

Sugar-Salem Jr. High

Targeted School Improvement Plan

Created 2022-2023

Stakeholders

Stakeholder Name	Position
Jay Miller	Building Administrator
Karl Gehmlich	Building Administrator
Tami Saunders	Counselor
Bryon Kennedy	Special Ed Director
Chris Jensen	Special Ed teacher
Greg Marsden	Science Teacher
Sheri Singleton	Math Teacher
Lauri Orme	ELA Teacher
Teisha Daniels	ELA Teacher
Krista Gehmlich	Parent

Needs Assessment:

- School Leadership Team:** *ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team? How are decisions made? How frequently does the team meet? What is the process for communicating with district leadership? How are agendas set? How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based? Who is responsible for communicating with staff, families, and other stakeholders?*

Sugar Salem Jr High School assembled a school leadership team to provide input, direction, data, and strategies for the TSI plan. The school principal is the chair of this team and is in charge of all meeting agendas and schedules. The team consists of administrators, the school counselors, a teacher from each department, and community members. Each team member is assigned specific assignments and objectives based upon their area of expertise. Team decisions are made collectively and the school principal directs and finalizes all decisions and objectives. Throughout the school year the TSI team met monthly to begin planning and allocating tasks. Starting in March, the team moved these meetings to weekly. The principal schedules and invites team members each week through email and/or phone communication. He also provides a meeting agenda along with objectives to accomplish before the next meeting. School and grade level data is used to determine if current and future strategies are and will be effective in improving student

achievement. Specific dates are used to establish deadlines for objective and plan completion. Two team members are in charge of communicating and presenting data to the school district.

2. School & Community: *Describe the school community demographics. Have there been recent changes in the community, such as school staff, administrator, and board changes; rising unemployment; etc. which have adversely impacted the school community? What efforts have the school and/or district used in the past three years to address these issues?*

Sugar Salem Jr. High school transitioned to a newly built school in November 2021. Sixth graders transitioned from the Kershaw Intermediate School in November and joined the seventh and eighth graders. All three grades began the second trimester together. Current enrollment is 384 students - 194 male and 190 female. Ethnic breakdown is as follows: 345 students are Caucasian, 21 Hispanic, 6 Black, 4 American Indian, 2 Asian and 4 (2 or more ethnicities). Sugar-Salem School District and surrounding districts have experienced phenomenal growth. Rising inflation costs and unemployment have adversely impacted the area. Current Free/Reduced breakfast/lunch percentages district-wide are 16.17% reduced and 20.46% free. The Jr. High is 14.58% reduced and 20.31% free. The Jr. High is a high need LEA (Local Education Agency) and demonstrates a 35% level of poverty. The Jr High has applied for the Stronger Connection Grant because of a mental health professional shortage. With the grant approved, the school will provide students with a safer and healthier learning environment. The World Population review for Sugar City, Idaho, shows the following demographics for Sugar City and surrounding communities-

Name	2023 Population	2020 Census	Annual Change	Density (mi ²)	Area (mi ²)
<u>Sugar City</u>	3,220	2,358	10.96%	1,623	1.98
<u>Teton</u>	830	794	1.47%	1,205	0.69
<u>Rexburg</u>	36,127	34,894	1.17%	3,609	10.01

3. Academic Achievement: *The school's academic achievement data can be found on the Assessment Summary tab. If the school is in school improvement, please list the reasons the school has been identified for Comprehensive Support and Improvement (ELA, Math, Graduation Rate, etc.). What do the data suggest are strengths and weaknesses in student learning?*

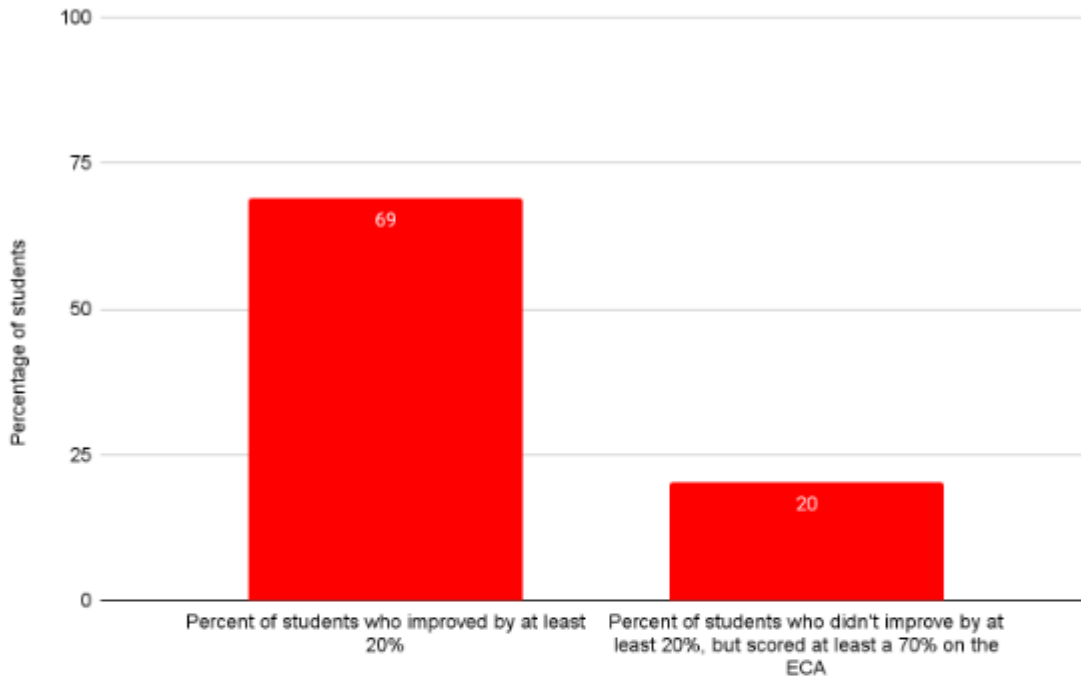
The junior high school utilizes a number of assessments to determine where students are on the road to learning. Departments provide common assessments, to check for understanding during the trimester. Also, students are given ISATs in the spring, to find proficiency in the areas of math, science and language arts.

Each department gives common end of course assessments at the end of each trimester to determine student growth. The following graphs provide data by department for the 2022/2023 school year:

Trimester 1

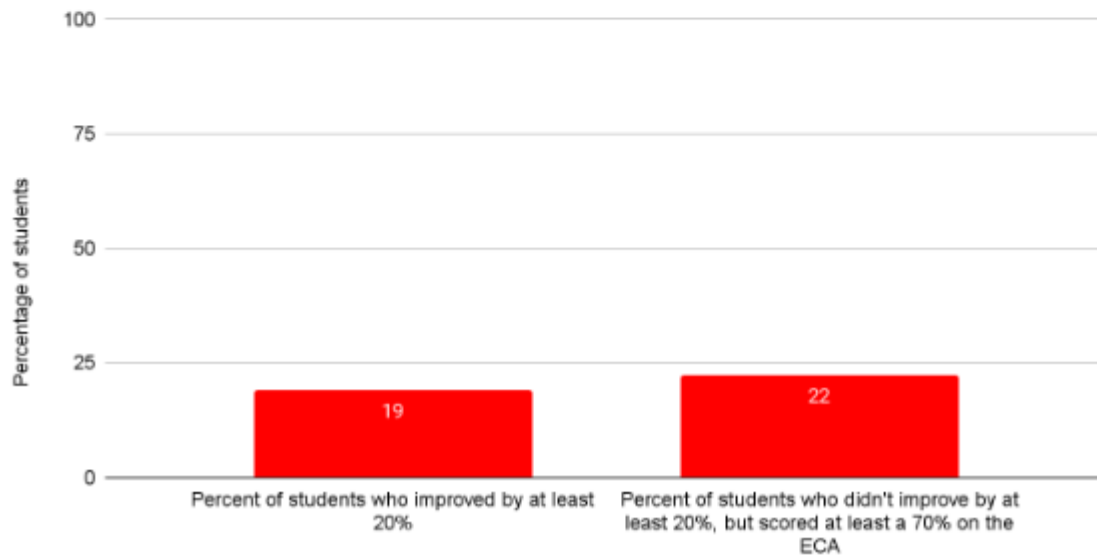
Pre- and post- test data for 8th grade math

This is a summary of the pre/post ECA data. Total students: 138



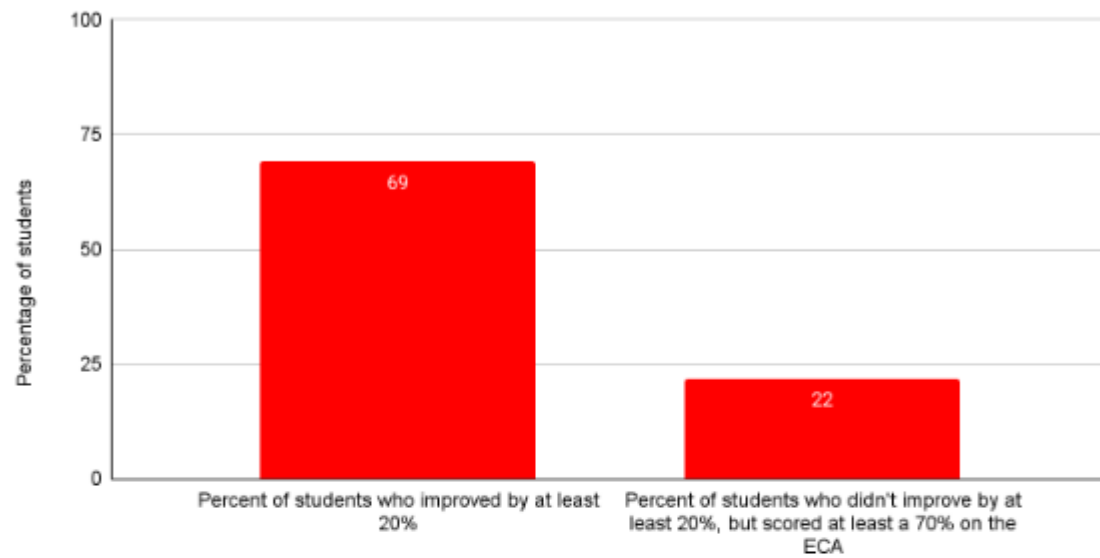
Pre- and post- test data for 6th grade language

This is a summary of the pre/post ECA data. Total students: 89



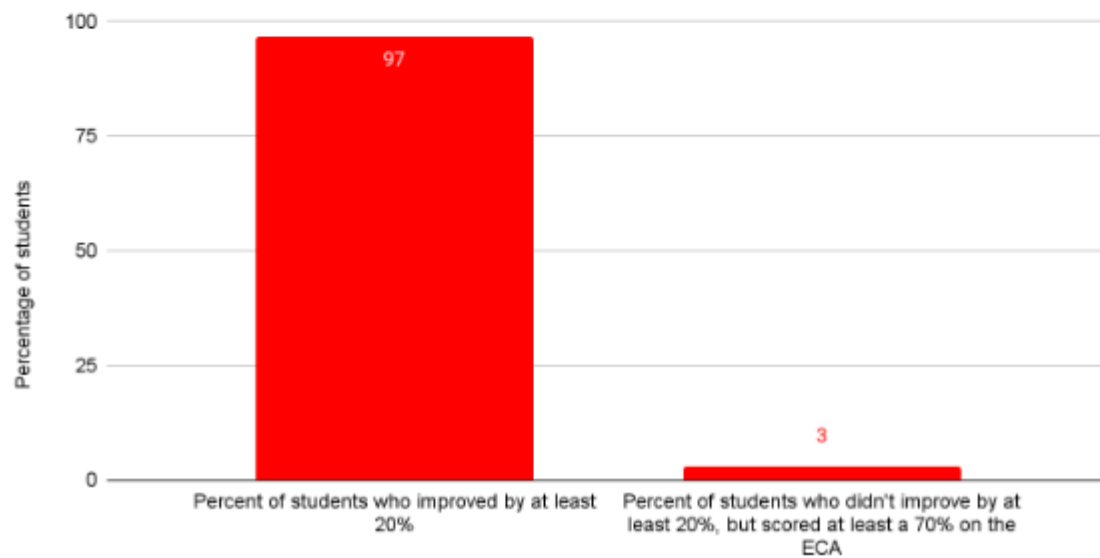
Pre- and post- test data for 7th grade language

This is a summary of the pre/post ECA data. Total students: 55



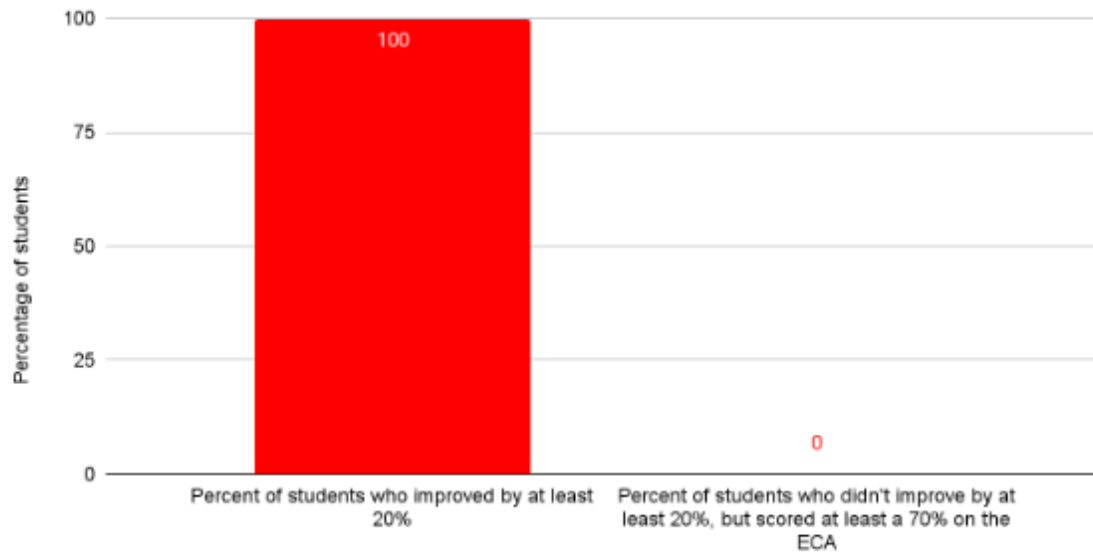
Pre- and post- test data for 8th grade language

This is a summary of the pre/post ECA data. Total students: 143



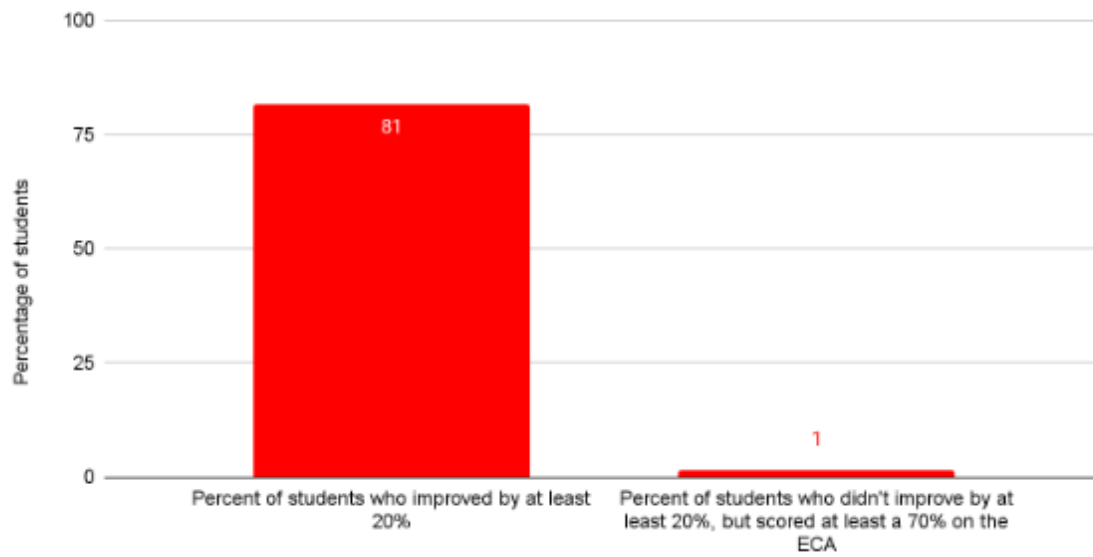
Pre- and post- test data for 6th grade reading

This is a summary of the pre/post ECA data. Total students: 98



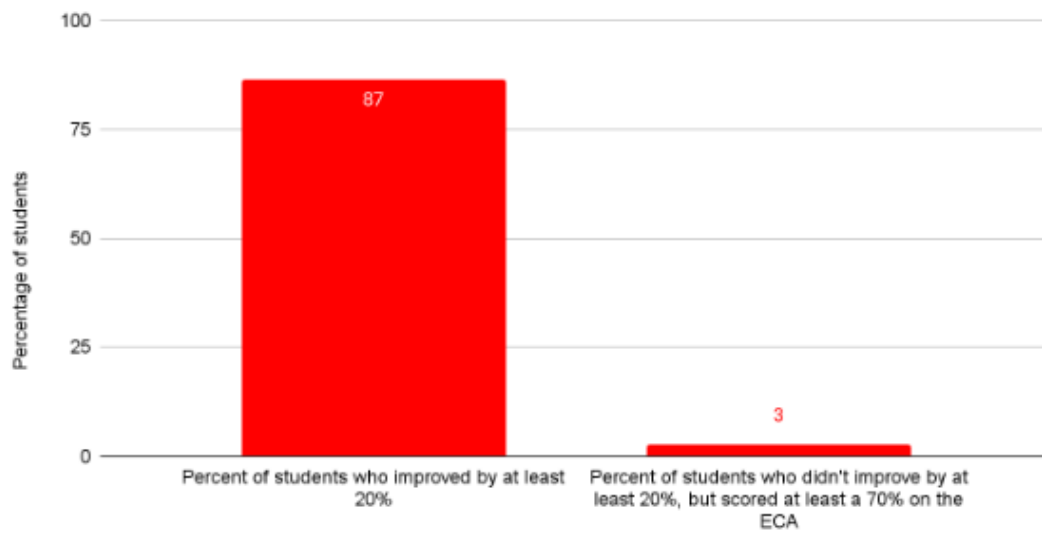
Pre- and post- test data for 7th grade science

This is a summary of the pre/post ECA data. Total students: 70



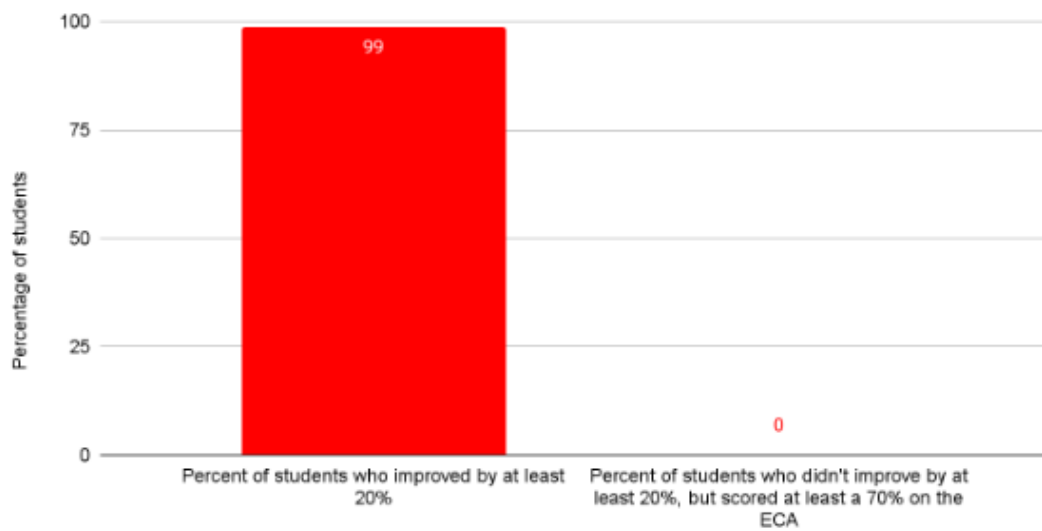
Pre- and post- test data for 8th grade science

This is a summary of the pre/post ECA data. Total students: 119



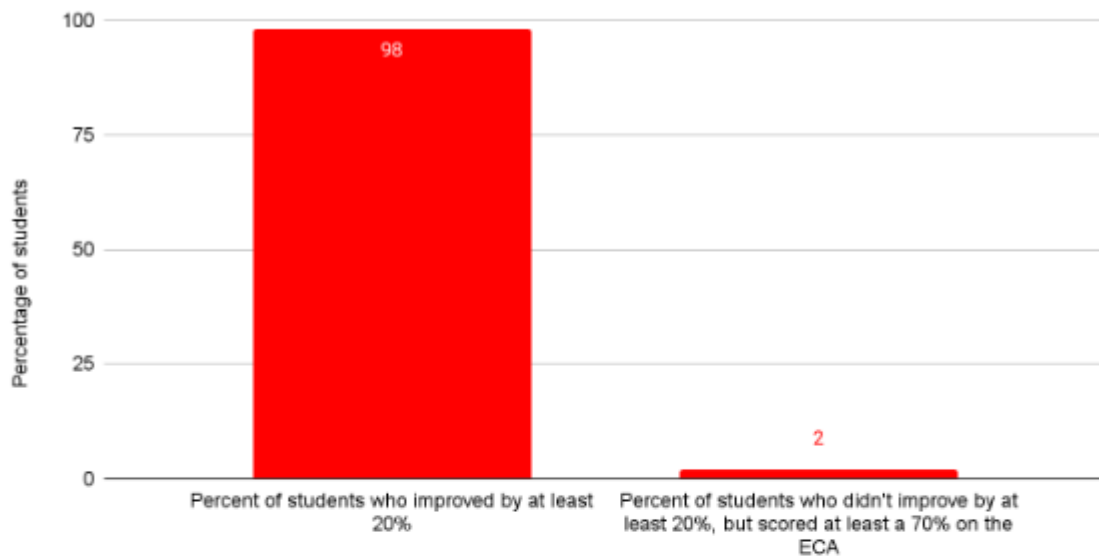
Pre- and post- test data for 7th grade social studies

This is a summary of the pre/post ECA data. Total students: 86



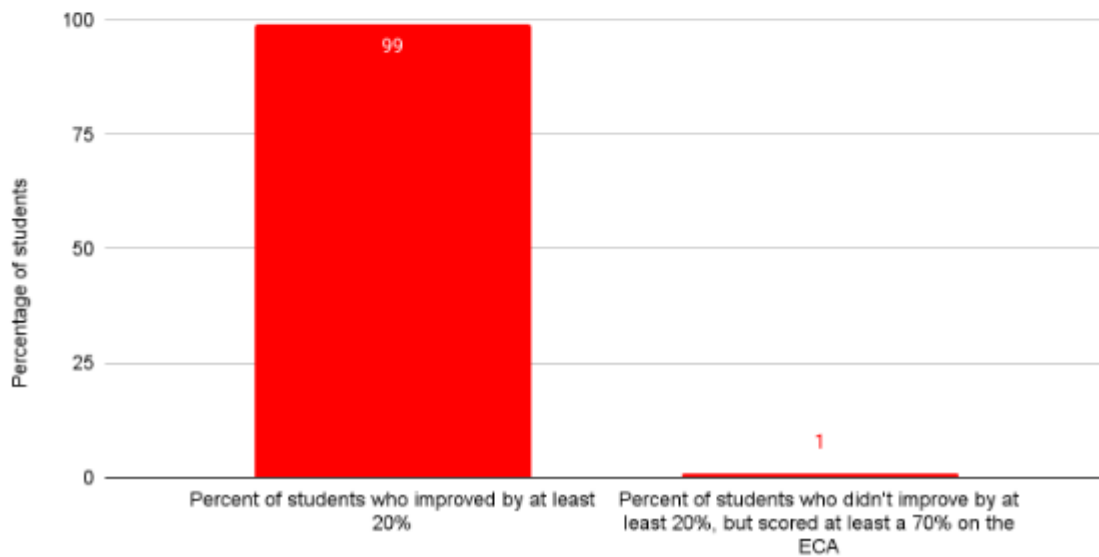
Pre- and post- test data for 8th grade social studies

This is a summary of the pre/post ECA data. Total students: 109



Pre- and post- test data for the Arts

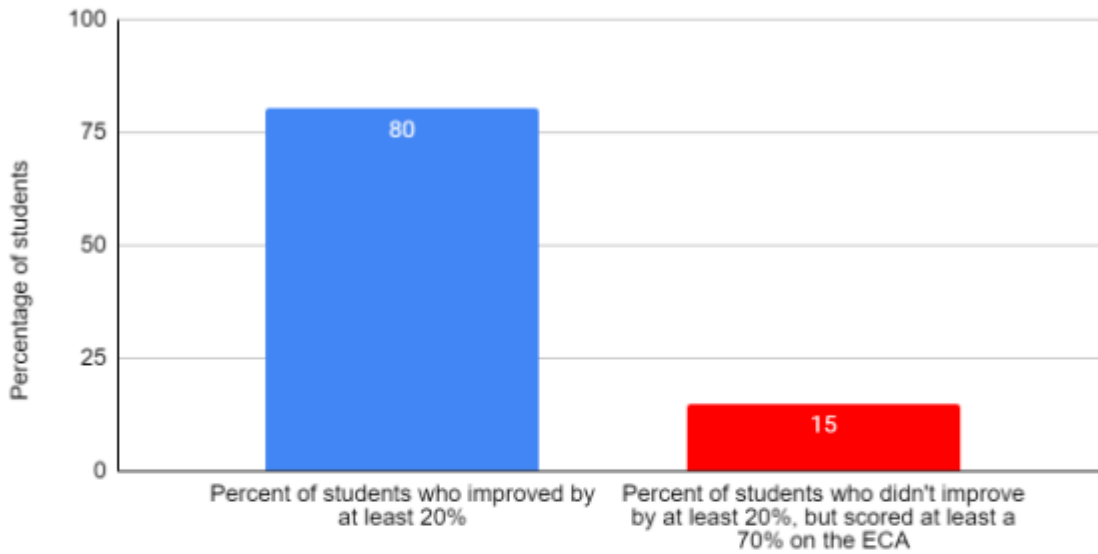
This is a summary of the pre/post ECA data. Total students: 115



Trimester 2:

Pre- and post- test data for Arts

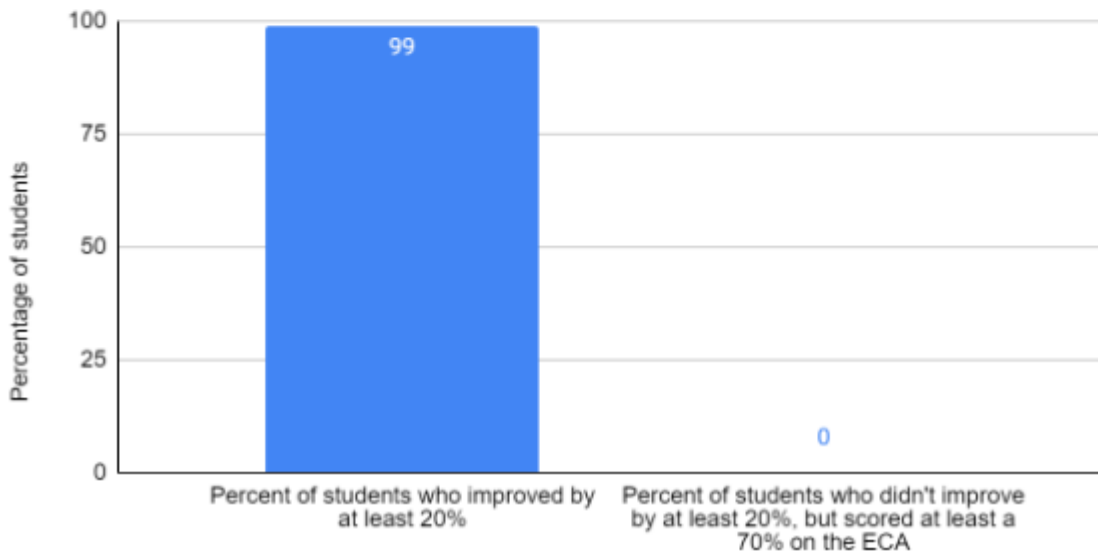
Percent of students who improved by at least 20%, or scored at least a 70% on the ECA.



Pre- and post- test data for 7th grade LA

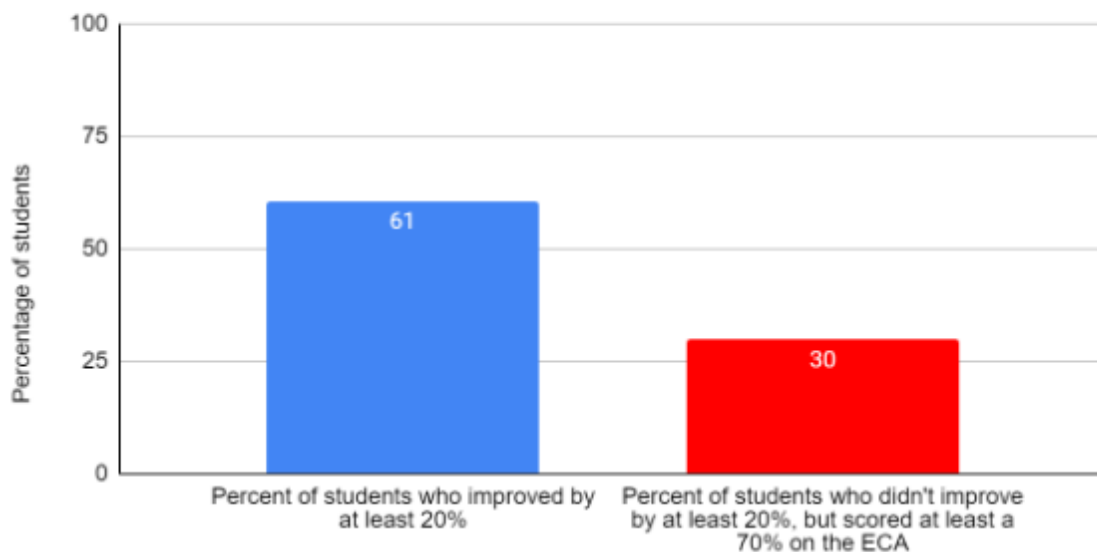
Pre- and post- test data for 8th grade Language Arts

Percent of students who improved by at least 20%, or scored at least a 70% on the ECA.



Pre- and post- test data for 6th grade Reading

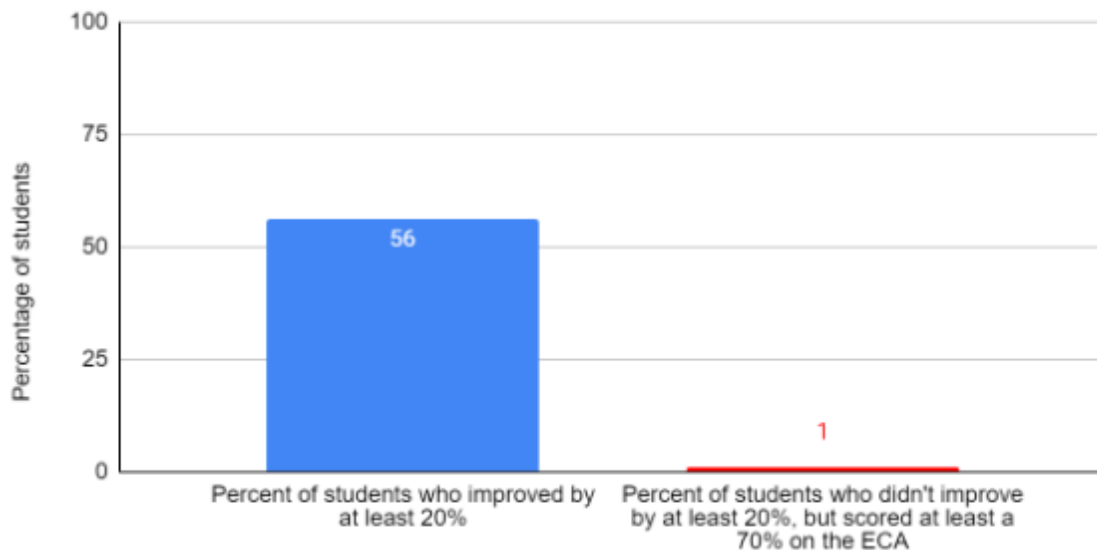
Percent of students who improved by at least 20%, or scored at least a 70% on the ECA.



Pre- and post- test data for 6th grade science

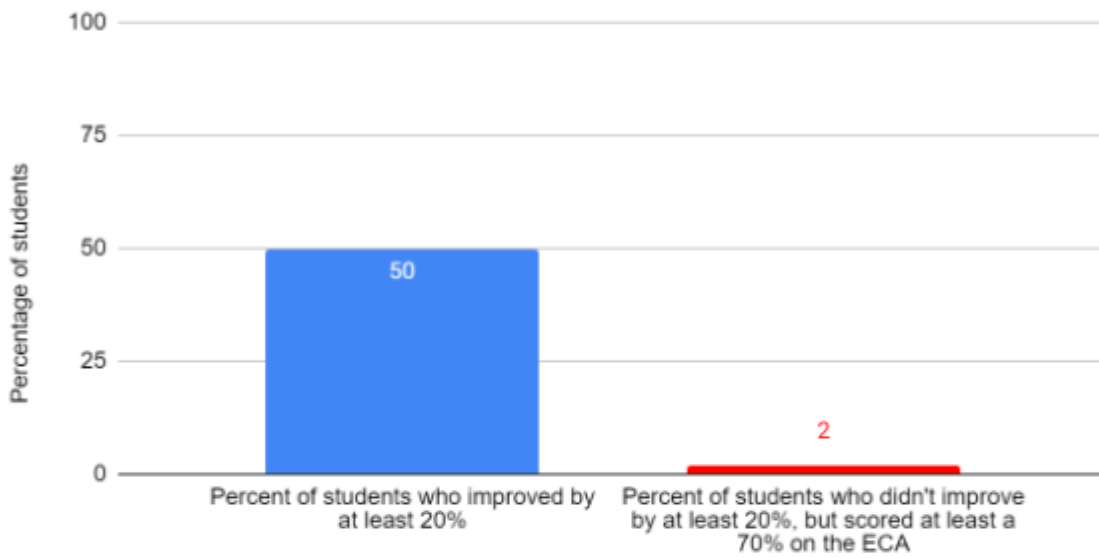
Pre- and post- test data for 7th grade science

Percent of students who improved by at least 20%, or scored at least a 70% on the ECA.



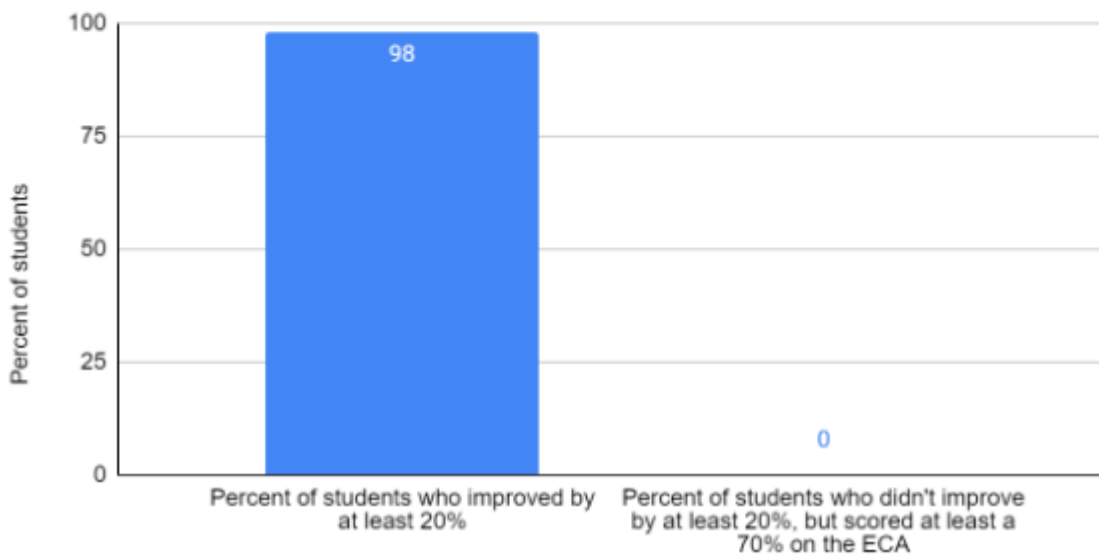
Pre- and post- test data for 8th grade science

Percent of students who improved by at least 20%, or scored at least a 70% on the ECA.



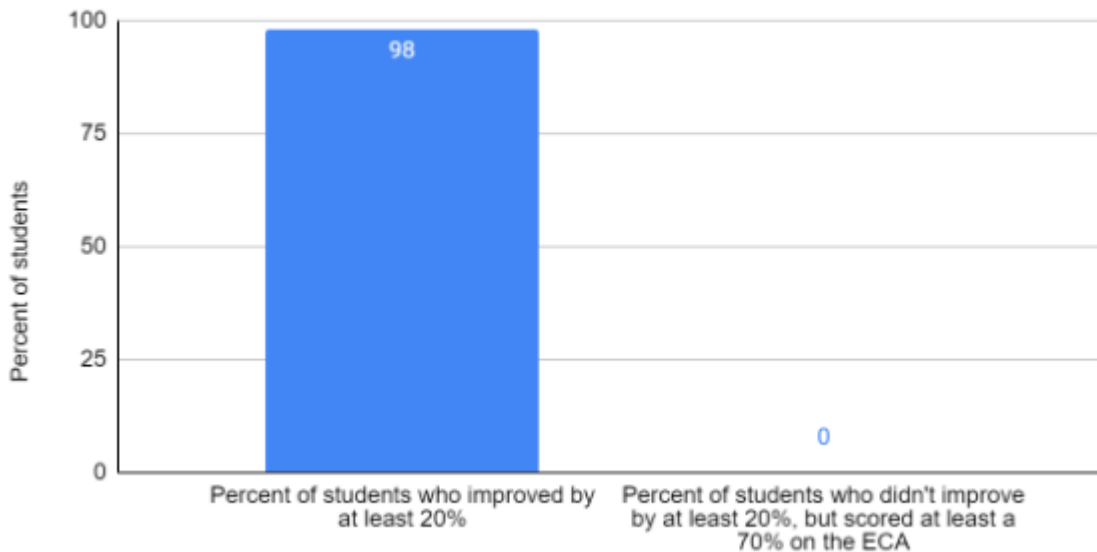
Pre- and post- test data for 7th grade social studies

Percent of students who improved by at least 20%, or scored at least a 70% on the ECA.



Pre and post- test data for 8th grade social studies

Percent of students who improved by at least 20%, or scored at least a 70% on the ECA.



Across the board, our students appear to do well between pre-testing and post-testing in most grade levels, each trimester. However, both 8th grade Science B and 6th grade reading/language indicate that students struggle in those areas and this includes the special education student sub-population. On the other hand, the Math and Social Studies areas show consistent high performance for all students.

4. Student Learning Needs: *Based on the specific student learning needs identified, provide a description of the process used to identify the root causes that if solved would result in higher outcomes for students. If for example, ELA achievement (based on ISAT) is below the state average in grades three and above, a root cause analysis would track trends beginning in kindergarten to understand where the gap begins in student learning. A non example would be focusing all of the improvement efforts on grades four and five.*

After analyzing prior testing results, we have identified several steps that will help our special education student sub-group. These steps include:

- Integrating the students in the general education classroom to facilitate grade-level content learning with content specific teachers.
- Beginning the school year of 2023/2024, specific teachers will be assigned to mentor specific students. These teachers will monitor student progress and council their students in a one-on-one process, to help students succeed.
- The curriculum at the junior high school has been revamped to include more mentoring labs in which students can work in small groups to get more focused help in content areas.
- This most recent ISAT session, our junior high provided more proctors for the special education students, to encourage better structure for the testing students.

5. Core Curriculum: *What curriculum materials are being used? To what extent are the materials research/evidence based (as determined by evidence from vendor/ publisher/ reviewer or another source? To what extent is the core curriculum delivered with fidelity? How is fidelity monitored?*

Since the last adoption cycle, the approved curriculum for math has been Big Ideas Math. This program has been taught by all of the general education teachers with fidelity in the classrooms. Each teacher has taught the same lesson within a few days of each other depending on their classes. According to Big Ideas Learning Big Ideas math is a research-based curriculum providing a rigorous, focused, and coherent curriculum for middle school and high school students. Ron Larson and Laurie Boswell utilized their expertise as well as the body of knowledge collected by additional expert mathematicians and researchers to develop each course. The pedagogical approach to this program follows the best practices outlined in the most prominent and widely-accepted educational research and standards.

Big Ideas Math “ follows a balanced instructional approach. The program balances conceptual understanding with procedural fluency, as research shows that students benefit from equal exposure to discovery learning and direct instruction.”

HMH Into Literature is the adopted text for the language arts classes. The print and online versions of this textbook are used along with supplemental texts and novels. All teachers across a grade level teach the same concepts using the same materials. The delivery of each lesson may vary. One resource is the DGP (Daily Grammar Practice) and MUG (Mechanics Usage and Grammar) This instruction is supplemented with a variety of outside resources that provide grammar and writing practice, including No Red Ink, an online diagnostic writing program.

Each resource used is carefully considered so that what is being taught is aligned to the Idaho State Core Standards.

6. Core Instruction: *To what extent do teachers adjust their instruction to meet the needs of all learners based on assessment data and student feedback? What formative assessments do teachers use to determine students’ needs? How are students grouped for instruction (homogenous, heterogeneous, mixed)? How are all students, including each subgroup of students (e.g. English learners, migrants, students with disabilities...), provided with opportunities to meet proficient and advanced academic achievement levels?*

English teachers use vocabulary tests on a weekly basis and a review unit with a test every 4 weeks. They also use DGP tests every few weeks to monitor students’ progress on the concepts that they are being taught. Teachers use those tests to adjust their teaching by supplementing for concepts that need additional instruction.

Math teachers have unit quizzes and chapter tests to inform them of mastery on the concepts that are being taught. They also use formative assessments every day as they are working with the students and teaching them, by asking questions and reviewing skills still needed.

Science teachers have a redo policy that helps them to see how each student is progressing. The students can redo all assignments to achieve mastery on any of those topics.

The 504 students and Special education students are provided a study hall class to help them learn the material from their core classes. The ELL students will be provided with the opportunity to have a study hall class next year to help them succeed in their classes.

7. Alignment of teaching and Learning: *To what extent is teaching and learning articulated within grade levels? Within subject areas? To what extent do grade level teachers collaborate about teaching and learning expectations across the grade? To what extent do students in the same grade/subject area receive a consistent learning experience? To what extent is teaching and learning articulated across grade levels and subject areas? To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels?*

Content area teachers meet at least once a month during PLC time and adhere to the Idaho Content Standards. At these meetings, teachers design, formalize, and articulate the learning across the three grade levels and content areas. Additionally, teachers meet daily at lunch and between classes as needed to help keep the curriculum consistent from class to class. Throughout the school year on professional development days, teachers are provided opportunities to work on vertical alignment within the district. Where there is only one teacher for a subject, they are encouraged to join another PLC during that time. All first year teachers will be paired with a mentor who will help curriculum and alignment as well.

As a whole faculty, we are able to work together and talk about the students that are in need every Tuesday morning. This has helped us to be more united as a team to help the students we come in contact with every day succeed.

8. Universal Screening: *Are all students screened to identify who needs additional support? Is there Kindergarten screening? How often are students screened and when? What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?) Do the tools have defined cut scores for determining who is at risk? Are different/additional measures used to identify students who are English Learners and not achieving academically? Students who are socially at risk and not achieving? Are there clear decision rules for determining accuracy of decisions? How are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly? How is the information documented? How is it shared with teachers, families, and the school Leadership Team? What are the follow-up procedures?*

All junior high students are screened three times per year (1st, 2nd, and 3rd trimester) in their ELA classes using the STAR reading assessment. Moby Max testing and two written assessments are utilized by the math department. The data is reviewed by individual teachers, PLC teams, and Special Education teachers to identify students at risk. The math department also used this data to determine student placement for 7th and 8th grade math. Language Arts teachers monitor progress of students through the year using their STAR test results. Scores are shared with students and goals are set.

Students of concern are referred to the PST team where teachers, administrators, and the school counselor review student performance weekly and work together to problem solve areas of concern. Scores are shared with parents at Fall and Winter parent/teacher conferences.

9. Tiered Instruction and Academic Interventions: *In what areas are academic interventions provided? How often? To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? How are tiered interventions coordinated to support student progress in core instruction? Are the interventions pull-out or push-in? What is the size of the groups? What evidence-based programs and instructional practices are used for interventions? In ELA? In math? To what extent do these programs demonstrate efficacy with target populations? How do the interventions support the needs of*

students from diverse cultural and linguistic backgrounds? How is explicit instruction used? Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)? If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? How is progress monitored? What tool is used? What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?

Sugar Salem Jr. High uses a multi-tiered system of support to meet the unique learning needs of every student. Academic achievement determines progress and instruction. Students must successfully pass classes with a 60% or higher in order to obtain credit. The interventions are in place to support core instruction and academic development of independent working skills. The needs of each of our students, including diverse populations, such as EL, migrant, and special education, are being monitored and tracked by specialists within the school and district. Administration, counselors, and certified teachers meet weekly as a Problem Solving Team (PST) to plan, deliver, and monitor progress in interventions. Interventions are progress-monitored through program assessments such as, PowerSchool, Mobymax, STAR, ECA's, No Red Ink, HMH, WIDA testing, benchmark assessments. Decisions are made to adjust instruction or refer a student for more intensive support by the team. Depending on student need, these targeted interventions could be pull-out or in-classroom. Group size and the assignment of staff to provide the intervention are determined by need and the requirements of the intervention.

Progress is monitored using graphing capabilities by a designated team member. Each identified student has a chart created that indicates their starting point, and monitors progress along the way. A trendline is also created as data points are added on a weekly basis. Data is reviewed during the weekly scheduled PST meeting. More Specific interventions include offering a math and language study lab class (offered in addition to required Math and Language classes for Tier 2 students), the assignment of an RTI class once per trimester to further identify struggling students and provide individualized strategies, an increase in sharing positive and corrective feedback whenever possible, and offering peer tutoring.

10. Learning Time: *What is the school schedule? Does it need to be adjusted? (start/end time, four day/five day, number of days per year) Is there a master schedule that includes intervention and extension? Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards? Are there extended learning opportunities to provide access to a well-rounded education? Are there extended learning opportunities to provide access to an enriched and accelerated curriculum? If so, how is it built into the daily/weekly schedule? (How many minutes and how many times per week? In what content areas?) How will it be determined who will participate in extended learning time? Will all students who participate in extended learning time also have daily access to grade-level content standards? How will staff know that the extended learning time is enough? Is summer school part of the intervention process?*

Sugar Salem Junior High has a six period day, consisting of roughly 55 minute periods, except on Fridays due to early release. The day starts at 8:05 and ends at 2:50 (1:50 on Fridays.) The calendar is based on trimesters, with 54-57 days in each trimester. Study skills and remedial courses are offered each trimester and those enrolled are evaluated for enrollment each trimester. Teachers are available before and after school and during lunch for extra help. Students who do not complete the requirements to pass courses are offered credit recovery course work.

11. Non-Academic Student Needs: *What activities and strategies are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others?*

Sugar Salem Junior High has a LCSW certified counselor, a full time principal and an assistant principal. Sugar Salem has access to a homeless liaison, and access to an English Learner coordinator. We have two full time special education teachers to help support our general education teachers working with special education students. We also have a full time resource officer on site to assist with any needs that might occur. Our school offers a peer mentor program, where peers work with special education students and special education students have the opportunity to work with general education students. After school sports are offered by the school and community. In our school we offer orchestra, band, and choir. Art, ceramics, and a variety of art classes are offered.

12. 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))” How does your school address well-rounded education?*

Sugar Salem Jr High School strives to provide all students with access to a well rounded education. One way that the school achieves this is by providing students with a wide variety of elective courses to fit the interests of the students. Students in each grade level are able to choose these elective classes based upon their own personal interests and educational goals. In addition to having well qualified and experienced teachers in our core classes, the Jr high offers a wide range of electives. Some of these electives include:

Arts

Beginning Art, Ceramics, Advanced Ceramics, Drawing, Painting, Digital Photography

Music

Beginning and Intermediate choir, orchestra, and band.

STEM

Basics of Coding, 3D printing, 3D coding, bacteria and viruses, geo inquiry, graphic design, videography, problem based learning, robotics, zoology.

Physical Education

Cheerleading, Health through wrestling, Outdoor adventures, winter survival, Strength training.

Life Skills

Personal Finance, Peer Mentoring, Career Exploration, Journalism, Drama, Survival Stories, Creative Writing, Military History, Sports History.

The Jr High also offers two dual credit courses (reading and wildlife management) that our 8th grade students can complete to earn both Jr High and High School credit.

There are many extracurricular activities in the school and community that are available to students to help enrich and fulfill their academic experience. The school sponsors 8 athletic teams and many club programs in multiple sports are also available. A fine arts help once each trimester allows students to showcase their talents in music and the arts.

13. Additional Opportunities for Learning: *If applicable for your school, what opportunities are in place for students to learn about and prepare for postsecondary education and the workforce including career and technical education programs, access to coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools)?*

Sugar Salem School District has a number of programs and processes in place to address additional opportunities for student learning. At the middle school level students are introduced to Next Steps Idaho to help students begin thinking about possible career opportunities and post-secondary studies. Per the direction from the State Board of Education, we are implementing a mandatory Career Exploration Class for all 8th grade students. Beginning in the 8th grade, our students are able to take high school credits both at our school and through online coursework. Students are able to use their Advanced Opportunities money to cover the cost of overload classes. As they progress into high school there are several concurrent enrollment courses available for students to take during the school day.

14. School Transitions: *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? If you are an elementary school, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school? If you are a middle school, what process or activities do you conduct to assist middle school students in successfully transitioning from middle school to high school?*

Special Education students from 5th and 8th grades are invited for a school tour and meeting with the SPED department and administrators before they enter their new schools. Special Education students get the opportunity to see the classrooms and meet teachers that they will be taking classes from the following school year, this makes transitioning to a new school and new teachers less stressful for them. Councilors and administrations meet with the prospective students at the end of the school year, before entering the new school, to help plan schedules and pick classes that will most benefit the students.

In preparation for their transition to high school, we hold an assembly for our 8th grade students where teachers from the high school discuss their individual classes. We help each student create a high school four year plan. 8th grade students and parents are also invited to participate in a freshman orientation night where high school requirements are discussed and questions can be addressed.

15. Professional Development: *What opportunities are in place (e.g., professional learning communities) to help teachers reflect on and improve their instruction? To use data from academic assessments to adjust instruction? To align curriculum and teaching and learning progressions across grade levels and subject areas? Are PLCs well established and functioning? Is collaboration time built into the master schedule and the contract? How often do teachers and other instructional staff participate in school-based professional development? Who provides professional development? In what professional development opportunities do paraprofessionals participate? Are they invited to the same opportunities related to instruction that teachers are invited? What is the expectation of school leadership for participation in professional development activities? How is this expectation communicated? Is there an instructional coach (or similar position)? How are professional development decisions made? Who is involved? What is the relationship between professional development provided at the building level and the district? How are professional development activities tied to students' academic achievement needs? How does the school monitor attendance for professional development activities? Are sign-in sheets completed for each activity? What professional development does the district/school offer teachers/staff for English learner students?*

In 2018, Sugar-Salem School District began to structure professional development based on PLCs. In the last few years, the following resources have been used in learning about effective PLC processes:

- Learning by Doing, A Handbook for PLCs at Work;
- Make it Happen
- Deep Discourse, A Framework for Cultivating Student-Led Discussions

Each spring, school PLC teams and district administrators collaborate to decide the upcoming focus for the school year.

As part of the PLC meetings, student learning outcomes and instructional data is reviewed regularly. As needed, End of Course Assessments are reviewed and the curriculum is realigned. Collaboration time is built into the master schedule. We have an early out Friday schedule as well as time on the professional development days throughout the school year.

The district and school utilizes a variety of presenters for professional development. The presentation could be staff from within the district, state department staff or recommended presenters, or professionals from national organizations. Examples:

- Madison Memorial Hospital Education Department has provided first-aid training
- Idaho SESTA has provided training in relationship to IDEA/Special education elements
- Former Idaho Coach Network has provided training on PLCs
- Solution Tree presenter has provided training on PLCS

Paraprofessionals are invited to attend specific professional development activities pending the topic and relationship to their respective responsibilities.

Since the school leadership team is helping to set the focus for the year, there is already partial buy-in about the strengths and needs about the topics. Agendas and pre-activity assignments are handed out in a meaningful manner so that the professional development training time can be utilized at the highest level possible. On each Professional Development day each school has a sign-in sheet to show who participates and monitor attendance.

In an effort to improve language acquisition skills, our ELL teacher provided SIOP training each month, focusing on a different area of the model to improve instruction.

During the 2023-24 school year, Sugar-Salem Junior High School is going to be engaged in a variety of professional development activities to help target student academic growth. These activities include the following:

Activity Area	Timeframe:	Focus area(s)
<p>A. Dyslexia professional development to meet recertification requirements. This training will also provide staff with strategies that can be utilized to help a lot of different struggling readers.</p>	<p>[Based on trainer availability; during the 2023-24 school year]</p>	<p>4-Student learning needs;</p>
<p>B. The special education teachers, ELL teacher, and counseling staff will be working to help general education teachers better access, read, and understand student IEPs, 504, and ELL accommodation plans. By better understanding these tools, hopefully students' needs will be better met.</p>	<p>back to school meetings; reviewed as needed throughout the school year</p>	<p>3-Academic Achievement; 4-Student learning needs; 5-Core curriculum; 6-Core instruction; 7-Alignment of teaching & learning 9-Tiered Instruction & academic interventions</p>
<p>C. Prior to state testing, teachers will be reminded and create an assessment plan that identifies students' accommodation needs and then plan the assessment schedule accordingly.</p>	<p>end of 2nd trimester / beginning of 3rd trimester</p>	
<p>D. The Special Education department will receive training from SESTA on how to better progress monitor students' IEP goals and objectives as they relate to the daily instruction students receive from the general and special education staff.</p>	<p>1st Trimester</p>	<p>3-Academic Achievement; 4-Student learning needs; 7-Alignment of teaching & learning 9-Tiered Instruction & academic interventions</p>

<p>E. Staff will receive training on how to use Kurzweil 3000 Reading text software in an effort to give students who struggle with English Language Arts skills a different tool that could help them better understand, comprehend, and communicate their needs across academic areas.</p>	<p>2023-24 school year</p>	<p>3-Academic Achievement; 4-Student learning needs; 9-Tiered Instruction & academic interventions</p>
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16. Family and Community Engagement: *Do you have a district policy and school plan in place? How often are these reviewed? To what extent are strategies for involving families in students' education included? What strategies, such as family literacy services, are used to increase family and community engagement? What is the process for disseminating the plan annually?*

Many activities and programs are currently in place. The Parent Advisory Committee is a liaison between the school and community and has provided opportunities through funding (by volunteer donations) for an assembly hosted by John Bytheway who is a bestselling author, favorite speaker, and part-time instructor at Brigham Young University. He spoke about bullying, how to create a positive school climate, and respecting your peers and self. The committee also has helped implement a new CatchMyBreath program through Eastern Idaho Regional Medical Center. This is an evidence based vaping prevention program with training for administration, counselors, and staff. They are planning to help provide tutoring and mentoring for math and reading.

Parent Teacher Conferences are offered three times a year and are well attended, as are the Fine Arts nights that happen each trimester. PowerSchool also has an app that parents are encouraged to download and monitor. This helps keep track of students grades, attendance, tardies, lunch balances and school fees.

17. Recruitment and Retention of Effective Teachers: *What percentage of teachers meet state certification requirements? What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?*

100% of the educators at Sugar-Salem Jr. High School and 100% of all Sugar-Salem School District educators are certified and/or on track to meet all state and ESSA certification requirements. All certified staff members have additional certifications, endorsements, or pursuing additional education and professional development opportunities. It is the philosophy of all district administration to encourage all employees to pursue career advancement through a variety of organizations such as American Board (ABCTE), Colleges and Universities both local and distant, and other professional development opportunities offered within the district community, to name a few. SSJH fosters a team environment allowing all stakeholders a voice in major decision making processes. We celebrate

staff appreciation days such as teacher appreciation week, paraprofessional appreciation day, and secretary's day, and other team building activities. Additionally, we work closely with a local university in preparing and tutoring future educators by allowing them to do their practicum studies and student teacher assignments throughout the year. At the end of the year we attend recruitment seminars and interview potential teacher candidates for our schools.

18. Coordination and Integration With Other Programs: *If appropriate and applicable for your school, describe how your Title I-A program (schoolwide and/or school improvement) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.*

The Sugar-Salem School District Plan of Improvement is led by our Superintendent but is developed and reviewed collaboratively by administration, Special Ed. director and all stakeholders frequently and consistently. It includes, but is not limited to, Federal, State, and local services, resources, and programs. These include: SPED inclusion and pullout programs such as life skills; Digger Team/PST meetings where all faculty are included in student discussion and well being; Gifted and Talented programs; ESL/LEP programs; Counseling programs and we are soon to add a part time mental health therapist to the school environment; Transition programs for both incoming 6th grade and outgoing 8th grade students; Homeless programs; Parent advisory services and resources; Free and reduced lunch services; and extra-curricular programs.

SMART Goals

1. Sugar Salem Junior High School Special Education students, grades 6-8, will increase their ISAT ELA proficiency percentage by 5% from spring 2023 to spring 2024.
2. Sugar Salem Junior High School Special Education students, grades 6-8, will increase their ISAT Math proficiency percentage by 5% from spring 2023 to spring 2024.

Intervention Strategy	How the intervention meets the definition of “Evidence Based.”	Describe how the Intervention will be monitored and evaluated for effectiveness.
<p>1. When appropriate, ensure that all special education students are integrated into the general education setting.</p>	<p>“procedures to assure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (IDEA 2004).</p>	<p>Principal, administration, counselors, and Special Education teachers will place students into appropriate classes.</p>
<p>2. Professional Development</p>	<p>According to the National Education Association (NEA), <i>Why Professional Development Matters</i>:</p> <ul style="list-style-type: none"> · Sets teachers up for success · Expand teacher knowledge 	<p>Principal, Special Education Director, Building Leadership Team. During the 2023-2024 school year, we will provide professional development training for teachers and staff on Dyslexia and progress monitoring of students on ISAT assessment.</p>

	<ul style="list-style-type: none"> · Set and achieve goals 	
Response to Intervention (RTI)	<p>“A multi-tiered system of interventions is recommended as a means to integrate educational problem-solving across educational levels consistent with federal legislation” (e.g. Individuals with Disabilities Education Improvement Act of 2004; No Child Left Behind Act of 2001)</p>	<p>A.Principal, Counselor, Teachers.</p> <p>A teacher will be designated as an RTI specialist. A class will be created to track student progress and growth.</p> <p>B.Creation of support study labs to supplement learning gaps.</p>
Problem Solving Team (PST)	<p>According to Sesta (Idaho Special Education Manual) The district shall establish a problem solving team and process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate.</p>	<p>Administration, Counselor, and all educators will collaborate weekly to identify at risk students and discuss appropriate interventions.</p>
ISAT supports	<ul style="list-style-type: none"> · Lower teacher to student ratio · Meet student IEP accommodations · Encourage students to focus 	<p>Using community personnel and resources to help oversee and proctor on ISAT test days.</p>

