

Be respectful
Take responsibility
Be ready to learn



Popplewell Elementary School
Principal Cynthia Cooper
200 6th Avenue North
Buhl, Idaho 83316
Phone: (208)543-8225 Fax: (208) 543-2133

School Leadership Team

The Leadership Team is headed by 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, student, and community. All grade levels, departments, and specialty staff are represented. Additionally, team members are knowledgeable about school improvements efforts and possess diverse skills that help move the team toward its improvement goals.

The Leadership Team is facilitated by 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, student, and community. All grade levels, departments, and specialty staff are represented. Additionally, team members are knowledgeable about school improvements efforts and possess diverse skills that help move the team toward its improvement goals.

The leadership team meets weekly. The team creates meeting protocols to guide its work. The first step is to establish norms or guiding principles that 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.

Formative Assessments: Low-stakes assessments are important and useful student data. Universal screening and progress monitoring are formative assessments that are used to gather information on where students are and where we need to go next. We use ISAT Interim s, 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 back 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 decide student grouping and differentiation. Standardized test data reveals how students performed: advanced, proficient, basic, and below basic. This helps inform how student groups are chosen and how differentiation is designed for individual students.

Communication is a two-part entity. First, the 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 give it to parents. The second means of communication responsibilities are given to the administrator. She takes information to the Superintendent and three times a year the information is presented to the board.

Formative Assessments: Low-stakes assessments are important and useful student data. Universal screeners and progress monitoring are formative assessments that are used to gather information on where students are and where we need to go next. We use ISAT Interim s, 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 numerous students don't do well on a high-stakes assessment, we reflect back 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 decide student grouping and differentiation. Standardized test data reveals how students performed: advanced, proficient, basic, and below basic. This helps inform how student groups are chosen and how differentiation is designed for individual students.

School and Community

Buhl, Idaho's demographics:

Buhl, ID has a population of 4,243. 78% speak English and 21% speak Spanish. 44% of Buhl residents were born in Idaho, 44% were born out of state, 0% were born outside of the United States and 12% were foreign-born.

Our school community demographics:

The demographics of Popplewell Elementary are as follows:

At the close of the 2018/19 school year, Popplewell Elementary had 595 students enrolled.

American Indian: 5 students

Hispanic: 213 students

Caucasian: 370

Black/African American: 2

Asian: 3

Native Hawaiian or other Pacific Islander: 0

2 or more races: 2

Unclassified: 0

There have been no changes in administration within the elementary school. We are losing three teachers.

Other demographics:

Low socioeconomic status: 100% All students received free lunch and breakfast.

Special Education: 77

LEP: 139

Homeless: 18

Title: School wide status (100%)

Migrant: 12

504: 10

Academic Achievement

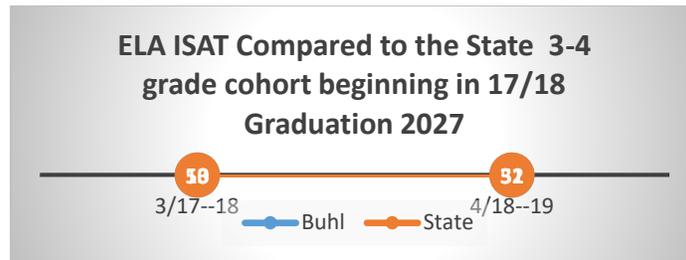
Below the graphs demonstrate the cohorts and their growth beginning in their third grade school year and their growth or lack of growth.

Popplewell Elementary Schools Academic Achievement:

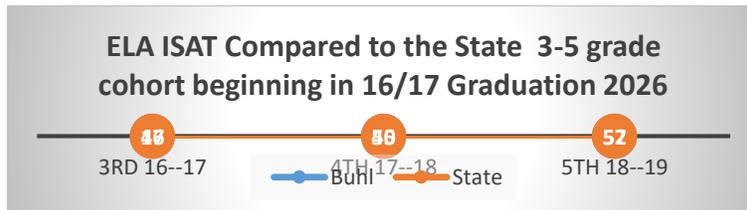
ELA

The 18/19 school year the 3rd grade had 38% proficient. The State comparison on the ELA had 50% proficient on the ELA assessment. There is no comparison for their cohort as the ELA begins in the 3rd grade.

The 18/19 school year the 4th grade cohort had 31% proficient. Their score grew from a 13% in the 17-18 school year, 3rd grade year to 31% the 18/19 4th grade school year. Growing 18% from 17/18 to 18/19. The State is on average higher but we are slowly closing the gap.



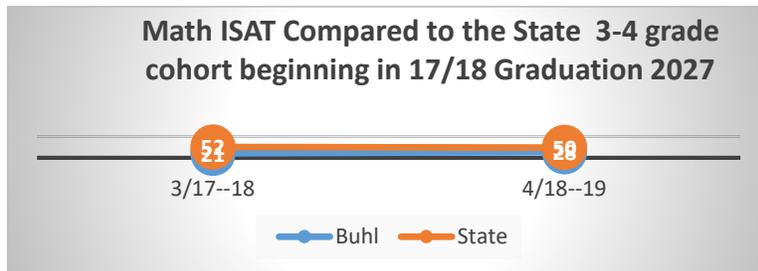
The 18/19 school year the 5th grade had 52% proficient. Their score grew from 45% to 52% proficient. Growing 7%. The State on average is higher but we are closing the gap.



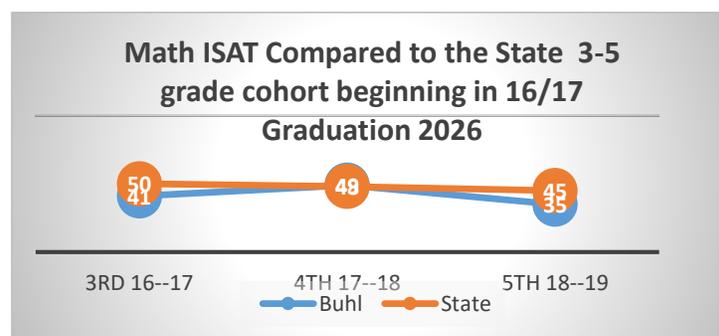
Math

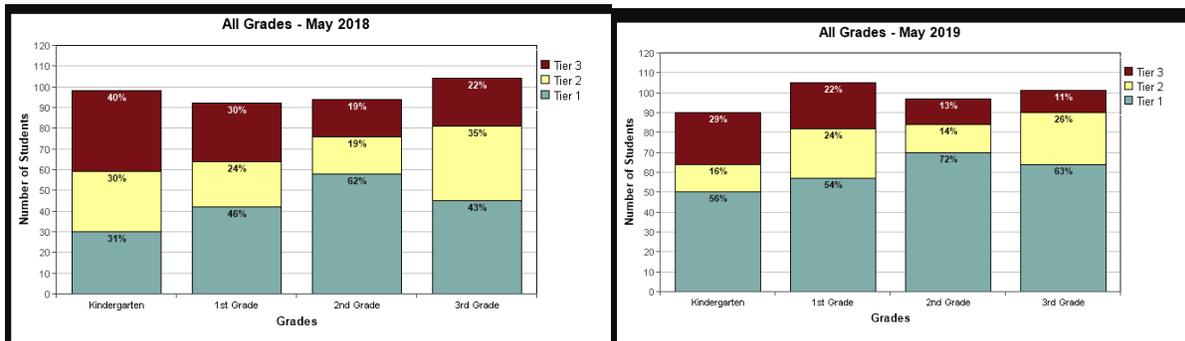
The 18/19 school year the 3rd grade had 36% proficient. The State had 53% proficient. There is no comparison to cohort because 3rd grade is when the Math ISAT begins.

The 18/19 school year the 4th grade had 28% proficient. From the 2017/18 year the students grew 7%. The gap with the state is closing.



The 18/19 school year the 5th grade had 35% proficient. Their scores decreased from 48% to 35%. Decreasing 13%. We are in the process of buying a new math curriculum. This should help bring the scores up.





Kindergarten Grade students in 18/19 had 54% Proficient. This is the beginning of the IRI/IStation. The state scores will not be out until August 2019 for a comparison.

The 2017/18 school year the Kindergarten had 31% proficient. In 2018/19 this school year the 1st graders had 54% proficient. Growing 23%

The 2017/18 school year the 1st grade cohort had 46% proficient. In 2018/19 this school year the 2nd graders had 72% proficient. Growing 26%

The 2017/18 school year the 2nd grade had 62% proficient. In 2018/19 this school year the 3rd graders had 63% proficient. Growing 1%

We have not been identified for Comprehensive Support and Improvement. The data does demonstrate that all grade levels except kindergarten need to become more intentional and focused.

Student Learning Needs

A strong PLC, MTSS school is crucial to creating an environment and culture that is centered on students learning, not teaching students. As educators changing the mindset of teachers, from a fixed mindset to a mindset of positivity and success will support students, curriculum, scores etc. Changing teachers and how we run the school is crucial in changing the negative mindset. Professional development is crucial to increasing teacher/student interactions, create an environment of “I Can attitude”, and understand 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 following visual representation is used by the Buhl School District to identify students using the Student Success Model (MTSS based). All the information (and Appendices’ A-C) 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 instruction at tier one is focused on Idaho standards at each grade level and subject areas 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 student’s progress at tier 2.

Tier 3:

In addition to students receiving Tiers 1 and 2 instruction, Tier 3 consists of intensive instruction that focuses on skills that pose the greatest barrier to student learning. Instruction may include modified or alternative curriculum, modified lessons and tests, as well as 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 student’s progress at tier 3.

Tier Instruction throughout the Buhl School District

How do we differentiate?

Tier 1:

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

Tier 2:

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

Tier 3:

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

Core Curriculum

The curriculum we are using is as following:

Journey's https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficiency/journeys_cc_2014_national_research_base_k-6.pdf

Engaged New York <https://www.engageny.org/resource/role-research-common-core-instruction>

Guided Reading file:///C:/Users/ccoper/Downloads/GR_Research_Paper_2010_3.pdf

All of the curriculum we utilize is researched/evidence-based.

If the links are copied and pasted all three of the above academic programs are researched-based instructional programs. According to the U.S. Department of Education, the programs that meet the criteria for a Scientific researched curriculum. All three address the Common Core Standards as well.

Our Assessments are as follows:

Tier 1:

Tier 1 assessments are for all students. They consist of universal screeners given three times a year (fall, winter, spring), standards-based assessments, and formative and summative assessments. Assessments 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 supports.

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 on a bi-weekly to monthly schedule to assess student growth.

Tier 3:

Assessments at tier 3 are based on further informal diagnostic testing to determine skill deficiencies. Progress monitoring on-level is performed at regular intervals by the instructor to assess growth in deficit areas. Tier 3 students take all grade level tests as Tier 1 and Tier 2 students as well.

Core Instruction

Popplewell Elementary bases all of its Core Instruction on the RTI/MTSS model. The expectation is that the curriculum is delivered with fidelity. The information is taught by trained teachers. The lowest students are required to work with the most qualified.

Again, we use the tiered systems of support.

Alignment of teaching and Learning

Alignment of teaching and Learning. The following is a bulleted description of how students are identified, the collaboration team meetings and the MTSS team.

Tier 1

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 the order in which standards, goals, and benchmarks will be taught.
6. Teachers have developed topic/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 currently screened three times per year for ELA and math.
11. All general education teachers will utilize research-based strategies and resources in addition to 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 make determinations on changes in placements.
13. Building MTSS team (5 representatives; 2 general education teachers, 1 specialist, 1 at large, 1 administrator, and classroom teacher of any student being discussed, meet at least once a month to discuss students' progress, concerns, data, etc. to determine changes in interventions, placement, etc.

Tier 2

Interventions 15% Target

1. Students possibly placed in this intervention through MTSS process and evaluation process.
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 to grade level standards.
4. Students' progress is monitored through probes, on a weekly or bi-weekly basis, in the areas pertaining to skill deficiencies.
5. Instructional levels are adjusted as needed by teacher and MTSS team.

Tier 3

Interventions 5% Target

1. All students in Tier 3 interventions are at least 2 years behind grade level.
2. Students possibly placed in this intervention through MTSS process and evaluation process.
3. All interventions are based on assessment data and teacher recommendation.
4. Intensive instructional strategies are based on research and best practices.
5. Instruction is at student-level rather than grade-level.
6. Students' progress is monitored through probes, on a weekly or bi-weekly basis, in the areas pertaining to skill deficiencies.
7. Instructional levels are consistently adjusted as needed by teacher and MTSS team.

Universal Screening

Tier 1 assessments are for all students. They consist of universal screeners given three times a year (fall, winter, spring), standards-based assessments, and formative and summative assessments. Assessments 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 supports. Grades K - 5 utilize Universal Screeners. The screeners we use are all researched based and have cut scores.

We utilize the Milepost Silverback system. The system allows us to sort information once it is uploaded. This helps our teachers, teams and MTSS committee identify specific groups such as English Learners. We document Universal Screeners, Diagnostic Assessment, Progress Monitoring etc, on this system.

Planning/ Problem-Solving Process:

The Planning/ Problem-Solving Process is a process used by teams of educators and families working together using student data to make instructional decisions in order to improve academic and behavioral outcomes for the student(s).

The process includes 4 steps in answering these questions:

Define: What is the problem or goal?

Analyze: Why is the problem happening or 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 in order to ensure positive student response.

Tiered Instruction and Academic Interventions

Tier Instruction throughout the Buhl School District

What does instruction look like at?

Tier 1:

Instruction is delivered to all students with differentiation and accommodations as needed. The delivery of instruction at tier one is focused on Idaho standards at each grade level and subject areas 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 student's progress at tier 2.

Tier 3:

In addition to students receiving Tiers 1 and 2 instruction, Tier 3 consists of intensive instruction that focuses on skills that pose the greatest barrier to student learning. Instruction may include modified or alternative curriculum, modified lessons, and tests, as well as 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 student's progress at tier 3.

Tier Instruction throughout the Buhl School District

How do we differentiate it?

Tier 1:

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

Tier 2:

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

Tier 3:

Tier 3 is the most intensive instruction students can receive. Tier 3 often includes using a parallel curriculum, alternative curriculum, or replacement curriculum and adjusted assignments. Instruction at tier 3 is given at 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 at?

Tier 1:

Tier 1 assessments are for all students. They consist of universal screeners given three times a year (fall, winter, spring), standards-based assessments, and formative and summative assessments. Assessments 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 supports.

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 on a bi-weekly to monthly schedule to assess student growth.

Tier 3:

Assessments at tier 3 are based on further informal diagnostic testing to determine skill deficiencies. Progress monitoring on-level is performed on regular intervals by instructor to assess growth in deficit areas. Tier 3 students take all grade level tests as Tier 1 and Tier 2 students as well.

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 is identified through the tiered system. It is crucial to provide all students with consistent instruction through structured, daily implementation to ensure that literacy and mathematics becomes essential in schools. Our use of teachers, paraprofessionals, and specialists in scheduled intervention times ensure that every child has an opportunity to learn the new concept and to practice multiple times to develop the foundation of literacy.

The Popplewell Elementary 2019-2020 Literacy and Mathematics Intervention Plans being implemented is structured with research-based materials and interventions. Leveled tiered interventions are focused to meet 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 in Title I pullout. These groups differentiate the instruction near grade level using materials that are on the students' level, in order 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 individual student in the group. Leveled Tiers in relation to 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 been implementing the Multi-Tiered System of Supports, or MTSS procedure, for the past five years with a good success rate. This system is based upon the three (3) tiers that ensure that students receive the intervention assistance they need. 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 focused on the core for each grade level. All students receive literacy and mathematics instruction scheduled in 90-minute blocks. Tier II instruction is early intervention based upon each student's level of reading and is conducted in small groups by the teachers, aides, or specialists. Finally, Tier III is the intensive instruction for students who have 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 own frequency. The use of this process has assisted us as we continue to target ELA literacy and mathematics skills.

In addition to our highly structured instruction and tiered intervention process, we also administer diagnostic assessments depending upon 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 2019-2020 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. 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 another 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 be made up of 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 be piloting the new I-station this year. We will additionally use the I-station data to drive instruction. Our summer school is an intense structure that is held for nine weeks and focuses on intervention strategies. Finally, the district will provide staff training using the Title II-A and district funds, which will encompass all of the foundational literacy components (below). Mileposts will provide 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 a variety of 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 on a daily basis.

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

Non-Academic Student Needs

Our school does not currently have counseling, mental health programs. We do have a mentoring program called Check in Check out. All teacher and staff are assigned a student that needs to have extra attention. 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 Professional Development. Our leadership teams also help support. Along with our MTSS team.

Well-rounded Education

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 is as follows for preschoolers:

Throughout the year teachers talk about the transition.
Take students to the kindergarten rooms 3 times a year.
Attend library, recess, pe and other activities to build awareness.

If you are an elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school?

Some of the areas to decrease transition time is as follows for fifth graders:

Throughout the year teachers talk about the transition to MS and the differences between MS and Elementary.
Take students who are at risk, IEP, anxiety disorders, EL etc, to the Middle School at the end of the year.
Teach students how to use a lock for a locker.

Developing Professional Educators:

The effective use of curriculum, instructional programs, and assessments require professional development for all staff. The Buhl School District has adopted a calendar that professional development is built into. The professional development training will include providing literacy, math and character development. All staff members (who meet with students) are trained in assessment fidelity according to directions and guidelines, small group instruction, and the Language Arts curriculum (Journeys). Popplewell Elementary School has a Professional Development Committee and a Building Leadership Committee that creates, leads and implements the majority of the professional development during scheduled professional development training. The principal facilitates the committee meetings but encourages teacher members to demonstrate their expertise, understanding, and researched-based knowledge to design and implement the professional developments that are most pertinent for the rest of the staff members.

All of our professional development directly affects literacy, math and classroom management. We have found that if teachers do not have good classroom control, focus, and strategies, reading instruction will not be effective despite all intentions. We utilize a variety of resources for professional development including webinars, experts from the staff who have gone out to participate in various training, building committee leaders, and 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

Curricula Training (Journeys)
MTSS Training
Differentiated Instruction Training
Backward Planning
Common Core Alignment
Data Meetings
Title One Conference
Love and Logic in the Classroom
Para Professional training for small groups Much more...

Effective Instruction and Intervention: Literacy and math instruction is 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 Backwards 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 in order to be meet the needs of each student. This planning has ensured that our system of intervention is flexible and each staff member is willing to look at needs and try something new in order to help the students make gains. Teachers are becoming more adept at using Common Core standards and WIDA standards to make the

difference in student learning-level. Effective reading instruction for all children is achieved through differentiated instruction. Our literacy and math instruction commitment is to identify children who are reading below grade level, or who are otherwise at risk for reading problems. Upon identification through assessments, we provide these students with differentiated instruction based on individual need. Differentiated instruction's research base shows that children can make the progress necessary to reach grade level, literacy and math performance if the correct instruction is given in a way that is understood by the student.

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, suggestions that their children need to succeed, and to educating them on methods and strategies designed 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 are able to use the data to identify at-risk students. Teachers, students, and their parents work together to come up with a plan to alleviate the concerns. Parents are given the option of a formal meeting or updates about their students' progress via personal visits, emails, texting, or a 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.

Recruitment and Retention of Effective Teachers

What percentage of teachers meet state certification requirements? 100% of our teachers are state certified or on an alternative.

What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?

Recruitment and Retention:

Idaho state salary scale is used.

Teachers work with teams to help them

Coordination and Integration with Other Programs

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 plan is the first stage in using the collaboration to better create a strong district.

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. Creating documents, plans, and expectations centered on the strategic plans. Like most schools, Popplewell Elementary School is being tested by a changing world. Our strength is in integrating our Federal, State, which include Title I-A, Title II, III, EL, Safety, Literacy etc. Our Strategic plan have the overall goal of evolving and learning to facilitate, guide and have high expectations for all students, according to the school's mission. We build our foundations from that vision.