

**DONALD D STALKER ELEMENTARY (0382)**

Submitted by: mickj@d55.k12.id.us at 11/20/2020 9:18:18 AM

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

## Stake Holders

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

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

Stakeholder Name	Position	Remove
Anthony Peterson	Principal	<input type="checkbox"/>
Ben Hutchinson	1st grade teache	<input type="checkbox"/>
Deb Peterson	2nd grade teacher	<input type="checkbox"/>
Julie Rider	3rd grade teacher	<input type="checkbox"/>
Kris Sluder	4th grade teacher	<input type="checkbox"/>
Lanita McRae	5th grade teacher	<input type="checkbox"/>
Katy Miller	Parent	<input type="checkbox"/>

## Needs Assessment

<p><b>School Leadership Team</b></p>	<ul style="list-style-type: none"> <li>● 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?                             <ul style="list-style-type: none"> <li>o Building administrator chairs team</li> <li>o Grade level representatives</li> <li>o Parent representatives</li> </ul> </li>   <li>● How are decisions made?                             <ul style="list-style-type: none"> <li>o options are created by the leadership team, then presented to the entire staff</li> <li>o decisions are made as a collective staff</li> </ul> </li>   <li>● How frequently does the team meet?                             <ul style="list-style-type: none"> <li>o Team meets twice a month.</li> </ul> </li>   <li>● What is the process for communicating with district leadership?                             <ul style="list-style-type: none"> <li>o Task force meeting, building administrator</li> </ul> </li>   <li>● How are agendas set?                             <ul style="list-style-type: none"> <li>o Agendas are set based on student and staff need.</li> </ul> </li>   <li>● How is formative and summative student data used for decision making? How do they ensure that decisions are</li> </ul>
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	<p>evidence-based?</p> <ul style="list-style-type: none"> <li>o Progress monitoring and Easy CBM benchmark testing. Skill level progress monitoring and I-Station data is used to create student intervention groups and drive instruction in HI IMPACT classrooms.</li> </ul> <ul style="list-style-type: none"> <li>● Who is responsible for communicating with staff, families, and other stakeholders?             <ul style="list-style-type: none"> <li>o building administrator and teachers</li> </ul> </li> </ul> <p>Parent involvement policy is in place and at our leadership meetings we seek parental input on how parent involvement money will be spent. Monies are used for family engagement activities that incorporate curriculum throughout the year.</p>
<p><b>School and Community</b></p>	<p>* 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?</p> <ul style="list-style-type: none"> <li>o Stalker is located in a lower economic neighborhood with a large Hispanic and Native American population. Specific data may be viewed by clicking on the following link. <a href="https://idahoschools.org">https://idahoschools.org</a></li> </ul> <ul style="list-style-type: none"> <li>● What efforts have the school and/or district used in the past three years to address these issues?             <ul style="list-style-type: none"> <li>o School has implemented BATT, High Impact, parent involvement days, Active Recess, Traveling Thursdays, Civics and Social Emotional Learning Courses</li> <li>o District has implemented community committees: calendar and finance</li> </ul> </li> </ul> <p>The 2020-21 school year will include a new principal, and 4 new certified staff members.</p>
<p><b>Academic Achievement</b></p>	<p>Donald D. Stalker students are at risk and have scored consistently below proficiency. Our students IRI fall to spring average scale score change was less than the state average and spring proficiency rate was less than 50%. However, on the 2019 school report card, Donald D. Stalker was listed as a "Goal Maker"; when meeting the annual interim progress measure towards the state's long-term goal in key indicators.</p> <ul style="list-style-type: none"> <li>● What does the data suggest are strengths and weaknesses in student learning?             <ul style="list-style-type: none"> <li>o Based on the data above it doesn't show student's individual growth, due to high rate of student mobility which can affect data.</li> <li>o IStation tests the students in many aspects of reading, vocabulary, spelling, and language skills. Because of the</li> </ul> </li> </ul>

	<p>adaptive curriculum, we are able to see more gaps in student learning than ever before.</p> <ul style="list-style-type: none"> <li>o Teachers need to monitor usage and behavior closely to make sure students are completing tasks to the best of their ability. We also need to teach test-taking strategies to all grade levels.</li> </ul>
<p><b>Student Learning Needs</b></p>	<p>Process to identify root cause is: Milepost to look at previous years data and interventions to track trends in individual learning. Grade level universal screener, survey level assessment to find skill level for students showing academic gap. Weekly progress monitoring of those students identified at risk. Teacher observations. Weekly data driven grade and school PLC's.</p> <ul style="list-style-type: none"> <li>o Stalker Elementary identified 3 key elements that contribute to our lower test scores. 1: absenteeism 2: lack of skills based intervention. and 3: Behavior. Using these three elements as our target we have implemented the following:             <ol style="list-style-type: none"> <li>1. BARK -Behavior Attitude Respect and Kindness, Grade level activities bi weekly for students who qualify.</li> <li>2. Traveling Thursdays (Currently suspended for mitigating spread of Covid-19)</li> <li>3. High Impact Interventions in reading, math.</li> <li>4. Family Business</li> <li>5. Active Morning Recess</li> <li>6. Social Emotional Learning curriculum</li> </ol> </li> </ul>
<p><b>Core Curriculum</b></p>	<p>Newly adopted curriculum for English Arts is Houghton Mifflin Harcourt. This program is researched based and approved by the State of Idaho. The core math program is Envisions by Pearson. These programs will be delivered with fidelity. This fidelity will be monitored by observations by the building administrator.</p>
<p><b>Core Instruction</b></p>	<p>Along with delivery of core instruction Stalker will developed high impact intervention for students in reading, math and language. Through individual student's data, students are assigned teachers that will work with them on their learning needs' level. Students are frequently assessed for progress. Students may move groups according to their assessed progress, or lack thereof. Teachers meet with her to make any adjustments on student placement.</p> <ul style="list-style-type: none"> <li>● What formative assessments do teachers use to determine students' needs?             <ul style="list-style-type: none"> <li>o Standards based checklist, Easy CBM, IStation, EnVisions Topic Assessments, MobyMax, Imagine Learning</li> </ul> </li> <li>● How are students grouped for instruction (homogeneous, heterogeneous, mixed)?             <ul style="list-style-type: none"> <li>o High Impact Groups: homogeneous</li> <li>o In-class Groups: heterogenous</li> </ul> </li> </ul>

- How are all students, including each subgroup of students, provided with opportunities to meet proficient and advanced academic achievement levels?
  - Being a schoolwide Title I school we focus on ALL tiers of instruction including the students performing above grade level. Because of our High Impact program we are more efficiently meeting the needs of our advanced learners and we are tracking their growth as much as we are tracking our benchmark and below benchmark students. We utilize adaptive diagnostic curriculum.
  - High Impact math, reading, and language classes

**Alignment of teaching and Learning**

- \* To what extent is teaching and learning articulated within grade levels?
  - The School District has created grade level curriculum maps that are utilized by all teachers. PLC's are utilized to articulate teaching and learning specifically within each grade level.
  - Within subject areas?
    - Weekly Grade-level PLCs
    - Monthly school-wide PLCs
    - We have a tracking system that is color coded for each student that reflects their level of proficiency. Any student in yellow or red is discussed weekly in our PLC meetings. Any student consistently in red or yellow that is not making gain is then referred to our RTI team and they are monitored through that team as well.
  - To what extent do grade level teachers collaborate about teaching and learning expectations across the grade?
    - Weekly Grade-level PLCs
    - Common collaboration is weekly.
  - To what extent do students in the same grade/subject area receive a consistent learning experience?
    - grade-level standards are being met within each trimester.
    - The standards expected to be taught at each grade level and in each classroom are mapped out with our curriculum map. Each trimester has specific standards that are expected to be mastered as reflected on our Mastery Based Report Card.
  - To what extent is teaching and learning articulated across grade levels and subject areas?
    - High Impact teachers communicate with each other weekly about students strengths and weaknesses. Students can move to areas of concern or strengths weekly.

- To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels?
- During the 20-21 school year one Friday is designated as staff professional development, and teacher collaboration time. Three benchmark periods will require teachers from all grade levels to collaborate and monitor student progress.

### Universal Screening

- \* Are all students screened to identify who needs additional support?
  - Yes, all students are screened shortly after the beginning of the school year. High impact grouping is created using this data. After a student has received core instruction as well as interventions, and then continues to show need for more support, this is addressed through RTI. Blackfoot Cycle of Work
- Is there Kindergarten screening?
  - No
- How often are students screened and when?
  - Benchmarks take place 3 times per year.
  - K-3 students are screened through IStation as reflected through the IRI. Additional screening takes place through Easy CBM which also provides progress monitoring monthly.
  - 4-5 students are screened through Easy CBM and IStation. Progress monitoring is through IStation and Easy CBM.
  - Students are screened the first Monday of every month.
  - Once they have been identified as at risk, the student is monitored weekly.
  - Refer to Blackfoot Cycle of Work.
- What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?)
  - Easy CBM, IStation for ELA
  - Easy CBM for Math
- Do the tools have defined cut scores for determining who is at risk?
  - Yes, national norms
- Are different/additional measures used to identify students who are English Learners and not achieving academically?
  - Yes, Imagine Learning, WIDA, and IStation all have an ELL component
- Students who are socially at risk and not achieving?
  - leadership team and counselor
- Are there clear decision rules for determining accuracy of

decisions?

- o Based on screeners, national norms are used to determine percentiles.
- How are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly?
  - o Weekly PLCs; meetings with High Impact Teacher
- How is the information documented?
  - o Easy CBM, MilePosts, IStation Reports and standards-based report cards
- How is it shared with teachers, families, School Leadership Team?
  - o Google Docs, Easy CBM graphs, Parent-Teacher Conferences, Staff Meetings, PLCs, Infinite Campus
- What are the follow-up procedures?
  - o Follow up is always done after student assessments at the beginning of each month. The interventionist carefully culls through the data with teachers, ensuring students are properly placed in intervention groups that meet their needs. The following are our specific tools:
    - o RTI Process, Increase progress monitoring, documentation in MilePosts, Strategic Individual Interventions
    - o We document this process in MilePosts using the district templates for educational support.

**Tiered Instruction and Academic Interventions**

In what areas are academic interventions provided? How often?

- o Reading, Math
- o 90minutes of both math and language High Impact intervention are provided to each student a week.
- o 90 minutes of reading High Impact intervention is provided to each student a week.
- To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction?
  - o This is the basis of our reinvention of our approach to teaching. Our foundation is addressing student learning needs within the three tiers. We have made a fundamental shift in addressing students' core instruction and learning.
- How are tiered interventions coordinated to support student progress in core instruction?
  - o Tiered interventions are coordinated throughout the school. Detailed planning is conducted to ensure students

are placed in high impact groups that address their specific needs. Teachers no longer only teach students in their assigned grade levels but teach students in their specific assigned impact level. In this way, Stalker can address students needing support and students needing extension.

- Are the interventions pull-out or push-in?

- o Push in, currently with the intention to move to a walk to intervention model (High Impact).

- What is the size of the groups?

- o Below grade level groups are kept small, for more individual attention. As students' skills are improving and they are moving to more challenging groups, the "top" groups are becoming larger. We have found the need to combine some lower level groups in math and create more advanced math classes.

- What evidence-based programs and instructional practices are used for interventions? In ELA? In math? HMH -ELA EnVisions -MATH

- o All the programs utilized are in the curriculum diamonds created by the District.

- To what extent do these programs demonstrate efficacy with target populations

- o Using the "What Works" Clearinghouse as a guide, we chose programs that have strong efficacy with student achievement.

- o Each program provides assessment, reteach, ESL accommodation and intervention and differentiated instruction.

- How do the interventions support the needs of students from diverse cultural and linguistic backgrounds?

- o As all students receive high impact instruction in reading, math, this is addressed better than in the past, and these groups are small. We have an EL para pro working with these students in nearly one-on-one settings, four to five times each week.

- How is explicit instruction used? Donald D. Stalker Elementary uses the instructional methods (I Do, We Do, You Do)

- o Teachers use structured, systematic methods to teach specific academic skills during High Impact groups.

- Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)?
  - o Teachers and paraprofessionals
- If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement?
  - o NA
- How is progress monitored? What tool is used?
  - o It is monitored monthly by the Intervention teacher, with assistance from classroom teachers.
  - o IStation and Easy CBM, as well as chapter tests within the curriculum.
- 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?
  - o Students needing intervention for skill deficits are provided an 8 wks intervention plan. If progress is not adequate, an I-Plan is created. The RTI helps create the plan based on what the student is currently doing. New intervention goals are set using Easy CBM for a rate of improvement. Weekly monitoring is provided for I-Plan students. If adequate progress over time is insufficient, the RTI team determines if the student should be tested and considered for placement in the Resource Room Program.
- How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?
  - o Monthly for regular education students, weekly for students with an I-Plan. All teachers participate when it involves their own students.
  - o ALL students are progress monitored by their homeroom teacher every other week and data is tracked by the teachers.
  - o All students are benchmark monitored at least 3 times a year.

**Learning Time**

- \* What is the school schedule?

Stalker School Schedule 2020-21  
Donald D. Stalker operates Monday through Thursday 7:55-3:10
- o. There were several new scheduling techniques implemented this school year to promote more instruction time. It continues to be adjusted as needed.
- Is there a master schedule that includes intervention and extension?



o Yes. This is included in our regular schedule and allows for school-wide intervention in reading, math and grade level social emotional learning (SEL).

● Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards?

o Yes. Stalker provides High Impact Interventions in reading, math.

● Are there extended learning opportunities to provide access to a well-rounded education?

o Yes. These opportunities are addressed through Family Meetings, , SEL (Social Emotional Learning) 30 minute Tuesdays, Active Recess 1st recess, BARK Thursday, and grade level curriculum instruction.

● Are there extended learning opportunities to provide access to an enriched and accelerated curriculum?

o Yes. Enrichment and acceleration are included in the High Impact Instruction two times a day.

● If so, how is it built into the daily/weekly schedule? (How many minutes and how many times per week? In what content areas?)

o It is part of the entire spectrum of High Impact Instruction. It is built in daily. Students in the GATE Program are provided extra instruction weekly with the school's facilitating GATE teachers, which cover a range of content areas and special activities arranged with our GATE students district-wide.

● How will it be determined who will participate in extended learning time?

o All students receive extended learning time in their High Impact Instruction.

● Will all students who participate in extended learning time also have daily access to grade-level content standards?

o Yes. This instruction takes place in their regular classroom by their grade-level teacher.

● How will staff know that the extended learning time is enough?

o Through progress monitoring and various assessments.

	<ul style="list-style-type: none"> <li>● Is summer school part of the intervention process?</li> <li>○ No. Funding is not available for summer school.</li> </ul>
<p><b>Non-Academic Student Needs</b></p>	<ul style="list-style-type: none"> <li>○ We are able to offer additional counseling services, art, crafts, academic enrichment, cultural activities, technology enrichment, and extended academic support. Nutrition and healthy lifestyles are supported by outside entities providing classes and programming. We offer mentoring through peer tutors and guest specialists.</li> </ul>
<p><b>Well-rounded Education</b></p>	<ul style="list-style-type: none"> <li>○ STEAM activities are done during Traveling Thursday (once covid restrictions are lifted) as well as addressed during class time. PE and Music are weekly. Library skills are weekly. Computer keyboarding is taught weekly. DARE is provided to all 5th grade students by a Resource Officer for 12 weeks. Idaho History is a required class that all 4th grade students are enrolled in during one of the Traveling Tuesday sessions. Other required Traveling Tuesday classes implemented this year are the following: 1st grade-Health; 2nd grade-Menu Math; 3rd grade-Geography; and 5th grade-Science. One a month for 30 minutes all students have a class based on social emotional learning (SEL).</li> </ul>
<p><b>Additional Opportunities For Learning</b></p>	<p>Not applicable in an elementary school.</p>
<p><b>School Transitions</b></p>	<ul style="list-style-type: none"> <li>○ Stalker staff are included in the transition/IEP meetings of preschool students from the district's Vaughn Hughie Center.</li> <li>○ Stalker's kindergarten teacher and principal are invited to the ShoBan Headstart transition dinner in the spring of each year.</li> <li>● If you are an elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school?</li> <li>○ In the spring of each year transition meetings are held for all special education students moving from the 5th grade into our 6th grade center.</li> <li>○ The sixth grade counselor visits the 5th grade classrooms each spring to help 5th grade students transition in the fall.</li> <li>○ 5th grade teachers complete student lists with criteria identifying individual student needs for 6th grade.</li> <li>● 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?</li> <li>○ NA</li> </ul>
<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>* What opportunities are in place (e.g., professional learning communities) to help teachers:</li> <li>○ Common prep time, Standards classes, and the district</li> </ul>

- offers no less than 6 transcribed hours per year.
- The District provides ongoing professional development for all new curriculum.
- New teacher are required to attend several PD's presented by school interventionists and other teacher leaders. Any teacher in the district may attend the training if they chose to.
- Reflect on and improve their instruction?
  - Teachers conference individually with school administrator, high impact instructor or instructional coaches to meet needs.
  - Teachers are required to video their classroom teaching, then self-reflect and work on improving instruction.
- To use data from academic assessments to adjust instruction?
  - Teachers are trained to use Milepost. Milepost is based on student data collected from a variety of sources. Data from formative, benchmark, and state summative assessments are used to compare individual students or whole classrooms. Using Mileposts additional features of Edify and GOORU, teachers can differentiate assignments and assessments for each student in the classroom.
  - Teachers use ISIP reports from Istations and Easy CBM reports to adjust intervention groups and develop individualized curriculum.
- To align curriculum and teaching and learning progressions across grade levels and subject areas?
  - Most underutilized resource in the district are the District Curriculum Diamonds. There are diamonds for each grade-level and subject area. Not all Tier 3 students are SPED students. Various assessment options are shown on each of the diamonds.
  - Curriculum maps are housed on the district website. The maps are used to prevent gaps and are aligned to the standards.
- Are PLCs well established and functioning?
  - PLC's are well established at Stalker Elementary. Currently, teachers facilitate the meetings. It is our goal for the upcoming year to use a more standardized form for ease of understanding within the school.
- Is collaboration time built into the master schedule and the contract?
  - Collaboration is built into the schedule. Each grade-level receives an hour and a half of common prep/PLC time weekly. Grade-level teams provide meeting notes to the

administrator to address student, curriculum and other issues. School-wide and across grade-level PLC is also facilitated by the school's interventionist.

- How often do teachers and other instructional staff participate in school-based professional development?
  - The first Monday of each month a school level professional development is provided to the staff. These professional development topics are decided as a staff or by the school administrator.
  
- Who provides professional development?
  - Interventionists, teachers with a particular expertise, the principal, the Idaho State Department of Education, the publishing company of a newly adopted curriculum.
  
- In what professional development opportunities do paraprofessionals participate?
  - They participate in all training that pertains to their job and is conducted during their work hours.
  
- Are they invited to the same opportunities related to instruction that teachers are invited?
  - Yes, if it pertains to their job.
  
- What is the expectation of school leadership for participation in professional development activities?
  - School leadership is expected to attend all training provided. Some training may be optional, which is then their choice.
  
- How is this expectation communicated?
  - The principal conveys expectations, whether mandatory or not. An attendance roll is always taken.
  
- Is there an instructional coach (or similar position)?
  - No, Not for the 20-21 school year.
  
- How are professional development decisions made? Who is involved?
  - Principals discuss building needs in their leadership meetings. Schools conduct their needs assessment with Leadership Team, utilizing faculty input. PD is based on curriculum and teaching needs. Budget plays a role in opportunities, such as national trainers/ experts and purchase of professional texts.
  
- What is the relationship between professional development provided at the building level and the district?
  - PD at the building level is specific to our needs and

interests. PD at the District Level reflects District goals and is broader, to encapsulate the interest of a wide range of professionals as well as elementary and secondary levels.

- How are professional development activities tied to students' academic achievement needs?
  - Data is carefully considered to direct PD. It is one of the basic drivers of PD decision making. Also considered is students' cultural and home environment backgrounds. PD works in tandem with faculty to meet all student needs.
  
- How does the school monitor attendance for professional development activities?
  - SAM sign in sheets are used at all professional development activities. Sign in is required for attendance and credit hours for recertification.
  - SAM sheets are on file for review.
  
- Are sign-in sheets completed for each activity?
  - Yes, SAM sign-in sheets or PLC sign-in sheets are completed for each activity at Stalker Elementary.
  
- What professional development does the district/school offer teachers/staff for English learner students?
  - The district requires all new teachers to the district to take a SIOF course.
  - Professional Development training is provided by the district EL staff to individual schools or on an as needed basis.
  - ELL Book study of Strategies to Use in the Classroom is available for all staff.

**Family and Community Engagement**

- \* Do you have a district policy and school plan in place?
    - Yes
  - How often are these reviewed?
    - At least Annually
  
  - To what extent are strategies for involving families in students' education included?
    - Various family days, such as, Cultural Day and the Community Resource Fair, Parent volunteers in classrooms, Facebook Live, Weekly newsletters. School website. book fairs, parent teacher conferences, Back to School Night.
    - Through our District, Indian Education, Migrant, and EL PACs, needs assessments, and parental input are given monthly. Many of the topics of concern are attendance, health care, DACA, and graduation requirements.
- Stalker parent advisory group is authorized to provide input

	<p>on amendments and future Title 1 parent involvement programs. The parent team develops and approves parent involvement in school plans, including the school-parent compact</p> <ul style="list-style-type: none"> <li>● What strategies, such as family literacy services, are used to increase family and community engagement?</li> </ul> <ul style="list-style-type: none"> <li>o Community Resource Fair, ensure important school communications are translated</li> <li>o Each month, each district PAC as listed above, has a PAC meeting that may address assessment, FAFSA, resumes, GED classes, and collaborating with outside agencies and resources.</li> </ul> <ul style="list-style-type: none"> <li>● What is the process for disseminating the plan annually?</li> </ul> <ul style="list-style-type: none"> <li>o faculty meetings, leadership meetings, letter to parents during registration, updated website, district policy</li> </ul>
<p><b>Recruitment and Retention of Effective Teachers</b></p>	<ul style="list-style-type: none"> <li>* What percentage of teachers meet state certification requirements?</li> </ul> <ul style="list-style-type: none"> <li>o 100% of Stalker teachers meet HQT status.</li> </ul> <ul style="list-style-type: none"> <li>● What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?</li> </ul> <ul style="list-style-type: none"> <li>o New teachers participate in several classes with District Leader, Joy Mickelsen. Principals attend local job fairs to recruit teachers, especially in “high need” subjects. The principal assigns a mentor teacher to a new teacher. All teachers are expected to support and fellowship new teachers. PLC meetings are used to support all teachers, new and seasoned.</li> </ul>
<p><b>Coordination and Integration With Other Programs</b></p>	<ul style="list-style-type: none"> <li>● Under the direction of the Federal Programs director, all federal funding (Title I, Title II, Title IA, Title III, Title IIIC, Title IV, and Title VI) works cooperatively to enhance student achievement, post-secondary schooling, adult education, McKinney-Vento students, Advanced Opportunities, and Safe Schools.</li> </ul> <ul style="list-style-type: none"> <li>● Stalker Elementary has access to family liaisons for EL, Migrant, Indian Education and homeless students.</li> </ul>

*Plan Components*

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

**Prioritized Needs**

**Need Description:**  
 We would like to increase proficiency on ELA State assessments. Focus on basic reading skill in grades K-3, remediation and comprehension in grades 4-5.

**SMART Goal:**  
 During the 2020-21 school year Stalker students will in grades K-3 will show a 10% tier transition from a lower tier to a more proficient tier. In grades 4-5 stalker students will have a grade level average near the 50th percentile on the Easy CBM MCRC spring benchmark.

Remove

**Evidence-Based Interventions: Discussion Topics**

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1-1	To begin the school year stalker students will receive "push in" high impact intervention, basic reading skill will be assessed, practiced, and progress recorded. Remediation and comprehension interventions will be added as the school year progresses. students will receive 90 minutes of instructional level intervention per week.	Moderate Evidence ▼	Interventions will come from our Core ELA curriculum and other researched based programs, including Heggerty, and Imagine Learning.	Teachers will progress monitor bi-weekly. Principal will monitor benchmarks and discuss student progress during formal observations	<input type="checkbox"/>

**Need Description:**  
 We would like to increase proficiency in math on state assessments.

**SMART Goal:**  
 During the 20-21 school year, Stalker grade level averages will be near the 50th percentile on the EasyCBM CCSS math assessment.

Remove

**Evidence-Based Interventions: Discussion Topics**

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-1	Push-in High Impact intervention will take place	Moderate Evidence ▼	The majority of the	Teachers will progress monitor bi-	<input type="checkbox"/>

in basic math skills. Intervention material will come from the Core Math curriculum and Imagine Math.

intervention materials are from research based curriculum programs.

weekly. Principal will monitor benchmarks and discuss student progress during formal observations

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

-training/professional development  
-Materials for interventions  
-sufficient staff

**3. Provide the URL where this plan will be publicly available:**

**NOTE: A copy of this plan must be made available in hard copy upon request.**

[www.bfsdstalker.org](http://www.bfsdstalker.org)

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

The SWIP Plan will be monitored each benchmark period (September, January and May). The plan will be posted on the school website. The plan will be presented to staff at the beginning and end of each school year. Changes will be made based on academic student achievement.

### Upload Files

- |  |
|--|
| <b>Files</b>                                       |
| o <a href="#">School parent compact 20-21.docx</a> |

### Assurance

# ASSURANCE

#### EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e ) (2).

#### GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private



- agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
  4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
  5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
  6. The applicant will—
    - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
    - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
  7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

#### CIVIL RIGHTS

##### SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

#### DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

#### LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The

certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

## 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

## 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

### A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

### B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

## 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace;
    2. The grantee's policy of maintaining a drug-free workplace;
    3. Any available drug counseling, rehabilitation, and employee assistance programs; and
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement; and
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
  - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
  - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

#### DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

#### UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and

Education Department General Administrative Regulations (EDGAR) as applicable

2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
  - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

#### CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: mickj@d55.k12.id.us at 11/20/2020 9:18:18 AM