer individual and small group consultation designed to respond to immediate needs and concerns of both students and families. The district also coordinates with community programs to aid students and/or families that may be in need of additional community resources.

The West Ada School District also has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and youth

in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth. Terry Reilly Services has also begun a mental health program at Star Elementary.

The West Ada School District also has three community schools - one in each region of the the district (North, Central, and South). Meridian Elementary families are able to access services, including social work services, through Peregrine Elementary's community school which is located in the Central region.

In addition, the Federal Programs Department for the West Ada School District collaborates with the local Head Start programs to inform and assist parents of incoming kindergarteners with the registration process. Furthermore, the Director of Federal Programs and Student Achievement for the West Ada School District meets regularly with other state, local, and district leaders such as the State Department of Education, Cities of Meridian and Boise, and District leaders such as the nutrition manager, counseling coordinator, special education director, fiscal operations manager, and district regional directors. These meetings are designed to update and share information regarding coordination of services, legislation, and policies for each program. The Director of Federal Programs, in turn, meets regularly throughout the year with Title I principals, instructional coaches, teachers, and paraprofessionals in which this important information is stated and reviewed to ensure that all stakeholders are informed.

## Plan Components

### 1. Prioritized Needs:

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

Need Description	SMART Goal	Remove
Increase percentage of students who are Proficient on the Idaho State Achievement Tests in both English Language Arts and Math	ISAT Proficiency  •70% (48% from 29%) of students in third grade will demonstrate Math proficiency as measured by the Spring 2017 ISAT  •70% (54% from 21%) of students in third grade will demonstrate ELA proficiency as measured by the Spring	<input type="checkbox"/>

	<p>2017 ISAT.</p> <ul style="list-style-type: none"> <li>•70% (52% from 44%) of students in fourth grade will demonstrate Math proficiency as measured by the Spring 2017 ISAT.</li> <li>•70% (54% from 49%) of students in fourth grade will demonstrate ELA proficiency as measured by the Spring 2017 ISAT.</li> <li>•70% (70% from 52%) of students in fifth grade will demonstrate Math proficiency as measured by the Spring 2017 ISAT.</li> <li>•70% (74% from 53%) of students in fifth grade will demonstrate ELA proficiency as measured by the Spring 2017 ISAT.</li> </ul>	
<p>Increase percentage of students who are Proficient on the Idaho Reading Indicator.</p>	<p>IRI Proficiency</p> <ul style="list-style-type: none"> <li>•70% of students in kindergarten will demonstrate reading fluency proficiency as measured by the Spring 2019 benchmark assessment.</li> <li>•70% of students in first grade will demonstrate reading fluency proficiency as measured by the Spring 2019 benchmark assessment.</li> <li>•70% of students in second grade will demonstrate reading fluency proficiency as measured by the Spring 2019 benchmark assessment.</li> <li>•70% of students in third grade will demonstrate reading fluency proficiency as measured by the Spring 2019 benchmark assessment.</li> </ul>	<input type="checkbox"/>
<p>Meridian Elementary has met levels 1 and 2 (Safe and Collaborative Culture and Effective Instruction in Every Classroom) of the High Reliability Schools Framework. There is a need to complete level 3 (Guaranteed and Viable Curriculum).</p>	<p>Meridian Elementary will be certified in Level 3, as measured by Marzano Research and the High Reliability Schools Framework, by May 2019.</p>	<input type="checkbox"/>
<p>Close the gap of our subgroup populations' academic proficiency.</p>	<p>Close the subgroup academic proficiency gap by 3% for each subgroup.</p>	<input type="checkbox"/>

**2. Evidence-Based Interventions:**

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

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
High Reliability Schools	Strong Evidence ▼	High Reliability Schools based on R. Marzano's research outlines levels of operation that must be established to set leading indicators and monitored with lagging indicators on a continuous basis.  Safe and Collaborative Culture 2017-18  Effective Teaching in Every Classroom 2017-18  Guaranteed and Viable Curriculum 2018-19  <a href="http://www.marzanoresearch.com">www.marzanoresearch.com</a>	<input type="checkbox"/>
Visible Learning	Strong Evidence ▼	Learner dispositions are a central component of John Hattie's work. Professional Development for Title I Staff will begin in 2018-19  <a href="http://www.visiblelearningplus.com">www.visiblelearningplus.com</a>	<input type="checkbox"/>
School wide system of interventions (remediation and enrichment)	Strong Evidence ▼	Meridian Elementary implements a system of interventions for remediation and enrichment in grades PreK – 5th. All students participate in small group targeted interventions daily for a minimum of 30 mins in Math and ELA.	<input type="checkbox"/>

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

The High Reliability School's process tells us what to work on and how we can measure our success. Leading Indicators are the things we do and Lagging Indicators are the evidence that tells us what we did and if worked.

Continuous implementation of Professional Learning Communities is critical to maintaining High Reliability Status in Level 1 Safe and Collaborative Schools. Likewise, meaningful teacher feedback and evaluation tools, supporting professional development goals tied to our instructional model, is essential to Level 2 Effective Instruction in Every Classroom.

In the fall of 2018, our leadership team will re-survey students, staff, and parents. This data will be used to assess changes or supports needed for maintaining our certification in High Reliability Schools Level 1 and 2. Level 3 surveys will be distributed in September 2018 and data will be analyzed by our leadership team. Areas of need (leading indicators) will be identified from survey data and strategies to improve (lagging indicators) will be develop and implemented. Leadership team will review and collect evidence to demonstrate our Level 3 proficiency. This will be presented to Marzano research in Spring 2019.

As part of the High Reliability School's Framework survey data from staff, parents, and students is analyzed by our leadership team twice monthly. Classroom observation data, student achievement data, and teacher professional development goal feedback is continually used to drive daily decision-making throughout the school. The leadership team will be responsible for this sharing of data and leading discussions with staff, grade level PLCs, students, and parents.

Our PLC teams will also focus their work on alignment of priority standards, Common Formative Assessments, and proficiency scales K-5. As part of this process teams will:

- implement a guaranteed vocabulary in 2018-19 – work in August with teams
- Align practice/scrimmage/big game
- Continue rigor checks at grade levels 3 and 4

Visible Learning:

Professional development and formative feedback for teachers about visible learner strategies will be essential. Visible learner strategies will be a part of the Meridian Elementary 'non-negotiable' list, meaning that all teachers will need to make learning visible to students through classroom goal setting data boards.

Schoolwide System of Interventions (Remediation and Enrichment):

Our Title I teaching staff is highly qualified and will lead the scheduling of intervention time frames. Our school schedule supports a protected intervention operation. (See uploaded schedule.) Along with this, MES will also work to build in schoolwide fluency supports for our students.

- Schoolwide supports will include parent involvement opportunities beginning September
- Targeted fluency practice
- Parent informational night (proficiency scales/priority standards)
- Making progress visible for parents
- Continued progress with BRTI and systemic level I supports
- Change of schedule to include morning meetings and weekly focus

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

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

The plan will posted on the Meridian Elementary school web page of the district website.

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

The High Reliability School's process tells us what to work on and how we can measure our success. Leading Indicators are the things we do and Lagging Indicators are the evidence that tells us what we did and if worked.

Continuous implementation of Professional Learning Communities is critical to maintaining High Reliability Status in Level 1 Safe and Collaborative Schools. Likewise, meaningful teacher feedback and evaluation tools, supporting professional development goals tied to our instructional model, is essential to Level 2 Effective Instruction in Every Classroom.

In the fall of 2018, our leadership team will re-survey students, staff, and parents. This data will be used to assess changes or supports needed for maintaining our certification in High Reliability Schools Level 1 and 2. Level 3 surveys will be distributed in September 2018 and data will be analyzed by our leadership team. Areas of need (leading indicators) will be identified from survey data and strategies to improve (lagging indicators) will be develop and implemented. Leadership team will review and collect evidence to demonstrate our Level 3 proficiency. This will be presented to Marzano research in Spring 2019.

As part of the High Reliability School's Framework survey data from staff, parents, and students is analyzed by our leadership team twice monthly. Classroom observation data, student achievement data, and teacher professional development goal feedback is continually used to drive daily decision-making throughout the school. The leadership team will be responsible for this sharing of data and leading discussions with staff, grade level PLCs, students, and parents.

Our PLC teams will also focus their work on alignment of priority standards, Common Formative Assessments, and proficiency scales K-5. As part of this process teams will:

- implement a guaranteed vocabulary in 2018-19 – work in August with teams
- Align practice/scrimmage/big game
- Continue rigor checks at grade levels 3 and 4

The principal will also meet with the district Superintendent, Assistant Superintendent, and Regional Directors twice a year to review school goals.

Visible Learning:

Professional development and formative feedback for teachers about visible learner strategies will be essential. Visible learner strategies will be a part of the Meridian Elementary 'non-negotiable' list, meaning that all teachers will need to make learning visible to students through classroom goal setting data boards.

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- Change of schedule to include morning meetings and weekly focus

*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.