

DONALD D STALKER ELEMENTARY (0382)

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

SWIP Purpose

This Schoolwide Improvement Plan (SWIP) is being submitted for the following purpose(s): *check all that apply*

- CSI UP plan – for state approval
- CSI Grad plan – for state approval
- TSI/ATSI plan – approved by the LEA
- Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- Annual school level Title I-A plan
- District level use

Stake Holders

The Schoolwide/Improvement Plan requires the involvement of a group of people to create a plan to improve the academic achievement of the school. They are part of the Needs Assessment and provide feedback on the Goals & Strategies. Be sure to include:

- Admin/School leaders (at least one required)
- Teachers/Paraprofessionals (at least one required)
- Parents / PTO Representative(at least one required, not an employee of the school)
- Other School / District staff(ex: Instructional Coach, Federal Programs, Title I staff, etc.)
- Students(if appropriate)
- Tribal Representatives(if applicable)
- Community members

Stakeholder Name	Position	Email Address	Remove
Anthony Peterson	Principal	peteanth@sd55.org	<input type="checkbox"/>
Sarah Buck	Teacher	bucksara@d55.k12.id.is	<input type="checkbox"/>
Madilyn Shuler	Teacher	shulmadd@sd55.org	<input type="checkbox"/>
Lanita McRae	Teacher	mcralani@sd55.org	<input type="checkbox"/>
Ann Seifert	Capacity Builder	anneseif@yahoo.com	<input type="checkbox"/>
Alisha Ballesteros	Parent/Indian Education	sheesha0502@gmail.com	<input type="checkbox"/>

Needs Assessment

A well-done Comprehensive Needs Assessment will last 3-4 years, providing much guidance in work to be done to improve your school and raise achievement. Be sure to include parents, students (if appropriate), tribal members, and other stakeholders in the process & discussions.

[Needs Assessment Guidance](#)

Topic	Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?
School Leadership Team	Donald D. Stalker Elementary, the School Leadership Team (LT) plays a vital role in guiding school improvement efforts. The school principal leads the team. The team operates as a collaborative decision-making body focused on supporting student success and is learning to make data-informed decisions.

The LT meets monthly, and these meetings are treated as a high priority within the school. In year one, we hope to be able to increase the LT meetings to twice a month. The school's problem solving team (a subset of the LT), composed of 3 teachers and the interventionist, meet bi-weekly to monitor students academic and behavioral success. Results from this meeting are taken back to the leadership team and then out to the teachers.

Meeting agendas are developed collaboratively at the conclusion of each meeting, with all members contributing input. The agenda remains open for additions between meetings, ensuring that emerging student and staff needs are addressed in a timely and responsive manner. In year one, we intend to align our agenda and meeting format to align with a PLC.

Decisions are made by consensus but are first discussed within the LT and/or Problem Solving Team (PST) before being presented to the full staff for additional feedback. This process ensures that decisions reflect a shared vision and have broad support across the school community. The LT and problem solving team uses a wide range of data sources — including formative and summative assessments, attendance and enrollment data, behavior and safety reports, intervention tracking, and feedback from staff, students, and families to inform decision-making and monitor progress.

To ensure decisions are grounded in effective practice, the team frequently references current educational research, with particular attention to the work of John Hattie. This commitment to evidence-based strategies helps maintain a focus on high-impact practices that improve student outcomes.

The LT includes representatives from grades 1, 3, 5, special education, and parent and student voices, creating a team structure that reflects the diverse perspectives of the school community. Input from stakeholders is actively encouraged through an open agenda process, allowing the team to remain connected to the broader needs and priorities of the school.

Communication is led by the school principal, who maintains consistent, open lines of communication with staff, families, and district leadership. In addition, all staff members contribute to sharing key updates and decisions through meetings and email correspondence, ensuring transparency and alignment.

Ultimately, the purpose of the School Leadership Team is to create meaningful, lasting improvements in student learning, school culture, and stakeholder engagement. The team's collaborative, data-driven approach ensures that improvement efforts are both strategic and sustainable in an effort to continuously support teaching and learning.

To support this important work, funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives outside of contract time.

Academic Achievement

Over the past three years, ISAT data for grades 3–5 at Stalker Elementary has shown a concerning downward trend in both Math and English Language Arts (ELA) proficiency. In Math, student proficiency declined from 24% to 23%, with a brief increase to 28% in the second year. ELA proficiency followed a similar trajectory, decreasing from 31% to 23%

over the same period. In both subjects, proficiency levels consistently remained below the state averages, which have held relatively steady. This suggests that while the state's performance has plateaued, Stalker's achievement levels are declining, widening the achievement gap.

In addition to proficiency concerns, growth data further highlights the challenge. ELA growth dropped from 51% to 42% over three years, indicating that fewer students are making expected annual progress. Although Math growth remained relatively stable at 39%, 38%, and 38%, this stagnation, combined with declining proficiency, suggests that current instructional and intervention strategies may help students maintain their current trajectory but are not effectively accelerating them toward proficiency. This disconnect between growth and proficiency highlights the need for instructional alignment and more targeted interventions.

According to the Idahoschool.org Donald D. Stalker school report card, EL growth towards proficiency was at 40% in the 2024-2025 school year. This is 7% below the State average, However, this 15.2% above the district average. More prescriptive interventions and instructional strategies may need to be tailored to this population of students in an effort to increase their proficiency in learning the English language.

A key root cause of this downward trend is the lack of a cohesive, data-informed intervention system. While the school implements a wide range of intervention programs across K-5, staff report uncertainty regarding their effectiveness. This has led to inconsistent implementation and challenges in matching interventions to specific student needs. In addition, collaboration around data and instructional practices has been inconsistent across grade levels, limiting the school's ability to respond collectively and strategically to student learning needs. While some grade-level teams engage in regular collaboration, this practice is not yet fully embedded schoolwide. To address this, the school is prioritizing the implementation of Professional Learning Communities (PLCs) to establish a structured and sustainable system for collaboration, data analysis, and shared decision-making.

Furthermore, many students enter school with limited early literacy and language acquisition skills, further complicating efforts to close academic gaps. These challenges are compounded by the high-needs nature of the student body as 97% come from low-income families, 14% are English Language Learners, 28% of the students receiving special education services, and 4% of the students are identified as homeless. Attendance issues and cultural factors also impact readiness, particularly in the early grades.

To address these challenges, Stalker Elementary uses a comprehensive assessment system. All students are screened in the fall using Star Reading, Star Math, and Amira to establish academic baselines. Tier 2 students, who make up the majority of the student body, are progress monitored monthly using these tools, while students receiving special education services are monitored bi-monthly using Easy CBM. Both formative and summative assessments are used regularly to inform instructional planning and to guide the creation of intervention groups.

A dedicated interventionist supports classroom teachers in planning and delivering targeted instruction. Student performance data is reviewed frequently by teachers, the principal, and the interventionist to inform flexible grouping and adjust strategies. A problem-solving team, consisting of the principal, interventionist, SPED staff, counselor, and selected teachers, meets bi-monthly to analyze student data, identify trends, and refine intervention approaches.

Some Collaborative practices are in place, with teachers meeting three times per year in data-driven sessions to assess progress and review program effectiveness. Grade-level teams in grades 1–3 and 4–5 collaborate regularly to align instruction, but more consistent collaboration across all grade levels is needed. To strengthen this, the school is working with the district to implement Professional Learning Communities (PLCs) that will further enhance data use, instructional alignment, and peer collaboration.

Efforts to improve intervention effectiveness are already underway. The problem-solving team is currently developing an inventory of all intervention programs, including when and where they are used, to better understand their impact and ensure they are aligned to the needs of different student groups.

Student data is shared with families during Parent-Teacher Conferences, held twice annually, and communicated throughout the year as needed. At the school level, the building principal shares summative data with district leadership, which is then reported to the school board by the superintendent.

Despite the academic challenges faced, Stalker Elementary maintains several strengths to build upon. Teachers implement tier 1 instructional practices and the transition from a “Walk to Intervention” model to an in-class, center-based intervention model has increased efficiency and staff buy-in. The school is committed to refining its use of data, strengthening its intervention systems, and improving collaboration to reverse the current trends in student achievement and close the achievement gap.

2025-2026 SWIP Goals

ELA:

By Spring 2026, Stalker Elementary will increase overall ELA proficiency on the ISAT by 9%, growing from 18.6% to 27.6% proficiency, as compared to the Spring 2025 overall proficiency score.

By Spring 2026, all students will increase their ELA growth percentage on the ISAT from 5% increasing from 42% to 47%, as compared to their Spring 2025 Summative ISAT assessment.

By Spring of 2026, Stalker Elementary students in grades K-3 will increase proficiency on AMIRA 20%, growing from 22.7% proficient to 42.7% proficient.

Math:

By Spring 2026, Stalker Elementary will increase overall Math proficiency on the ISAT by 9%, improving from 21% to 29% proficiency, as compared

to the Spring 2025 overall proficiency score.

Growth Goal:

By Spring 2026, students will increase overall Math growth percentage on the ISAT by 5% improving from 42% to 44%, as compared to their Spring 2025 Summative ISAT assessment.

By Spring of 2026, Stalker Elementary students in grades K-2 will increase proficiency on STAR Math by 20%, growing from 26% proficient to 46% proficient.

SPED ELA:

By Spring 2026, 85% of SPED students will increase their overall ELA growth scale score by at least one tertile compared to their Spring 2025 Summative ELA ISAT assessment.

SPED Math:

By spring of 2026, 85% of the SPED students will increase their overall Math growth scale score by 1 tertile compared to their Spring 2025 Summative Math ISAT Assessment score.

School Culture:

By Spring of 2026, 100% of the teachers will participate in 30 minutes of weekly collaboration by grade level as evidenced by weekly collaboration logs.

Tier 1 Instruction (Core)

In Grades K–5, all students engage in daily core instruction in English Language Arts (ELA) and Mathematics. The school is committed to providing high-quality instruction that is aligned with Idaho State Standards, grounded in evidence-based practices, and responsive to student needs.

ELA instruction is delivered for 90 minutes daily using the Houghton Mifflin Harcourt program, which was adopted years ago. This curriculum was on the state ELA adoption recommended curriculum list, when adopted. Mathematics instruction occurs daily for 60 minutes, using the SAVVS program, which is a new adoption this year. This curriculum was on the state Math adoption recommended curriculum list, when adopted.

Teachers deliver the adopted curriculum with fidelity, using publisher-aligned strategies and materials. Instruction is consistently aligned with Idaho content standards and research-informed practices that support academic growth. The District provides PD on evidence-based instruction practices for teachers during Friday work days.

Curriculum fidelity is monitored through regular formal and informal classroom walkthroughs and observations conducted by school administrators. These focus on instructional quality, curriculum alignment-maps, and effective differentiation. Data from these observations guide targeted professional development and instructional refinement.

Formative assessments are embedded into daily instruction and include tools such as pre- and post-assessments, midpoint checks, exit tickets, quizzes, and student projects. Assessment data sets are used to monitor progress, adjust pacing, and differentiate instruction. Core instruction

adjustment, differentiation and intervention is informed by local and state assessment data (ISAT Interims, AMIRA, i-STATION, STAR, and EasyCBM) along with formative and summative assessments from the curriculum.

Instruction is sometimes adapted to meet diverse learner needs. Teachers employ strategies such as modified assignments, targeted pre-teaching and re-teaching, and opportunities for reassessment to support student learning. This is an area where staff could continue to grow and use formative assessment to determine student needs and guide Core instruction.

Flexible grouping is utilized within classrooms to support targeted instruction. Students work in various formats which may include: small group, whole group, or individualized, based on assessment data and instructional objectives. Groupings are designed to ensure each student receives appropriately leveled support.

Differentiated instruction is a schoolwide expectation, with a focus on adapting content, process, and product based on student readiness, interest, and learning profile. A collaborative, building-wide approach supports consistent use of effective instructional practices, particularly in ELA and Math, where targeted interventions are in place.

Student engagement is increasingly interactive and collaborative. Strategies such as peer editing, structured group roles, and content discourse promote deeper understanding and critical thinking. Instructional monitoring is an ongoing process. Administrators conduct walkthroughs and observations to assess fidelity and effectiveness, with a focus on differentiation and instructional impact. Feedback is provided through post-observation conferences, fostering reflective practice and continuous improvement. Targeted professional development is offered based on identified needs.

Some staff would like to engage with IBC ELA coaches and Idaho Math Center coaches to strengthen instructional design and delivery, which will contribute to improved classroom practices.

To support this important work, funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives outside of contract time.

Tier 2/3 Instruction (Interventions)

Donald D. Stalker Elementary staff identify it as a Tier 2 school due to the high percentage of students living in poverty and the significant diversity within its student population. With 97% of students from low-income households, 30% English Language Learners, 28% of students receiving special education services, and 4% identified as homeless, the school is committed to addressing the academic needs of students through a multi-tiered system of support (MTSS).

All students in grades K–5 receive 30 minutes of daily intervention or enrichment in both English Language Arts (ELA) and Mathematics, in addition to their regular core instruction. These intervention blocks are embedded into the master schedule to ensure no loss of core content or enrichment opportunities.

In past years, the school implemented a “Walk to Intervention” model. However, staff reported that the model did not yield consistent improvements in student outcomes. As a result, the school transitioned this year to a center-based intervention approach, which occurs within the classroom or grade-level teams. In this model, students rotate through learning centers that target specific skill deficits based on data. Classroom teachers, paraprofessionals, and the school’s interventionist deliver the interventions, allowing for more continuity of instruction and improved use of instructional time.

Students are placed into Tier 2 or Tier 3 groups based on a variety of data sources, including Star Reading, Star Math, Amira, iStation, EasyCBM, ISAT Interims, and formative classroom assessments. Instructional groupings are determined by skill level and are reviewed and adjusted monthly to reflect current student needs. These flexible groupings allow for strategic movement of students into, out of, or between intervention tiers based on progress monitoring and performance data. Students exit Tier 2 or Tier 3 support when they consistently meet grade-level benchmarks and show sustained growth over time, as determined by a team that includes the classroom teacher, interventionist, and other staff as needed.

Currently, intervention curriculum at Stalker Elementary varies by teacher and grade level, with no unified system in place to evaluate the effectiveness of each program. In English Language Arts (ELA), a wide range of intervention materials are utilized across classrooms, including UFLI (University of Florida Literacy Institute), Imagine Literacy, Freckle, Phonics for Reading, LIPS, Heggerty, REWARDS, Read Naturally, SMART, Writing Revolution, Roll and Read, Blend-it Boards, Daily Oral Language (DOL), Amira/iStation, EasyCBM, Seeing Stars, and intervention resources embedded within the core curriculum. SPED uses Bridge Math, Read Naturally, and CIPPS. The EL program uses Read Naturally and Imagine Literacy. While these programs are intended to support skill development and address learning gaps, the lack of consistency and coordinated implementation limits the ability to monitor their overall impact on student achievement.

In Mathematic, interventions are primarily drawn from Imagine Math and supports embedded within the core curriculum. No formal system exists to evaluate their effectiveness. As a result, there is a clear need to strengthen the school's math intervention curriculum, ensuring it is more targeted, consistently implemented, and aligned with student skill deficits. Establishing a more structured and data-driven approach to selecting and using math interventions will be critical to improving student outcomes in this area.

These interventions aim to reinforce and support core instruction, as well as fill in foundational gaps from prior learning. However, the school currently faces challenges related to the lack of consistency and alignment across classrooms, which hinders the ability to measure effectiveness. To address this, the school’s problem-solving team is developing an inventory of intervention programs, identifying when and where they are used, and designing a tracking system to monitor student progress and evaluate

program effectiveness.

Formative assessment practices are integrated into daily instruction and include tools such as pre- and post-tests, exit tickets, quizzes, and student projects. Teachers use this data to adjust pacing, differentiate instruction, and identify areas for targeted intervention. However, the use of progress monitoring tools and the frequency of data collection vary across classrooms, highlighting the need for greater consistency and professional development in data-informed instructional decision-making.

Interventions are delivered by classroom teachers, paraprofessionals, and the school’s interventionist. While staff are experienced and committed, the school recognizes a need for more consistent training on intervention implementation and fidelity monitoring. Currently, there is no formal system in place to ensure all interventionists are using programs as intended. This will be a key area of focus for the current school year. In support of students who require additional learning time, the Blackfoot School District offers a summer school program for migrant and special education students. At-risk students are encouraged to attend based on academic data and teacher recommendations. While participation is strong, the school does not yet have a formal process to evaluate the program’s long-term effectiveness. Establishing progress monitoring before and after summer school is an identified next step.

Finally, inconsistent collaboration processes have been a barrier to fully aligned intervention efforts. While teachers meet regularly in grade-level teams, collaboration is not yet consistent across all grades. To strengthen collaboration, Stalker Elementary and the Blackfoot School District are in the process of implementing Professional Learning Communities (PLCs). PLCs will provide a structured framework for teachers to review data, discuss student progress, align interventions with core instruction, and make informed instructional decisions as a team. The implementation of PLCs is expected to improve consistency, data use, and overall instructional effectiveness in Tier 2 and Tier 3 support.

Stalker Elementary is committed to building a more coherent, effective system of academic intervention that supports every student’s academic success. Through consistent use of data, aligned interventions, and collaborative structures, the school is laying the groundwork for improved achievement and reduced performance gaps in the years ahead.

To support this important work, funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives outside of contract time.

Professional Development

At Stalker Elementary, professional development (PD) is a valued component of our commitment to continuous school improvement in teaching and learning. Our PD plan aligns with District policy # 453. Each year, the district provides six formal PD days that are aligned with district-wide priorities and school-level goals. These sessions focus on key areas such as new curriculum implementation, instructional best practices, intervention strategies, and, more recently, the development of

Professional Learning Communities (PLCs).

In addition to these formal days, our four-day school week structure allows for 30 minutes of common planning and 30 minutes of common prep time each week for every grade level and 60 minutes of individual prep time. In the future our hope is that this time is used for deep collaboration among teachers, including curriculum and assessment planning, data review, and preparation for upcoming instructional needs. This embedded collaboration time supports our objective of making professional learning an ongoing and integral part of our school culture.

PD topics are determined at the district level, with teacher input gathered annually through surveys to ensure relevance and alignment with educator needs. The school interventionist plays a key role in supporting and reinforcing PD at the building level. All teachers are expected to attend applicable PD sessions, and attendance is tracked using sign-in sheets. The principal remains actively engaged with staff to monitor participation and ensure that PD is being applied effectively in classroom practice.

For new staff, professional learning is sustained through participation in the District Mentor Program, which immerses them in key PD content from previous years. Additionally, new teachers are paired with building-level mentors who provide personalized support. Ongoing instructional coaching is also offered through the interventionist, the IBC Project, and the Idaho Regional Math Center (as requested), with a particular focus on strengthening content-specific instruction in areas such as mathematics.

While the five district-provided PD Fridays and weekly collaboration time are beneficial, we recognize that they are not always sufficient to fully build staff capacity and implement sustained change. Additional support is needed to enhance school-level professional development efforts. Future PD focus areas might include strengthening core instructional strategies, deepening intervention practices, improving teacher efficacy and trust, and implementing effective PLCs. While the district has some scheduled work Fridays, additional meeting time is needed to do the work of school improvement.

To support this important work, funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives outside of contract time.

Recruitment/Retention of Effective Teachers

At Stalker Elementary, the recruitment and retention of high-quality educators is essential to the success of our students and the culture in our school. Our hiring processes and retention practices are aligned with District policy #447. Candidates are interviewed by a team for their instructional knowledge, alignment with district and school initiatives, and ability to contribute meaningfully to our school culture.

Newly hired staff participates in the onboarding process through the District Mentor Program, which provides orientation to district policies, curriculum expectations, and key professional development initiatives. At the building level, each new teacher is paired with a trained mentor who provides consistent support through structured observations, goal setting, reflective conversations, and planning focused on classroom management, instructional strategies, assessment, and school culture.

Mentors meet with new teachers bi-weekly, with formal requirements including two half-day visitations and participation in district-led share sessions.

Currently, our staff includes 17 certified teachers, one of whom is on an alternative certification pathway and is being supported through the mentorship program, building-level guidance, and principal oversight. In addition, we have 15 classified staff, all of whom are certified in their roles. Professional growth is supported through a combination of district-led and school-based professional development, weekly common planning time, instructional coaching from our interventionist, and partnerships with organizations such as the IBC Project and the Idaho Regional Math Center (when available). Paraprofessionals receive on-the-job training.

We use multiple strategies to retain effective staff, including a staff, weekly collaboration time, PD, and the implementation of a four-day school week. When funding permits, staff members are also encouraged to attend professional conferences aligned with our school goals. These efforts have helped maintain a relatively low teacher turnover rate of approximately 10–12% annually. Most staff departures are due to relocation. The most challenging position to fill and retain is in our extended resource room, which requires a highly specialized skill set and is subject to a high rate of burnout due to the nature of the work.

Exit interviews are conducted when appropriate by the building principal. Based on these conversations, the primary causes of turnover include relocation and, to a lesser extent, workload and work-life balance concerns. However, when asked, staff report that the four-day week has positively influenced their job satisfaction and work-life balance, making it a strong component of our retention strategy.

Climate / Culture

When stakeholders walk into Stalker Elementary, they are welcomed by a warm, professional front office team and a building that clearly takes pride in student achievement. Hallways feature student work, motivational signage, and reminders of the school’s core values. The overall environment reflects a strong commitment to student success and a caring school community.

The school has experienced some transitions in leadership in recent years, which naturally come with adjustments. When the current principal joined the team, a few staff members from his previous school came with him. These staff members have been valuable contributors; however, their presence has led to some quiet concerns among others about equity in support and opportunities. While these feelings are not openly expressed by all, they have created some subtle divides that occasionally affect collaboration.

Despite this, the staff remains professional, respectful, and student-focused. Hallways are well-managed, students are engaged, and staff maintains high expectations. Grade-level teams function well and are supportive of one another, showing a strong willingness to work together for the benefit of students. Across the building, there is a clear commitment to shared goals, even as relationships and trust continue to grow. Trust is steadily building, especially within close teams and we continue to build trust more broadly across the school. Staff are dedicated

and consistently put students first.

To enhance the culture and climate the school implements a schoolwide PBIS program – BARK. Students in grades K-2 celebrate academic, social, emotional and behavior successes two times each semester. In grades 3-5 students celebrate every Thursday. Discipline is handled at the lowest level and frequently cases are referred to the principal for further action. Students of the Month are also celebrated at a monthly assembly. Two students from every grade level are chosen based on academic strengths, growth-mind set and/or social skill strengths.

Communication has improved, and there is an ongoing effort to create a more inclusive culture where all voices are heard. Ensuring that all perspectives are welcomed will help build higher teacher efficacy, deeper engagement and a stronger sense of shared ownership.

Stalker students are involved in leadership opportunities. Each year a student council is democratically elected. They are given opportunities to assist in the daily functions of the school, speaking and presenting at assemblies and facebook live. This student involvement is an important component to a positive school culture.

Graduation Rate
Absenteeism

N/A

At Stalker Elementary, our chronic absenteeism rate is 18.8%

All staff believe that regular attendance is a key factor in student success. It is a clear priority for us, and we strive to create a positive culture around being present at school. Our approach is built on open, respectful communication with both students and their families and aligned to District policy #631.

Our messaging around attendance is always focused on opportunity rather than punishment. We aim to help families understand the positive impact consistent attendance has on learning. When a student is absent, especially for multiple days without contact, our staff reach out to check in and offer support. These conversations often uncover deeper challenges, such as cultural traditions, trauma, health concerns, or family work schedules that don't align with the school calendar. These factors are documented in our student information system, and any serious concerns are brought to the principal for follow-up.

At Stalker Elementary, the root causes of chronic absenteeism are often cultural or work-related. Many of our Hispanic families travel to Mexico in January due to employment-based vacations that don't coincide with the school calendar. Some of our Native American students miss school for cultural traditions, and other families take extended trips based on the limited flexibility of their work schedules. These absences are often connected to long-standing cultural practices or economic realities.

To address these challenges, we maintain open lines of communication with families and work to approach each situation with empathy and understanding. In chronic cases, we collaborate not only with families, but also with Tribal staff, Health and Welfare, and Child Protective Services when necessary. We encourage families to plan ahead when absences are

necessary and support students by providing schoolwork in advance or helping them catch up upon their return. Teachers offer additional time before and after school to help students stay on track academically. This is an area we are actively working to strengthen by being more proactive in communicating how chronic absenteeism impacts student learning and in implementing culturally responsive, student-specific interventions. This is an area where PD such as Safe and Civil Schools and/or the prevention conference may be helpful.

Over the past three years, we have consistently monitored attendance data to identify students at risk of becoming chronically absent. Staff review attendance trends regularly, and we are focused on improving early intervention practices. One potential next step is to add a bi-weekly attendance review to our problem-solving team agenda to help identify patterns sooner and provide timely support.

While our chronic absenteeism rate has decreased by 10% over the past three years, we are still below the state average. This progress demonstrates that our efforts are having a positive impact, but it also shows there is more work to be done. We remain committed to refining our practices and working in close partnership with families and community agencies to ensure every student has the opportunity to succeed by being present, engaged, and supported at school.

We currently have an open enrollment of 227 students, in an attempt to create a school community, Donald D. Stalker holds several parent involvement and student centered events during the school year.

Other

- Back to School Night
- Native American Dancers
- Monthly Student of the Month Assemblies
- PTO Color Run
- Trunk or Treat
- Veterans' Day Assembly
- Bi-annual Parent Teacher Conferences
- Christmas Program/ Fund Raiser Finale
- Easter Egg Hunt with Golden eggs
- PTO Valentine Family Dance
- Kindergarten Round-up and screening
- Arbor/Earth Day Campus clean-up
- 4th grade Trip to Grand Teton National Park, 3 days, 2 Nights
- End of year Student Celebration
- Facebook Live Thursday Celebration
- <https://www.facebook.com/profile.php?id=100057502566797>
- Parent volunteers and high school students who participate in Latino's in Action also volunteer in the classrooms on a regular basis.

Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. C should accelerate student outcomes toward state proficiency levels and include Strong Evidence Based Interventi

- **Example SMART Goal Template:** By *(month/year)*, *(who/what)* will increase/decrease *(amount)* *(%/points)* *(desired level)* as measured by *(tool/assessment/data set)*.

- **Example SMART Goal:** By May 2025, our math proficiency rate will increase 8 percentage points to 33% our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need
1

SMART

Goal: 250
characters max

By Spring 2026, Stalker Elementary will:
 -Increase overall ELA proficiency on the ISAT by 9% from Spring 2025.
 -Increase student ELA growth on the ISAT by 5% from Spring 2025.
 Increase K-3 AMIRA proficiency by 20% from fall to spring.

Area of Improvement:

ELA Achievement / Growth

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	Strategy	Evidence-Based	Measured for Effectiveness	Rem
	<i>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</i>	<i>Well-designed and well-implemented studies to support the strategy listed</i>	<i>Who will monitor this strategy? How often? Using what tool/assessment/data set?</i>	
1-	<p>Strategy Category: 1 Data-Driven Decision Making</p> <p>Strategy: Create an inventory of ELA interventions and monitor their effectiveness through progress monitoring and team-developed protocols to evaluate which interventions are most effective.</p>	<p>Evidence Level: Strong Evidence</p> <p><i>Cite/Link research to support the Evidence level chosen:</i> Fuchs, L. S., & Fuchs, D. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? Reading Research Quarterly</p>	<p>Monitoring/Evaluation: <input type="checkbox"/></p> <p>The Problem Solving Team will develop and collect intervention inventory. ELA teachers will collect progress-monitoring data for each intervention on the inventory. The math teachers, principal, Problem-Solving Team and Leadership Team will review this data</p>	

Strategy Category:

Data-Driven Decision Making

Strategy:

1-
2

Administer the ELA ISAT SICA Assessment in both the fall and winter. Analyze the results to identify learning gaps. Use interim/SICA assessment questions as bell ringers, exit tickets, during small group instruction, and Tier 2 instruction to target those gaps.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Black, P., & Wiliam, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan

regularly to determine which interventions are most effective and adjust intervention instruction as needed to ensure effectiveness.

Monitoring/Evaluation:

The ELA teachers, principal and Leadership Team will review assessment reports to monitor growth, using SICA data reports to evaluate the effectiveness of instructional adjustments and pacing.

Strategy Category:

Data-Driven Decision Making

Strategy:

1-
3

During PLC time, 30 minutes will be dedicated to focusing on analyzing student data, adjusting instruction based on student needs, and implementing highly effective instructional strategies.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

DuFour, R. (2004). What Is a Professional Learning Community? Educational Leadership

Monitoring/Evaluation:

The principal and Leadership Team will regularly monitor PLC minutes and student data trends using meeting logs and assessment results to evaluate instructional impact in ELA.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

National Reading Panel (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Washington, DC: National Institute of Child Health and Human Development

Monitoring/Evaluation:

The ELA teachers, principal and Leadership Team will review lesson plans, classroom walk-through data regularly to evaluate effectiveness of alignment of evidence-based practices.

Strategy Category:

Building Cohesive Curriculum & Instruction

Strategy:

1-
4

Align core ELA instruction with evidence-based practices grounded in the Science of Reading (e.g., SMART Program).

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: ASCD

Monitoring/Evaluation:

The ELA teachers, principal and leadership Team will review lesson plans, observation and walk-through data, and student reading data to ensure effective

1-
5

Strategy Category:

Developing Effective Teaching

Strategy:

ELA teachers will increase use of differentiated texts and incorporate leveled and decodable texts in small group instruction to support reading at each student's level and use digital platforms or

classroom libraries with diverse, culturally relevant texts.

differentiation and text diversity.

Strategy Category:

Data-Driven Decision Making

Evidence Level:

Strong Evidence

Monitoring/Evaluation:

The ELA teachers, principal and Leadership Team will review SICA, AMIRA, and progress monitoring data to monitor student growth and ensure progress toward student goal attainment.

Strategy:

1-6 Set individual student ELA growth goals and track progress regularly using a visual chart or goal tracker. The goal is for each student to demonstrate growth in at least one tertile on the ISAT, as measured by the SICA assessment and increase towards or maintain proficiency on AMIRA testing.

Cite/Link research to support the Evidence level chosen:

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London: Routledge

Strategy Category:

Developing Effective Teaching

Evidence Level:

Strong Evidence

Monitoring/Evaluation:

The principal and Leadership Team will regularly review PD attendance records, classroom observation data, and student performance trends to evaluate PD impact.

Strategy:

1-7 Provide professional development on Evidence-based practices whether that be through extended school PD, district-level PD or conference attendance.

To support this important work, funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives outside of contract time.

Cite/Link research to support the Evidence level chosen:

Guskey, T. R. (2002). Professional Development and Teacher Change. Teachers and Teaching: Theory and Practice

Strategy Category:

Data-Driven Decision Making

Evidence Level:

Strong Evidence

Monitoring/Evaluation:

The principal, ELA teachers and Problem-Solving Team and Leadership Team will regularly review progress monitoring data group placement, to evaluate intervention effectiveness and monitor student growth.

Strategy:

1-8 Use ELA progress monitoring data to form flexible Tier 2 intervention groups. Include all components of structured literacy, including phonemic awareness, phonics, decoding, and comprehension strategies.

Cite/Link research to support the Evidence level chosen:

Fuchs, L. S., & Fuchs, D. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? Reading Research Quarterly

Need 2

Area of Improvement:

Math Achievement / Growth

SMART



Goal: 250 Remove

characters max

By Spring 2026, Stalker Elementary will: -Increase overall math proficiency on the ISAT by 9% from Spring

2025.
 -Increase student math growth on the ISAT by 5% from Spring 2025.
 -Increase K-2 STAR proficiency by 20% from fall to spring.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	Strategy	Evidence-Based	Measured for Effectiveness	Rem
	<p><i>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?</i> List each strategy in a separate row</p>	<p><i>Well-designed and well-implemented studies to support the strategy listed</i></p>	<p><i>Who will monitor this strategy? How often? Using what tool/assessment/data set?</i></p>	

Strategy Category:

Data-Driven Decision Making

Strategy:

2- Create an inventory of math interventions and monitor their effectiveness through progress monitoring and team-developed protocols to evaluate which interventions are most effective.

1

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Fuchs & Lynn S. Fuchs (2012). Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice

Monitoring/Evaluation:

The Problem Solving Team will develop and collect intervention inventory. Math teachers will collect progress-monitoring data for each intervention on the inventory. The math teachers, principal, Problem-Solving Team and Leadership Team will review this data regularly to determine which interventions are most effective and adjust intervention instruction as needed to ensure effectiveness.

Strategy Category:

Data-Driven Decision Making

Strategy:

2- Grades 3-5: administer the ISAT SICA Assessment in both the fall and winter.

2 Analyze the results to identify learning gaps. Use interim/SICA assessment questions as bell ringers, exit tickets, during small group instruction, and Tier 2 instruction to target those gaps.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Black, P., & William, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan

Monitoring/Evaluation:

The math teachers, principal and Leadership Team will review assessment reports to monitor growth, using SICA data reports to evaluate the effectiveness of instructional adjustments and pacing.

2- **Strategy Category:**

3 Developing Effective Teaching

Strategy:

Evidence Level:

Strong Evidence

Monitoring/Evaluation:

The math teachers, principal and Leadership

Integrate daily math fluency routines (e.g., number talks, counting collections) and use formative assessment data (ex, Imagine Math Fluency) to build conceptual understanding and fluency.

Cite/Link research to support the Evidence level chosen:
Boaler, J. (2016). Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching. San Francisco, CA: Jossey-Bass

Team will regularly review student growth data and classroom observation data to evaluate the impact on math understanding and fluency.

Strategy Category:

Building Cohesive Curriculum & Instruction

Strategy:

Align core instruction with research-based practices grounded in the math practices.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:
National Council of Teachers of Mathematics (NCTM). (2014). Principles to Actions: Ensuring Mathematical Success for All. Reston, VA: NCTM

Monitoring/Evaluation:

The math teachers, principal and Leadership Team will regularly review lesson plans, classroom observation and walk-through data, and analyze student assessment data evaluate instructional alignment and effectiveness of core instruction.

Strategy Category:

Data-Driven Decision Making

Strategy:

During PLC time, 30 minutes will be dedicated to focusing on analyzing student data, adjusting instruction based on student needs, and implementing highly effective instructional strategies.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:
DuFour, R. (2004). What Is a Professional Learning Community? Educational Leadership

Monitoring/Evaluation:

The principal and Leadership Team will regularly monitor PLC minutes and student data trends using meeting logs and assessment results to evaluate instructional impact in math.

Strategy Category:

Data-Driven Decision Making

Strategy:

Set individual student growth goals and track progress regularly using a visual chart or goal tracker. The goal is for each student to demonstrate growth in at least one tertile on the ISAT, as measured by the SICA assessment and increase towards or maintain proficiency on STAR Math testing.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:
Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London: Routledge

Monitoring/Evaluation:

The math teachers, principal and Leadership Team will review SICA, STAR Math, and progress monitoring data to monitor student growth and ensure progress toward student goal attainment.

Strategy Category:

Developing Effective Teaching

Strategy:

Provide professional development on Evidence-based practices whether that be through extended school PD, district-level PD or conference attendance.

To support this important work, funding is needed to provide stipends for staff who

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:
Guskey, T. R. (2002). Professional Development and Teacher Change. Teachers and Teaching: Theory and Practice

Monitoring/Evaluation:

The principal and Leadership Team will regularly review PD attendance records, classroom observation data, and student performance trends to evaluate PD impact.

dedicate additional time and effort to school improvement initiatives outside of contract time.

Need 3

SMART

Goal: 250 characters max

By Spring 2026, 85% of SPED students will increase their overall ELA growth scale score by at least one tertile compared to their Spring 2025 Summative ELA ISAT assessment.

Area of Improvement:

ELA Achievement / Growth

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

<p>Strategy # Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</p>	<p>Evidence-Based Well-designed and well-implemented studies to support the strategy listed</p>	<p>Measured for Effectiveness Who will monitor this strategy? How often? Using what tool/assessment/data set?</p>	<p>Rem</p>
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3-1
Strategy Category:
 Interventions / Credit Recovery

Strategy:
 Implement with fidelity ELA interventions aligned to individual IEP goals and monitor student progress using progress monitoring data.

Evidence Level:
 Strong Evidence

Cite/Link research to support the Evidence level chosen:
 Gersten, R., et al. (2009). Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention for Reading in the Primary Grades. Journal of Learning Disabilities

Monitoring/Evaluation:
 The SPED teacher, principal, Problem-Solving Team and The SPED teacher, principal, Problem-Solving Team and Leadership Team will regularly review data to evaluate fidelity of intervention implementation and student growth.

3-2
Strategy Category:
 Developing Effective Teaching

Strategy:
 Consistently implement evidence-based instructional strategies such as skill repetition, spiraling review, and chunking tasks into manageable steps.

Evidence Level:
 Strong Evidence

Cite/Link research to support the Evidence level chosen:
 Scruggs, T. E., & Mastropieri, M. A. (2017). Differentiated Instruction for Students with Learning

Monitoring/Evaluation:
 The SPED teacher, principal, Problem-Solving Team and Leadership Team will regularly review progress-monitoring data and fidelity check-in data to evaluate

Disabilities: Best Evidence-Based Practices. Remedial and Special Education

effectiveness of implementation of evidence-based practices and student growth.

Strategy Category:

Data-Driven Decision Making

Strategy:

3-3 During PLC time, 30 minutes will be dedicated to focusing on analyzing student data, adjusting instruction based on student needs, and implementing highly effective instructional strategies.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

DuFour, R. (2004). What Is a Professional Learning Community? Educational Leadership

Monitoring/Evaluation:

The principal and Leadership Team will regularly monitor PLC minutes and student data trends using meeting logs and assessment results to evaluate instructional impact on SPE students' learning.

Strategy Category:

Data-Driven Decision Making

Strategy:

3-4 Set individual student growth goals and track regularly using a visual chart or goal tracker. Optimally students will grow by at least one least one tertile.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London: Routledge

Monitoring/Evaluation:

The SPED teacher, principal and Leadership Team will review SICA, AMIRA, and progress monitoring data to monitor student growth and ensure progress toward student goal attainment in ELA.

Strategy Category:

Data-Driven Decision Making

Strategy:

3-5 Use bi-weekly progress monitoring data to identify Specific skill deficits by strand (e.g., phonic awareness, reading, writing, etc.) Students who are close to the next tertile and will need targeted support.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2012). Smart RTI: A Next-Generation Approach to Multi-Tiered Intervention. Learning Disabilities Research & Practice, 27(3), 155–16

Monitoring/Evaluation:

The SPED teacher, principal, Problem-Solving Team and Leadership Team will regularly review data to evaluate intervention implementation and student growth.

Strategy Category:

Developing Effective Teaching

Strategy:

3-6 Provide professional development on Evidence-based practices whether that be through extended school PD, district-level PD or conference attendance. To support this important work, funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives outside of contract time.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Guskey, T. R. (2002). Professional Development and Teacher Change. Teachers and Teaching: Theory and Practice

Monitoring/Evaluation:

The principal and Leadership Team will regularly review PD attendance records, classroom observation data, and student performance trends to evaluate PD impact.

Need 4

Area of Improvement:

Math Achievement / Growth

SMART



Goal: 250 characters max

Remove

By spring of 2026, 85% of the SPED students will increase their overall Math growth scale score by 1 tertile compared to their Spring 2025 Summative Math ISAT Assessment score.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	<p>Strategy <i>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?</i> List each strategy in a separate row</p>	<p>Evidence-Based <i>Well-designed and well-implemented studies to support the strategy listed</i></p>	<p>Measured for Effectiveness <i>Who will monitor this strategy? How often? Using what tool/assessment/data set?</i></p>	Rem
4-1	<p>Strategy Category: Interventions / Credit Recovery</p> <p>Strategy: Implement with fidelity math interventions aligned to individual IEP goals and monitor student progress using progress monitoring data.</p>	<p>Evidence Level: Strong Evidence</p> <p><i>Cite/Link research to support the Evidence level chosen:</i> Fuchs, L. S., Fuchs, D., & Compton, D. L. (2012). Smart RTI: A Next-Generation Approach to Multi-Tiered Intervention. Learning Disabilities Research & Practice</p>	<p>Monitoring/Evaluation: The SPED teacher, principal, Problem-Solving Team and Leadership Team will regularly review data to evaluate fidelity of intervention implementation and student growth in math.</p>	<input type="checkbox"/>
4-2	<p>Strategy Category: Developing Effective Teaching</p> <p>Strategy: Consistently implement evidence-based instructional strategies such as skill repetition, spiraling review, and chunking tasks into manageable steps.</p>	<p>Evidence Level: Strong Evidence</p> <p><i>Cite/Link research to support the Evidence level chosen:</i> Scruggs, T. E., & Mastropieri, M. A. (2017). Differentiated Instruction for Students with Learning Disabilities: Best Evidence-Based Practices. Remedial and Special Education</p>	<p>Monitoring/Evaluation: The SPED teacher, principal, Problem-Solving Team and Leadership Team will regularly review progress-monitoring data and fidelity check-in data to evaluate effectiveness of implementation of evidence-based instructional practices and student growth.</p>	<input type="checkbox"/>
4-3	<p>Strategy Category: Data-Driven Decision Making</p>	<p>Evidence Level: Strong Evidence</p>	<p>Monitoring/Evaluation:</p>	<input type="checkbox"/>

Strategy:

During PLC time, 30 minutes will be dedicated to focusing on analyzing student data, adjusting instruction based on student needs, and implementing highly effective instructional strategies.

Cite/Link research to support the Evidence level chosen:

DuFour, R. (2004). What Is a Professional Learning Community? Educational Leadership

The principal and Leadership Team will regularly monitor PLC minutes and student data trends using meeting logs and assessment results to evaluate math instructional impact.

Strategy Category:

Data-Driven Decision Making

Strategy:

4-4 Set individual student growth goals and track regularly using a visual chart or goal tracker. Optimally students will grow by at least one least one tertile.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London: Routledge

Monitoring/Evaluation:

The SPED teacher, principal and Leadership Team will review SICA, STAR Math, and progress monitoring data to monitor student growth and ensure progress toward student goal attainment.

Strategy Category:

Data-Driven Decision Making

Strategy:

4-5 Use bi-weekly progress monitoring data to identify specific skill deficits by claim/target (e.g., concepts and procedures, etc.) Students who are close to the next tertile and will need targeted support.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2012). Smart RTI: A Next-Generation Approach to Multi-Tiered Intervention. Learning Disabilities Research & Practice

Monitoring/Evaluation:

The SPED teacher, principal, Problem-Solving Team and Leadership Team will regularly review data to evaluate intervention implementation in regard to students specific skill needs and student growth in math.

Strategy Category:

Developing Effective Teaching

Strategy:

4-6 Provide professional development on Evidence-based practices whether that be through extended school PD, district-level PD or conference attendance.

To support this important work, funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives outside of contract time.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Guskey, T. R. (2002). Professional Development and Teacher Change. Teachers and Teaching: Theory and Practice

Monitoring/Evaluation:

The principal and Leadership Team will regularly review PD attendance records, classroom observation data, and student performance trends to evaluate PD impact.

Need 5

Area of Improvement:

Other

SMART

Goal: 250

Remove

Other Description: 50 characters max

Strengthening Culture and Climate

characters max

By Spring of 2026, 100% of the teachers will participate in 30 minutes

of weekly collaboration by grade level as evidenced by weekly collaboration logs.

Evidence-Based Interventions: Definition of Evidence-based Levels

<p>Strategy</p> <p># Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</p>	<p>Evidence-Based</p> <p>Well-designed and well-implemented studies to support the strategy listed</p>	<p>Measured for Effectiveness</p> <p>Who will monitor this strategy? How often? Using what tool/assessment/data set?</p>	<p>Rem</p>
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Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Strategy Category:

5-1 Improving School Culture & Climate

Strategy:

Implement 30 minute weekly collaborative PLC meetings by grade level.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Monitoring/Evaluation:

The principal and Leadership Team will review PLC meeting notes regularly to evaluate changes in climate and culture.

2. Describe any inequities in the distribution of resources (funding, staff, materials, and/or other educational resources) within or across schools that have impacted the ability to improve student outcomes in your school.

In regard to resource inequities, Donald D. Stalker Elementary School students are provided with the funding and per-pupil funding they are entitled to from the state. The district ensures that they will allocate resources, including staff positions and non-personnel resources, directly to its schools.

In order to improve student achievement, staff engagement in professional development (PD) opportunities and collaboration is essential; this is described in the plan and needs assessment, and is necessary for building capacity in teaching and learning. Students need continued access to evidence-based curriculum for core instruction, intervention, and remediation, in accordance with the needs assessment.

Lastly, students should be encouraged to perform their best on the ISAT, and AMIRA assessments.

3. Where will this improvement plan be publicly available?

bfsdstalker.org

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

During Leadership Team meetings and staff meetings, will use the following guiding questions to evaluate the effectiveness of our SWIP plan and make adjustments as needed:

Is there a higher percentage of students testing proficient on benchmark and state tests?

Are students showing growth?

Are staff members having time to collaborate, to discuss data, instruction, curriculum and intervention groups?

Should more time be focused toward professional development?