

JOHN V EVANS ELEMENTARY (1395)

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
Matt Seely	Principal	seematt@cassiaschools.org	<input type="checkbox"/>
Erica Kirst	Newcomer Teacher/EL Rep	kirerica@cassiaschools.org	<input type="checkbox"/>
Kayleen Oakes	Teacher, Kinder	oaksusan@cassiaschools.org	<input type="checkbox"/>
Karen Tharp	Teacher, 1st	thakaren@cassiaschools.org	<input type="checkbox"/>
Erica Herbst	Teacher 2nd	hererica@cassiaschools.org	<input type="checkbox"/>
Candice Garrard	Teacher, 3rd	garcandi@cassiaschools.org	<input type="checkbox"/>
Matt Larson	Teacher, 4th	larmatt@cassiaschools.org	<input type="checkbox"/>
Danielle Barborka	Teacher, 5th	barbdani@cassiaschools.org	<input type="checkbox"/>
Bonnie Casper	Teacher, 6th	casbonni@cassiaschools.org	<input type="checkbox"/>
Jocelynn Bradshaw	Parent	joceyrose@hotmail.com	<input type="checkbox"/>

Needs Assessment

School Leadership Team	Team members: Erica Kirst (Newcomers - EL), Kayleen Oakes (Kindergarten), Karen Tharp (1st), Erica Herbst (2nd), Candice Garrard (3rd), Matt Larson (4th), Danielle Barborka (5th), Bonnie Casper (6th), Matt Seely – Principal, Jocelynn Bradshaw – Parent
School and Community	School and Community: School Demographics: Student Population 557 Students, 284 Male, 272 Female, 56% - White, 42% Hispanic or Latino, 11% Students with Disabilities.
Academic Achievement	According to Spring 2022 ISAT Scores: ELA: 3rd Graders 49% Proficient 4th Graders 50% Proficient 5th Graders 43% Proficient 6th Graders 41% Proficient Math: 3rd Graders 54% Proficient 4th Graders 39% Proficient

5th Graders 37% Proficient
6th Graders 36% Proficient

Student Learning Needs

Analysis of data by the leadership team and school administration over a number of years using a number of different sources of student achievement data (ISAT, ISIP, Local Universal Screeners), reveals learning gaps that appear as early as kindergarten. Looking at some populations in general - gaps increase during the elementary years - specifically the gap between Economically Disadvantaged and Non-Economically Disadvantaged, and between EL and Non-EL. Data on specific students show that some students in these populations do not follow the learning gap trend.

Another need discovered by the leadership team and administration: reading proficiency in the upper grades. A small percentage of our 4th, 5th, and 6th graders do not demonstrate proficient skills in basic phonics to be successful readers.

Core Curriculum

Core curriculum is guided by the Idaho State Standards in ELA and Mathematics, and is based on the essential standards determined by our district, school, and grade-level teams. The primary curricular materials adopted to aide in the delivery of core curriculum are Reveal Math and Reach for Reading. Grade-level PLC teams are responsible to see that all students learn the essential standards.

Core Instruction:
Core instruction is planned and delivered by the certified teacher in each classroom in coordination with his/her grade-level PLC team.

Core instruction is monitored through 3 main avenues:

1. Primary grades use the ISIP to monitor ELA/Literacy skills. This monitoring is done monthly.
2. Grade-level PLC teams are in the process of training on the skills and dispositions needed to monitor their students progress based on team-developed common formative assessments
3. District-level benchmark assessments and universal screeners are administered 3 to 4 times per year.

Alignment of Teaching and Learning:
Building and District grade-level teams are tasked with aligning what is taught in the classroom to what is assessed and mastered by each student. Team-developed common formative assessments (as outlined in the Dufour model of Professional Learning Communities) are the surest way to see that what is taught, tested, and mastered stay in sync.

Universal Screening:
All students are given nationally-normed universal screeners at least 3 times per school-year: ISIP and AimsWeb Fluency

	<p>probes.</p> <p>Tiered Instruction and Academic Interventions: Academic interventions are provided for all grade levels in Math and ELA. The services provided depend upon the needs of the individual students. Intervention/enrichment time - Tier 2 and Tier 3 is part of the school's master schedule. Grade levels meet weekly to discuss student progress and to determine intervention strategies and activities appropriate to students' needs.</p>
<p>Core Instruction</p>	<p>Core instruction is planned and delivered by the certified teacher in each classroom in coordination with his/her grade-level PLC team.</p> <p>Core instruction is monitored through 3 main avenues:</p> <ol style="list-style-type: none"> 1. Primary grades use the ISIP to monitor ELA/Literacy skills. This monitoring is done monthly. 2. Grade-level PLC teams are in the process of training on the skills and dispositions needed to monitor their students progress based on team-developed common formative assessments 3. District-level benchmark assessments and universal screeners are administered 3 to 4 times per year.
<p>Alignment of teaching and Learning</p>	<p>Building and District grade-level teams are tasked with aligning what is taught in the classroom to what is assessed and mastered by each student. Team-developed common formative assessments (as outlined in the Dufour model of Professional Learning Communities) are the surest way to see that what is taught, tested, and mastered stay in sync.</p>
<p>Universal Screening</p>	<p>Each month, all students take the ISIP in Reading and/or Math - a nationally-normed universal screeners. Additionally, we administer AimsWeb Fluency probes 3 times per year. - Fall, Winter, Spring.</p>
<p>Tiered Instruction and Academic Interventions</p>	<p>Academic interventions are provided for all grade levels in Math and ELA. The services provided depend upon the needs of the individual students. Intervention/enrichment time - Tier 2 and Tier 3 is part of the school's master schedule. Grade levels meet weekly to discuss student progress and to determine intervention strategies and activities appropriate to students' needs.</p>
<p>Learning Time</p>	<p>School starts at 8:10 and ends at 3:25. Cassia School District is on a 4-day/week schedule. Students are in school for 146 days. Each grade level, first through sixth, has a master schedule with intervention and extension time (95 minutes) built into the schedule. Time dedicated to Tier 1 ELA instruction (beyond intervention/enrichment time) is approximately 90 minutes in each grade level. Time dedicated to Tier 1 Mathematics instruction is approximately 80 minutes.</p>
<p>Non-Academic Student Needs</p>	<p>John V. Evans Elementary has a full-time counselor who is available to meet with individual students upon the request of</p>

	<p>the teacher, parent, or the student. Some students require regular meetings with the counselor to address issues while others only require one meeting. In addition, the counselor goes to each classroom for 15 weeks for 45 minutes a time. The lessons taught depend upon the grade level. In the younger grades, the main focus is friendship. In the older grades, the lessons focus on bullying prevention and suicide prevention. In addition, the counselor will address certain topics with specific classrooms when need arises.</p>
<p>Well-rounded Education</p>	<p>As an elementary school, John V. Evans's main focus is on the core skills of ELA and mathematics. Beyond these core subjects, however, the school offers many opportunities for students to enhance their education. Technology is a high priority in the district and in the school. John V. Evans offers students opportunities to engage in curriculum and enrichment through chromebooks, laptops, desktops, and iPads. Music opportunities include voice, recorder, ukulele, and various percussion instruments depending on the grade. Students in 4th through 6th grades have the option of adding a string instrument. Sixth graders also have the opportunity to start band. Students in 5th and 6th grade were given the opportunity to join a choir made up of students from all Burley elementary schools. All John V. Evans students attend specials in library, music, computers, and physical education once a week.</p>
<p>Additional Opportunities For Learning</p>	<p>John V. Evans will offer a Summer Learning Program during the summer of 2023. The school will target students who are below proficiency in ELA and Math standards.</p>
<p>School Transitions</p>	<p>Individual meetings are held in the spring for each student that attends Cassia County Preschool. These meetings allow the administration and teachers to know the needs of incoming kindergarten students.</p> <p>The sixth-grade students from John V. Evans go to Burley Junior High for seventh grade. The counselors from both schools work together to make this transition smooth. The BJHS counselor comes to John V. Evans in April to help students choose their electives for seventh grade. Students are also taken to the junior high for a half day orientation in May. The junior high students are sent home early on that day to allow the sixth-grade students to look around the school, meet the teachers, and have questions answered. Parents are also invited to attend.</p>
<p>Professional Development</p>	<p>The core of John V. Evans Elementary's professional development is Professional Learning Communities. Each grade level team meets once a week on a specific day and time (during prep time). These meetings focus on learning grade level standards, aligning standards to curriculum, analyzing student data, planning for intervention/enrichment, and reflection on instructional practices for improvement. Other professional development decisions are made by the</p>

	<p>leadership team at the school level. Training on the initial stages of Professional Learning Communities has been the focus this year. The entire building leadership team attended the PLC conference in Salt Lake in October. The district is providing additional PLC training this year and is committed to continue PD on this subject. The district also provides professional development for beginning teachers on curriculum, classroom management, PLCs, and language acquisition.</p>
Family and Community Engagement	<p>John V. Evans has a published Family and Community Engagement Plan. This plan is endorsed by its Parent Advisory Committee. The John V. Evans Parent Advisory Committee sets the school's vision, mission, and goals. The Parent Advisory Committee and school Leadership Team are interested in bringing as many parents and community members as possible into the circle of school participation through volunteering, parent nights, PTO, and any other means that will positively influence our students.</p> <p>Family and Community Engagement activities for the 22-23 school year include: Back-to-School night, monthly parent night for our newcomer parents, school carnival in October, Family Math Night, Family Reading Night, Field Day. The school Parent-Teacher Organization also holds quarterly parent meetings. The PTO engages the community in many of their school enhancement and fund-raising efforts.</p>
Recruitment and Retention of Effective Teachers	<p>At John V. Evans Elementary, we have 28 certified staff members. Of those, 25 (89%) are fully certified and 3 (11%) are alternate authorizations. The percentage of fully certified staff members has risen consistently since the school opened in 2018.</p>
Coordination and Integration With Other Programs	

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	Need Description:	SMART Goal:	
1	<p>Refine grade-level PLC process so that all grade-level teams are using intervention time for specific interventions determined by team-developed common formative assessments.</p>	<p>During the second semester of 2022-23, every grade level team will show evidence from team-developed common formative assessments that they have successfully pre-assessed, analyzed pre-assessment results, intervened, enriched, and post-assessed on at least one essential standard in both ELA and Math.</p>	<input type="checkbox"/> Remove
<p>Evidence-Based Interventions: Discussion Topics</p>			

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.	<input type="checkbox"/> Remove
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Need Description:

SMART Goal: Remove

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.	<input type="checkbox"/> Remove
2-1 <input type="text" value="Conduct literacy intervention daily in each grade level"/>	<input type="text" value="Strong Evidence"/>	<input type="text" value="MTSS"/>	<input type="text" value="AimsWeb Fluency Probes, CORE Phonics assessments"/>	<input type="checkbox"/>

Need Description:

SMART Goal: Remove

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.	<input type="checkbox"/> Remove

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

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.

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

Files

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

Math

2021-2022				
	Advanced	Proficient	Basic	Below Basic
School	23.5 %	18.4 %	29.9 %	28.2
District	18.7 %	21.6 %	26.9 %	32.8
State	20.0 %	22.7 %	27.2 %	30.1

2020-2021				
	Advanced	Proficient	Basic	Below Basic
School	22.7 %	23.8 %	27.3 %	26.2
District	16.6 %	21.3 %	28.3 %	33.9
State	18.1 %	22.2 %	28.2 %	31.5

ELA

2021-2022				
	Advanced	Proficient	Basic	Below Basic
School	21.0 %	25.8 %	27.8 %	25.4
District	18.0 %	29.2 %	25.0 %	27.7
State	23.9 %	31.6 %	22.5 %	22.0

2020-2021				
	Advanced	Proficient	Basic	Below Basic
School	21.9 %	25.0 %	23.0 %	30.1
District	18.2 %	29.0 %	25.1 %	27.7
State	21.9 %	32.6 %	23.5 %	22.1

Science

2021-2022				
	Advanced	Proficient	Basic	Below Basic
School	8.1 %	24.3 %	41.9 %	25.7

District	6.5 %	27.7 %	38.1 %	27.8
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	50.5
District	50.7
State	53.5

2020-2021

	Percent of Students Making Adequate Progress
School	49.6
District	42.2
State	41.5

ELA

2021-2022

	Percent of Students Making Adequate Progress
School	59.5
District	57.7
State	64.4

2020-2021

	Percent of Students Making Adequate Progress
School	55.1
District	56.0
State	60.7

EL Proficiency

2021-2022

	Percent of EL Students Reaching Proficiency
School	8.2
District	7.8
State	10.0

2020-2021

	Percent of EL Students Reaching Proficiency
School	6.3
District	10.9
State	10.1

2019-2020

	Percent of EL Students Reaching Proficiency
School	18.7
District	16.7
State	19.3

EL Progress

2021-2022

	Percent of EL Students Making Progress
School	58.8
District	49.1
State	50.5

2020-2021

	Percent of EL Students Making Progress
School	73.8
District	51.3
State	48.1

2019-2020

	Percent of EL Students Making Progress
School	72.4
District	58.1
State	62.4

2021-2022

	Overall Student Engagement
School	58.6
District	46.0
State	45.5

2020-2021

	Overall Student Engagement
School	59.2
District	47.3
State	45.7

Validation Issues

Note: if you have validation errors that have already been corrected, please click the Save button to revalidate this page.

Needs Assessment

- **Error: All questions require responses**

Plan Components

- **Error: One or more responses are missing**
- **Error: All Prioritized Needs require at least one Evidence Based Intervention**
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