

# HEYBURN ELEMENTARY SCHOOL (0254)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

*Note: All tabs must be activated before they will print*

## Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Tammi Masters	Principal	<input type="checkbox"/>
Brook Sprenger	Kindergarten Teacher	<input type="checkbox"/>
Denise Martin	First Grade Teacher	<input type="checkbox"/>
Larise Bailey	Second Grade Teacher	<input type="checkbox"/>
Ernest Sandeen	Third Grade Teacher	<input type="checkbox"/>
Megan Davis	Fourth Grade Teacher	<input type="checkbox"/>
Danielle Wynn	Fifth Grade Teacher	<input type="checkbox"/>
Jamie Spooner	Title 1 Teacher / RTI Coordinator	<input type="checkbox"/>
Chelcie Asbury	Special Education Teacher	<input type="checkbox"/>
Jamie Tankersley	Parent	<input type="checkbox"/>

## Plan Components

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

### Prioritized Needs

Need  
1

**Need**      **SMART Goal:**  
**Description:** Increase the number of positive behavior recognitions (based on enrollment number) from 85% of students to 100% of students during the 2020-2021 school year.  
 Behavior

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.	Remove
#				

1- 1	Conduct all staff training on behavior program throughout the year.	Moderate Evidence ▼	John Hatties Factors Influencing Student Achievement: Classroom - Classroom Behavioral	<input type="checkbox"/>
1- 2	_____	--Select-- ▼	_____	<input type="checkbox"/>

Need  
2

**Need**      **SMART Goal:**

**Description:**   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.	Remove
2- 1	Designate time each school day to administer additional math interventions.	Strong Evidence ▼	John Hatties Factors Influencing Student Achievement: Teaching - Response to Intervention	Leadership Team and teachers will monitor data throughout the year to determine effectiveness.	<input type="checkbox"/>
2- 2	Incorporate math assessment and data in RTI Grade Level collaboration time held quarterly. • Incorporate math interventions as part of the Title 1 services offered throughout the day. • Analyze, on the last teacher in-service day, collected data on IStation assessments to determine success toward building goal.	Strong Evidence ▼	John Hattie's Factors Influencing Student Achievement: Teaching Response to Intervention	Leadership Team and teachers will monitor data throughout the year to determine effectiveness.	<input type="checkbox"/>
2- 3	Continue searching to determine progress monitoring tool, and frequency of administration to be used schoolwide.	Moderate Evidence ▼	John Hattie's Factors Influencing Student Achievement: Curricula	Leadership Team and teachers will monitor data throughout the year to determine	<input type="checkbox"/>

effectiveness as well as District RTI Team evaluation of Data.

**Need** **SMART Goal:**  
**Description:** Increase student % of on-level / proficient students in ELA in IStation from fall 2020 to spring of 2021 by 10 %.  
 ELA  Remove

**Evidence-Based Interventions:** Discussion Topics

Need 3

<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	<b>Remove</b>
3-1 Grade level teams will determine what additional steps/activities to include in the classroom to improve student's exposure to technology / typing.	Strong Evidence ▼	Our Math and Language Art adopted curriculums Houghton-Mifflin Go Math and McGraw-Hill Wonders programs are both on the state textbook adoption list and therefore "researched based".	Leadership Team and teachers will monitor data throughout the year to determine effectiveness.	<input type="checkbox"/>
3-2 Analyze, on the last teacher in-service day, collected data.	Strong Evidence ▼	John Hattie's Factors Influencing Student Achievement: Teaching Response to Intervention	Leadership Team and teachers will monitor data throughout the year to determine effectiveness.	<input type="checkbox"/>
3-3 Continue to scrutinize RTI process and make changes including the goals (ROI), interventions, and the providing appropriate amount of time for tier instruction	Strong Evidence ▼	John Hattie's Factors Influencing Student Achievement: Teaching Response to Intervention	Leadership Team and teachers will monitor data throughout the year to determine effectiveness.	<input type="checkbox"/>

Need 4	<b>Need</b> <b>Description:</b> IRI Students with Disabilities	<b>SMART Goal:</b> Increase % of on-level / proficient Students with Disabilities on the IRI from 35% spring 2018 to 40% by the spring 2020.	Remove <input type="checkbox"/>		
<b>Evidence-Based Interventions:</b> 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 <input type="checkbox"/>
4-1	Students will receive core instruction in reading plus two more interventions during the school day.	Strong Evidence ▼	Our Special Education Curriculum includes Research Based Programs.	Leadership Team and teachers will monitor data throughout the year to determine effectiveness.	<input type="checkbox"/>
4-2	Utilize scripted evidence based interventions using Pathways Reading curriculum	Strong Evidence ▼	Our Special Education Curriculum includes Research Based Programs.	Leadership Team and teachers will monitor data throughout the year to determine effectiveness.	<input type="checkbox"/>

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

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**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

The district holds a yearly end-of-school data review day. IStation Reading and Math and ISAT data will be reviewed. Goals will be set using this data and action plans initiated. When staff returns in August, time will be dedicated to relook at data and goals. Staff will evaluate data to determine if set goals will achieve our set goals and if not, then adjust. Additionally, quarterly data reviews by the RTI team will be used to adjust instruction and interventions. The Leadership Team, which contains grade level representatives, Special Education, Title 1, and parent members, will review data as the year progresses for effectiveness of interventions.

## Validation Issues

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

### Plan Components

- Error: One or more responses are missing

- Error: One or more Evidence Based Interventions are incomplete
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