

DONALD D STALKER ELEMENTARY (0382)

Submitted by: mickj@d55.k12.id.us at 11/6/2024 1:01:01 PM

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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 and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Anthony Peterson	Principal	petea@d55.k12.id.us	<input type="checkbox"/>
Sarah Buck	Teacher	bucksara@d55.k12.id.us	<input type="checkbox"/>
Kim Fundum	Teacher	fundk@d55.k12.id.us	<input type="checkbox"/>
Lanita McRae	Teacher	mcral@d55.k12.id.us	<input type="checkbox"/>
Allisia Ballesteros	Parent	sheesha0502@gmail.com	<input type="checkbox"/>

Needs Assessment

School Leadership Team

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?

- o Building administrator chairs team
- o Grade level representatives and special education rep.
- o Parent representatives

● How are decisions made?

- o options are created by the leadership team, then presented to the entire staff
- o decisions are made as a collective staff

● How frequently does the team meet?

- o Team meets at least once a month.

● What is the process for communicating with district leadership?

- o building administrator shares information consistently

● How are agendas set?

- o Agendas are set based on student and staff need.

● How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based?

- o Progress monitoring and benchmark testing.

groups and drive instruction in classrooms.

- Who is responsible for communicating with staff, families, and other stakeholders?
 - o building administrator and teachers

The school board and our school have a Parent involvement policy 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.

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?

o Stalker is located in a lower economic neighborhood with a large Hispanic and Native American population. Stalker celebrates Native American week and, And other diversity activities.

- What efforts have the school and/or district used in the past three years to address these issues?
 - o School has implemented BARK, intervention , and parent involvement days
 - o District has implemented community committees: calendar and finance

The 2024-25 school year will include 4 new certified staff members.

School and Community

Academic Achievement

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%.

Spring 2024 Results

IRI Spring Proficiency 40.5 %

ISAT ELA 23.9% proficient

Math 23.1% Proficient

- What does the data suggest are strengths and weaknesses in student learning?
 - 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.
 - o IStation tests the students in many aspects of reading, vocabulary, spelling, and language skills. Because of the adaptive curriculum, we are able to see more gaps in student learning than ever before.

tasks to the best of their ability. We also need to teach test-taking strategies to all grade levels.

The process to identify root cause is ED Folio 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. Monthly progress monitoring of those students identified at risk. Teacher observations. Weekly data driven grade and school PLC's.

Student Learning Needs

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:
1. BARK -Behavior Attitude Respect and Kindness,Grade level activities weekly for students who qualify.
2. . Interventions in reading, math, K-2 Language intervention
3. Social Emotional Learning curriculum

Core Curriculum

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.

Core Instruction

Along with delivery of core instruction, Stalker will develop 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 Interventionist and PST Team to make any adjustments on student placement.

● What formative assessments do teachers use to determine students' needs?

o Standards based checklist, , IStation, EnVisions Topic Assessments, Imagine Math

● How are students grouped for instruction (homogeneous, heterogeneous, mixed)?

o Intervention: homogeneous

o In-class Groups: heterogenous

● How are all students, including each subgroup of students, provided with opportunities to meet proficient and advanced academic achievement levels?

performing above grade level. Students are delivered core instruction with a high degree of curriculum fidelity. In K-2 teachers and para professionals provide differentiated instruction to all students in a centers based approach, In 3-5 walk to intervention WAG groups take place daily. Language intervention is delivered in K-2 general education setting

o Invention math, reading, and language classes

Alignment of teaching and Learning

* To what extent is teaching and learning articulated within grade levels?

o 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?

o Weekly Grade-level PLCs

o Trimester school-wide PLCs

o 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 PST 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?

o Weekly Grade-level PLCs

o Common collaboration is weekly.

● To what extent do students in the same grade/subject area receive a consistent learning experience?

o grade-level standards are being met within each trimester.

o 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?

o Intervention teachers communicate with each

Universal Screening

concern or strengths weekly.

- To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels?
 - During the 24-25 school year one Friday per month 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.

- * Are all students screened to identify who needs additional support?
 - Yes, all students are screened shortly after the beginning of the school year. Intervention 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 PST.
 - Is there Kindergarten screening?
 - Yes, new kinder students are screened within the first four weeks of the school year.
 - 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.
 - 4-5 students are screened through Istation Reading and Math . Progress monitoring is through Istation
 - Students are screened the first Monday of every month.
 - Once they have been identified as at risk, the student is monitored weekly.

- What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?)
 - , IStation for ELA
 - IStation 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

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 Ed Folio, IStation Easy CBM Reports and standards-based report cards

● How is it shared with teachers, families, School Leadership Team?

o Google Docs, 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 ED hub, Strategic Individual Interventions

o We document this process in Ed Hub 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 60 minutes of math intervention are provided to each student a week.

o 120 minutes of English Language Arts 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

Intervention block groups, that address their specific needs in Grades 3-5. Struggling students are given remediation with the UFLI program, students we feel we can move levels work with their classroom teachers. In this way, Stalker can address students needing support and students needing extension. In K-2 Teachers use a center approach to provide intervention in reading and math. K-2 also provides language intervention in the general education setting, using a research based programs.

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- Are the interventions pull-out or push-in?
 - o We will use both models, All grade levels will use the the best model to meet student needs based on available resources.
 - What is the size of the groups?
 - o Below grade level groups are kept small, for more individual attention.
 - What evidence-based programs and instructional practices are used for interventions? In ELA? In math? HMH -ELA EnVisions -Math Istation ELA Istation activities and Imagine Math Facts
 - o All the programs utilized are in the curriculum triangles created by the District. YES
 - To what extent do these programs demonstrate efficacy with target populations. We believe that our programs are effective for our populations. We look at results at the end of each school year. We make adjustments when necessary, in 24-25 one intervention program was changed for more efficacy.
 - How do the interventions support the needs of students from diverse cultural and linguistic backgrounds?
Yes, Interventions and teachers and EL, and Indian ed personal use research based instructional methods and materials to meet students needs.
 - 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

- Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)?

- o Teachers and paraprofessionals, with interventionist support.

- How is progress monitored? What tool is used?

- o It is monitored monthly by the Intervention teacher, with assistance from classroom teachers.

- o IStation , as well as chapter tests within the curriculum. Aims web is used for students below the 16th percentile in ELA and Math.

- 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 3 wks intervention plan. If progress is not adequate, an I-Plan is created. The PST team helps create the plan based on what the student is currently doing. New intervention goals are set using for a rate of improvement. Weekly monitoring is provided for I-Plan students. If adequate progress over time is insufficient, the PST team determines if the student should be referred for further testing .

- 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 monthly, 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 2024-25

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?

reading, math and grade level.

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

- Yes. Stalker provides Interventions in reading, math and language in grades K-2.

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

- Yes. These opportunities are addressed through Family Meetings, , SEL (Social Emotional Learning), BARK Thursday, and grade level curriculum instruction.

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

- Yes. Enrichment and acceleration are included in school wide interventions

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

- 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? Stalker is currently offering an after school program, participation is based on teacher referral.

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

- 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?

- Through progress monitoring and various assessments.

process?
o We have a jumpstart program in August for two weeks.

Non-Academic Student Needs

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.

Well-rounded Education

Cultural, Art, physical education, Science enrichment, and cooking classes are offered many times a year as part of the BARK parties. 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. Nurses provide maturation classes to the fifth grade students. Fourth graders are given the opportunity to go on a overnight trip to Grand Teton National Park.

Additional Opportunities For Learning

N/A for elementary school

School Transitions

Stalker staff members are included in the transition/IEP meetings of preschool students from the district's Vaughn Hughie Center.
o Stalker's kindergarten teacher and principal are involved in Sho-Ban Head Start transition in the spring of each year.

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

o 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. School tours are offered to SPED students in the spring.
o The sixth grade counselor visits the 5th grade classrooms each spring to help 5th grade students transition in the fall.
o 5th grade teachers complete student lists with criteria identifying individual student needs for 6th grade.

Professional Development

* What opportunities are in place (e.g., professional learning communities) to help teachers:

hours per year.

- o The District provides ongoing professional development for all new curriculum.

- o 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?

- o Teachers conference individually with school administrator, instructional coaches to meet needs.

- To use data from academic assessments to adjust instruction?

- o Teachers are trained to use Ed Hub. Ed Hub 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 Ed Hub additional features of Edify and GOORU, teachers can differentiate assignments and assessments for each student in the classroom.

- o Teachers use ISIP reports from Istation reports to adjust intervention groups and develop individualized curriculum.

- To align curriculum and teaching and learning progressions across grade levels and subject areas?

- o Most underutilized resource in the district are the District Curriculum Triangles. There are Triangles for each grade-level and subject area. Not all Tier 3 students are SPED students. Various assessment options are shown on each of the triangles.

- o 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?

- o PLC's are well established at Stalker Elementary. Currently, teachers facilitate the meetings.

- Is collaboration time built into the master schedule and the contract?

- o Collaboration is built into the schedule. Each grade-level receives an hour and a half of common prep/PLC time weekly. . School-wide and across grade-level PLC is also facilitated by the school's interventionist.

- How often do teachers and other instructional

development?

o Fridays throughout the year is used for this purpose

● Who provides professional development?

o 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?

o 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?

o Yes, if it pertains to their job.

● What is the expectation of school leadership for participation in professional development activities?

o School leadership is expected to attend all training provided. Some training may be optional, which is then their choice.

● How is this expectation communicated?

o The principal conveys expectations, whether mandatory or not. An attendance roll is always taken.

● Is there an instructional coach (or similar position)?

o Yes, we have a certified interventionist

● How are professional development decisions made? Who is involved?

o 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?

o 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.

...tied to students' academic achievement needs?
o 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?

o SAM sign in sheets are used at all professional development activities. Sign in is required for attendance and credit hours for recertification.

o SAM sheets are on file for review.

● Are sign-in sheets completed for each activity?

o 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?

o The district requires all new teachers to the district to take part in new teacher training offered by the district.

o Professional Development training is provided by the district EL staff to individual schools or on an as needed basis.

o 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?

o Yes

● How often are these reviewed?

o At least Annually

● To what extent are strategies for involving families in students' education included?

o Various family days, such as, Cultural Day , Parent volunteers in classrooms, Facebook Live, Weekly newsletters. School website. book fairs, parent teacher conferences, Back to School Night.

o 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.

During the 22-23, school year a PTO was established. It will continue in 23-24

Recruitment and Retention of Effective Teachers

• What is the process for disseminating the plan annually?

o faculty meetings, leadership meetings, letter to parents during registration, updated website, district policy

* What percentage of teachers meet state certification requirements?

o 100% of Stalker teachers meet HQT status. Although 2 teachers are on alternative route to certification.

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

o New teachers participate in a class 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. The district pays for credits and recertification fee.

Coordination and Integration With Other Programs

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.

• Stalker Elementary has access to family liaisons for EL, Migrant, Indian Education and homeless students.

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)