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*

- [x] CSI UP plan – for state approval
- [ ] CSI Grad plan – for state approval
- [x] TSI/ATSI plan – approved by the LEA
- [ ] Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- [x] Annual school level Title I-A plan
- [x] 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	☐
Sarah Buck	Teacher	bucksara@sd55.org	☐
Madilyn Shuler	Teacher	shulmadd@sd55.org	☐
Lanita McRae	Teacher	mcralani@sd55.org	☐
Anne Seifert	Capacity Builder	anneseif@yahoo.com	☐
Alisha Ballesteros	Parent/Indian Education	sheesha0502@gmail.com	☐

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	At Donald D. Stalker Elementary, the School Leadership/Problem Solving Team (LT/PST) plays a vital role in guiding school improvement efforts. The school principal leads the team, which operates as a collaborative decision making body focused on supporting student success and developing the capacity to make data informed decisions.

	The LT/PST meets bi monthly, and these meetings are treated as a high priority within the school. The school's problem solving team—composed of three teachers and the interventionist—meets bi weekly to monitor students' academic and behavioral progress. Results from these meetings are shared with the leadership team and then communicated to teachers. Meeting agendas are developed collaboratively at the conclusion of each meeting, with all members contributing input. The agenda remains open between meetings, ensuring that emerging students and staff needs are addressed in a timely and responsive manner. In year one, we intend to align our agenda and meeting format with the structure of a PLC. Decisions are made by consensus but are first discussed within the LT/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/PST 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, and 5, as well as special education, along with parent and student voices. This structure ensures that the team reflects the diverse perspectives of the school community. Input from stakeholders is actively encouraged through the 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. Additionally, 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, continuously supporting 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 hours.
Academic Achievement	In the three years prior to the CSI identification, 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 remained

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.

The Idaho State Report Card show slight increase in proficiency ELA proficiency, rather than a continued decline as in the past 3 years prior to the CSI identification, in math proficiency held steady. In 2025-2026, ELA proficiency was at19.21% and growth was at 34.3%. Math proficiency was at 21.7% and Growth was at 31.1%. One success to be noted is EL students' increased proficiency from 40% in 2024-2025 to 64% in 2025-2026 which is well above the district average of 28.7 % and the state average of 48.4%

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, 27% 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 most 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. In addition, in the 2026-2027, staff will be focusing on Language skill acquisition and skill development of all learners as needed.

2025-2026 SWIP Goals
ELA:
By Spring 2027, Stalker Elementary will increase overall ELA proficiency on the ISAT by 10%, growing from 19.2% to 29.2% proficiency, as compared to the Spring 2026 overall proficiency score.

By Spring 2027, all students will increase their ELA growth percentage on the ISAT from 10%, increasing from 34.3% to 43.3%, as compared to their

	Spring 2026 Summative ISAT assessment. By Spring of 2027, Stalker Elementary students in grades K-3 will increase proficiency on AMIRA 20%, growing from 29.9% proficient 49.9% proficient. Math: By Spring 2027, Stalker Elementary will increase overall Math proficiency on the ISAT by 10%, improving from 21.7% to 31.7 % proficiency, as compared to the Spring 2026 overall proficiency score. Growth Goal: By Spring 2027, students will increase overall Math growth percentage on the ISAT by 10% improving from 31% to 41%, as compared to their Spring 2026 Summative ISAT assessment. By Spring of 2027, Stalker Elementary students in grades K-2 will increase proficiency on STAR Math by 20%, growing from 26% proficient to 46% proficient. White ELA: (TSI) By Spring 2027, Stalker Elementary will increase overall ELA proficiency on the ISAT by 10%, growing from 19.2% to 29.2% proficiency, as compared to the Spring 2026 overall proficiency score. White Math: (TSI) By Spring 2027, Stalker Elementary will increase overall Math proficiency on the ISAT by 10%, improving from 34% to 44% proficiency, as compared to the Spring 2026 overall proficiency score.
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 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 curriculum, which was adopted from the state's recommended ELA list. Mathematics instruction occurs for 60 minutes daily using the newly adopted SAVVAS program, also selected from the state's recommended curriculum list. Teachers implement 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 professional development on evidence based instructional practices during Friday workdays. Curriculum fidelity is monitored through regular formal and informal classroom walkthroughs conducted by school administrators. These observations focus on instructional quality, curriculum alignment, and effective differentiation. Data from observations guide targeted professional development and instructional refinement. Formative assessments are embedded into daily instruction and include pre and post assessments, midpoint checks, exit tickets, quizzes, and student projects. Assessment data are used to monitor progress, adjust pacing, and differentiate instruction. Core instruction, differentiation, and intervention are informed by multiple measures, including AMIRA, STAR, EasyCBM,

	and classroom formative and summative assessments. Instruction is adapted as needed to meet diverse learner needs. Teachers use strategies such as modified assignments, targeted pre teaching and re teaching, and opportunities for reassessment. This remains an area for continued staff growth, particularly in using formative assessment to guide core instruction. To support this work, teachers will participate in a book study using Nine Dimensions of Scaffolding for Multilingual Learners to strengthen instructional scaffolds for language and skill development. Flexible grouping is used within classrooms to support targeted instruction. Students work in whole group, small group, or individualized formats based on assessment data and instructional objectives. Groupings are designed to ensure each student receives appropriately leveled support. Differentiated instruction during core 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 academic discourse promote deeper understanding and critical thinking. Instructional monitoring is ongoing. 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 to support reflective practice and continuous improvement. Targeted professional development is offered based on identified needs. Staff collaborate with IBC ELA coaches and capacity builders to strengthen instructional design and delivery, contributing 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 hours. In addition, some materials, manipulatives, books, teacher's manuals, and supplies are needed to support implementation of core ELA and math curriculum.
Tier 2/3 Instruction (Interventions)	Donald D. Stalker Elementary is committed to meeting the academic needs of all students through a coherent, multi tiered system of support (MTSS). Students in grades K–5 receive 30 minutes of daily intervention or enrichment in both English Language Arts (ELA) and Mathematics, embedded within the master schedule to ensure uninterrupted access to core instruction. In previous years, the school implemented a “Walk to Intervention” model; however, staff reported inconsistent impact on student outcomes. This year, the school transitioned to a center based intervention model delivered within classrooms or grade level teams. Students rotate through targeted learning centers aligned to specific skill deficits identified through data. Classroom teachers, paraprofessionals, and the school interventionist provide instruction, creating greater continuity, improved use of instructional time, and more responsive support.

Students are placed into Tier 2 or Tier 3 groups using multiple data sources, including Star Reading, Star Math, Amira/iStation, EasyCBM, and formative assessments. Groupings are based on skill level and reviewed monthly to reflect current student needs. Flexible movement between tiers occurs as students demonstrate progress, and students exit intervention when they consistently meet grade level benchmarks and show sustained growth, as determined by a team including the classroom teacher and interventionist.

Currently, ELA intervention materials vary widely across classrooms in the past, this year, teachers will focus on implementing the district accepted interventions as outlined in the Blackfoot School District #55 Instructional Handbook. Resources in use include UFLI, Word Origins, Imagine Literacy, Phonics for Reading, LIPS, Heggerty, REWARDS, Read Naturally, SMART, Writing Revolution, Roll and Read, Blend it Boards, Daily Oral Language, Amira/iStation, EasyCBM, Seeing Stars, and core embedded interventions. SPED instruction utilizes Bridge Math, Read Naturally, and CIPPS, while EL services use Read Naturally and Imagine Literacy.

Math interventions primarily rely on Imagine Math and Savvas Realize. Tier 2 intervention programs include: Savvas Realize Intervention, Imagine Math, Spring Math, and Freckle. Tier 3 intervention programs include: Savvas Intervention, Triumphs, Bridges -Trans Math and Connection Math.

Formative assessment practices, including pre and post tests, exit tickets, quizzes, and student projects are integrated into daily instruction. Teachers use this data to adjust pacing, differentiate instruction, and identify areas for targeted support. However, progress monitoring practices vary across classrooms, indicating a need for greater consistency and professional development in data driven instructional decision making.

Interventions are delivered by classroom teachers, paraprofessionals, and the interventionist. While staff are experienced and committed, the school recognizes the need for more consistent training in intervention implementation and fidelity monitoring. Paraprofessionals work under teacher guidance and follow provided lesson plans.

To support students requiring additional learning time, the Blackfoot School District offers a summer school program for migrant students.

While grade level teams meet regularly, collaboration is not yet consistent across all grades. To address this, Stalker Elementary and the district are implementing Professional Learning Communities (PLCs) to provide a structured framework for reviewing data, discussing student progress, aligning interventions with core instruction, and making informed instructional decisions. PLC efforts in 2026–2027 will focus extensively on improving math instruction and intervention alignment.

Stalker Elementary is committed to building a more coherent and effective system of academic intervention that supports every student’s success. Through consistent data use, aligned interventions, and strengthened

	collaborative structures, the school is laying the foundation for improved achievement and reduced performance gaps. Funding is needed for intervention programs for example: Read Naturally, Imagine literacy, Imagine math, intervention teacher manuals for Word Origins, Ufli and Bridges Math Intervention, instructional materials, student books, supplies, materials and manipulatives and stipends for staff for developing training for the various ELA and math interventions used in the school.
Professional Development	At Stalker Elementary, professional development (PD) is a central component of our commitment to continuous improvement in teaching and learning. Our PD plan aligns with District Policy #453 and includes six formal PD days each year, designed to support district-wide priorities and school-level goals. These sessions emphasize curriculum implementation, instructional best practices, intervention strategies, and the development of Professional Learning Communities (PLCs). Our four-day school week provides additional embedded collaboration time, including 30 minutes of common planning, 30 minutes of common prep, and 60 minutes of individual prep each week. As this structure continues to evolve, our goal is to deepen teacher collaboration around curriculum and assessment planning, data analysis, and targeted instructional support, particularly in oral and written language development, oracy, and mathematics. This ongoing collaboration reinforces our commitment to making professional learning an integral part of school culture. PD topics are determined at the district level, with annual teacher input gathered through surveys to ensure relevance and alignment with educator needs. The school interventionist plays a key role in reinforcing PD at the building level. All teachers are expected to attend applicable sessions, and attendance is documented through sign in sheets. The principal remains actively engaged with staff to monitor participation and support effective implementation of PD learning. For the 2026–2027 school year, PD priorities include data driven instructional decision making, language skill development, a book study using 9 Dimensions of Scaffolding for Multilingual Learners, and an introduction to The Writing Revolution. Some teachers will also be encouraged to attend state and national conferences such as the IBC Fall Convening, Innovative School's Summit-At Risk Students, and the Coaching & Literacy Leadership Retreat. New staff receive sustained support through the District Mentor Program, which introduces key PD content from previous years. Building-level mentors provide individualized guidance, and ongoing instructional coaching is available through the interventionist and the IBC Project, with a particular focus on strengthening reading and writing instruction. While district-provided PD Fridays and weekly collaboration time are valuable, they are not always sufficient to fully build staff capacity or support sustained instructional change. Additional time and resources are needed to strengthen core instructional practices, deepen intervention work, enhance teacher efficacy and trust, and fully implement effective PLCs. Although the district schedules work Fridays, additional meeting time is essential to advance school improvement efforts.

	To support this work, funding is needed to provide stipends for staff who contribute additional time to school improvement initiatives outside contract hours and funds for staff attendance (including subs, periderm. and travel) at PD workshops and/or conferences.
Recruitment/Retention of Effective Teachers	At Stalker Elementary, recruiting and retaining high quality educators is essential to our students' success and to maintaining a positive school culture. Our hiring and retention practices align with District Policy #447. Candidates participate in a team based interview process that evaluates instructional knowledge, alignment with district and school initiatives, and their ability to contribute to a collaborative school environment. Newly hired staff engage in 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 offers consistent support through observations, goal setting, reflective conversations, and planning focused on classroom management, instructional strategies, assessment, and school culture. Mentors meet with new teachers bi weekly, and formal requirements include two half day visitations and participation in district led share sessions. Our staff includes 16 certified teachers, one of whom is on an alternative certification pathway and receives support through the mentorship program, building level guidance, and principal oversight. We also have 7 classified staff, all will be certified in their roles. Professional growth is supported through district and school based PD, 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 weekly collaboration time, ongoing PD, and the four day school week. When funding allows, staff are encouraged to attend professional conferences aligned with school goals. These efforts have contributed to a relatively low annual teacher turnover rate of approximately 10–12%, with most departures due to relocation or retirement. Exit interviews, conducted when appropriate, indicate that relocation is the primary reason for turnover, followed by workload and work life balance concerns. Staff consistently report that the four day week positively impacts 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 maintain 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 frequent 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	N/A
Absenteeism	At Stalker Elementary, our chronic absenteeism rate is 20.4%, including a 3% increase among Native American students. Regular attendance is a shared priority among all staff, as it is foundational to student success. Our approach centers on positive, respectful communication with students and families and aligns with District Policy #631. Attendance messaging emphasizes opportunity rather than consequences. We work to help families understand how consistent attendance supports learning. When a student is absent, especially for multiple days without contact—staff reach out to check in and offer support. These conversations often reveal underlying challenges such as cultural traditions, trauma, health concerns, or work schedules that conflict with the school calendar. Relevant information is documented in our student information system, and significant concerns are elevated to the principal for follow up.

Chronic absenteeism at Stalker Elementary is frequently connected to cultural or work related factors. Many Hispanic families travel to Mexico in January due to employer scheduled vacations that do not align with the school calendar. Native American students may miss school for cultural traditions, and other families take extended trips based on limited workplace flexibility. These absences often reflect long standing cultural practices or economic realities.

To address these challenges, we maintain open communication with families and approach each situation with empathy. In chronic cases, we collaborate with Tribal staff, Health and Welfare, and Child Protective Services when appropriate. Families are encouraged to plan ahead when absences are unavoidable, and we support students by providing work in advance or helping them catch up upon return. Teachers offer additional time before and after school to keep students on track academically. We continue to strengthen our proactive communication about the impact of chronic absenteeism and are working toward more culturally responsive, student specific interventions. Professional development such as a guest speaker, Safe and Civil Schools or the Prevention Conference may support this work.

Over the past three years, we have monitored attendance data consistently to identify students at risk of chronic absenteeism. Staff review trends regularly, and we are focused on improving early intervention practices. A potential next step is adding bi weekly attendance reviews to our problem solving team agenda to identify patterns earlier and provide timely support.

Although our chronic absenteeism rate decreased by 10% over three years before last school year, it remains below the state average. This progress shows that our efforts are making a positive difference, while also highlighting the need for continued improvement. We remain committed to refining our practices and partnering with families and community agencies to ensure every student is present, engaged, and supported at school.

Funding is potentially needed to send teachers to professional development opportunities to support this work such as Safe and Civil Schools or the Idaho Prevention Conference.

Other

We currently have an open enrollment of 195 students, in an attempt to create a school community, Donald D. Stalker holds several parent involvement and student-centered events during the school year.

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. (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

Area of Improvement: ELA Achievement / Growth

SMART Goal: *250 characters max*

By Spring 2027, Stalker Elementary will increase overall ISAT ELA proficiency to 30; ISAT ELA growth to 40%; White student proficiency to 30%; and AMIRA K–3 proficiency to 49.9%.

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	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**	Evidence-Based *Well-designed and well-implemented studies to support the strategy listed*	Measured for Effectiveness *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	Rem
1	**1- Strategy Category:** Building Cohesive Curriculum & Instruction **Strategy:**	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:*	**Monitoring/Evaluation:** Principal walkthroughs Monthly data check-ins Fidelity checklists	

	Stalker Elementary will implement CORE-Tier 1, Tier 2, and Tier 3 ELA curriculum and intervention programs outlined in the Blackfoot School District Curriculum Diamond and monitor effectiveness through systematic progress monitoring and team developed adjustments based on student data. Funding Request: Funding is needed for intervention programs for example: Read Naturally, Imagine Literacy, UFLI and Word Origins Teacher manuals, little readers, decodable books, intervention instructional materials, student books, ELA supplies, and materials and manipulatives. Stipends are needed for staff to develop in-house training on required interventions- allowing for a teacher expert to build capacity for consistent implementation of all intervention programs used within the school.	• John Hattie (2017) – Visible Learning research on data based instructional decision making • Sharon Vaughn & Jack Fletcher (2021) – Research on multi tiered systems of support (MTSS) effectiveness	Group and regrouping lists
1-2	**Strategy Category:** Data-Driven Decision Making **Strategy:** Teachers will use interim assessment items and practice test questions as bell ringers, exit tickets, and within small group and Tier 2 instruction to identify and address specific learning gaps.	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** • Dylan Wiliam (2018) – Formative assessment and responsive instruction • Paul Black & Dylan Wiliam (2009) – Assessment for learning research	**Monitoring/Evaluation:** Works samples Principal walkthroughs Monthly data check-ins Group and regrouping lists
1-3	**Strategy Category:** Developing Effective Teaching **Strategy:** Grade level PLCs will dedicate 30 minutes weekly to analyzing student data, adjusting instruction based on identified needs, and sharing highly effective instructional strategies.	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** • Richard DuFour (2016) – PLCs and collaborative team effectiveness • Thomas Guskey (2019) – Data driven instructional improvement	**Monitoring/Evaluation:** PLC minutes submitted weekly Follow-up by leaderhip team, CBs and principal Walkthrough data tied to PLC topics Group and regrouping lists
1-4	**Strategy Category:** Developing Effective Teaching **Strategy:** ELA instruction will be aligned with evidence based Science of Reading practices, with a strong emphasis on oral and written language development using 9 Dimensions of Scaffolding for Multilingual Learners and Writing Revolution strategies.	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** • Louisa Moats (2020) – Science of Reading and structured literacy • Nell Duke & Kelly Cartwright (2021) – Language rich literacy instruction	**Monitoring/Evaluation:** Works samples Principal walkthroughs Monthly data check-ins

Funding Request: To support this work, funding is needed to provide stipends for staff who contribute additional time to school improvement efforts outside contract hours and materials to implement strategies.

Strategy Category:
Developing Effective Teaching

Evidence Level:
Strong Evidence

Strategy:

1-5 ELA teachers will expand the use of differentiated texts, including leveled and decodable materials and incorporate diverse, culturally relevant texts through digital platforms and classroom libraries.
Funding Request: To support this work, funding is needed for teacher manuals, instructional materials, software programs ex. earning A-Z, decodable books ex. Ufli, student books, supplies, and manipulatives.

Cite/Link research to support the Evidence level chosen:
• Linnea Ehri (2014) – Decodable text and word recognition research
• Rudine Sims Bishop (2015) – Culturally relevant literature and student engagement

Monitoring/Evaluation:
Works samples
Principal walkthroughs
Monthly data check-ins

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Strategy Category:
Data-Driven Decision Making

Evidence Level:
Strong Evidence

Strategy:

1-6 Teachers will set individual ELA growth goals for each student and track progress using goal trackers, with the expectation that students demonstrate at least one tertile of growth on the Spring ISAT and increased proficiency on AMIRA.

Cite/Link research to support the Evidence level chosen:
• John Hattie (2012) – Goal setting and visible learning
• Albert Bandura (2018) – Self efficacy and goal driven performance

Monitoring/Evaluation:
Goal trackers
Student data conferences
Program growth reports

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Strategy Category:
School & Teacher Leadership Development

Strategy:

1-7 Staff will participate in ongoing ELA professional development focused on evidence based instructional practices through extended school PD, district level PD, site visits and state or national conference attendance to conferences such as Innovative Schools Summit in Nashville; Idaho Early Literacy Conference, Sun Valley and Plain Talk in New Orleans, Keith Orchard.

Fund request: To provide stipends for staff who contribute additional time to school improvement initiatives outside contract hours and funds for staff attendance (including subs, registration, periderm, and travel) at PD workshops and/or conferences.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
• Linda Darling Hammond (2017) – Effective professional learning systems
• Thomas Guskey (2020) – Professional development and instructional improvement

Monitoring/Evaluation:
PD attendance logs
Follow-up by leaderhip team, CBs and principal
Walkthrough data tied to PD topics

☐

Need 2

Area of Improvement:
Math Achievement / Growth

SMART Goal: *250 characters max*

☐ Remove

By Spring 2027, Stalker Elementary will increase overall ISAT Math proficiency to 30.9%; ISAT Math growth to 36%; White student ISAT Math proficiency to 43%; and K–2 STAR Math proficiency to 46%.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	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**	Evidence-Based *Well-designed and well-implemented studies to support the strategy listed*	Measured for Effectiveness *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	Rem
2-1	**Strategy Category:** Building Cohesive Curriculum & Instruction **Strategy:** Stalker Elementary will implement Core - Tier 1, Tier 2, and Tier 3 math curriculum and intervention programs outlined in the Blackfoot School District Curriculum Diamond and monitor effectiveness through systematic progress monitoring and team developed adjustments based on student data. Funding Request: Funding is needed for intervention programs for example: Imagine Math, intervention teacher manuals for Imagine Math, Bridges Intervention, instructional materials, student books, math manipulatives, materials and supplies. Stipends are needed for staff to develop in-house training on required interventions- allowing for a teacher expert to build capacity for consistent implementation of all intervention programs used within the school.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* • John Hattie (2017) – Data based instructional decision making • Sharon Vaughn & Jack Fletcher (2021) – MTSS effectiveness in academic intervention	**Monitoring/Evaluation:** Principal walkthroughs Monthly data check-ins Fidelity checklists Group and regrouping lists	☐
2-2	**Strategy Category:** Data-Driven Decision Making **Strategy:**	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:*	**Monitoring/Evaluation:** Works samples Principal walkthroughs	☐

	Teachers will use interim assessment items and practice test questions as bell ringers, exit tickets, and within small group and Tier 2 instruction to identify and address specific math skill gaps.	• Dylan Wiliam (2018) – Formative assessment and responsive instruction • Black & Wiliam (2009) – Assessment for learning	Monthly data check-ins Group and regrouping lists
2-3	**Strategy Category:** Developing Effective Teaching **Strategy:** Daily math fluency routines, such as number talks and counting collections, will be integrated into instruction, supported by formative assessment tools (e.g., Imagine Math Fluency) to strengthen conceptual understanding and computational fluency. Funding Request: Funding is needed for teacher manuals, instructional materials, Imagine Math, student supplies, and manipulatives.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* • Jo Boaler (2015) – Mathematical fluency through conceptual understanding • Ruth Parker & Cathy Humphreys (2014) – Number talks and mathematical reasoning	**Monitoring/Evaluation:** Works samples Principal walkthroughs Monthly data check-ins Group and regrouping lists
2-4	**Strategy Category:** Developing Effective Teaching **Strategy:** Grade level PLCs will dedicate 30 minutes weekly to analyzing math data, adjusting instruction based on student needs, and identifying highly effective instructional strategies for core and small group instruction. Funding Request: Funding is needed for instructional materials, student supplies, manipulatives, and an interactive whiteboard for the collaboration room.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* • Richard DuFour (2016) – Effective PLC structures • Thomas Guskey (2019) – Data driven instructional improvement	**Monitoring/Evaluation:** PLC minutes submitted weekly Follow-up by leaderhip team, CBs and principal Walkthrough data tied to PLC topics Group and regrouping lists
2-5	**Strategy Category:** Data-Driven Decision Making **Strategy:** Teachers will set individual math growth goals for each student and track progress using goal trackers, with the expectation that students demonstrate at least one tertile of growth on the Spring ISAT and increased proficiency on STAR Math.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* • John Hattie (2012) – Goal setting and visible learning • Albert Bandura (2018) – Self efficacy and goal driven performance	**Monitoring/Evaluation:** Goal trackers Student data conferences Program growth reports
2-6	**Strategy Category:** Developing Effective Teaching **Strategy:** Core math instruction will be aligned with evidence based practices, including explicit academic language development and structured supports using 9 Dimensions of Scaffolding for Multilingual Learners tools to strengthen mathematical communication	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* • Nell Duke & Kelly Cartwright (2021) – Language rich instruction and disciplinary literacy • Judith Moschkovich	**Monitoring/Evaluation:** Works samples Principal walkthroughs Monthly data check-ins

and reasoning.

Funding Request: To support this work, funding is needed to provide stipends for staff who contribute additional time to school improvement efforts outside contract hours and materials to implement strategies.

(2015) – Mathematical language development for multilingual learners

Strategy Category:
School & Teacher Leadership Development

Strategy:

2-7 Math staff will participate in ongoing professional development focused on evidence based instructional practices through extended school PD, district level PD, site visits and state or national conference attendance to conferences such as Innovative Schools Summit in Nashville; Idaho Early Literacy Conference, Sun Valley and Plain Talk in New Orleans, and a trauma guest speaker, Keith Orchard.

Fund request: To provide stipends for staff who contribute additional time to school improvement initiatives outside contract hours and funds for staff attendance (including subs, registration, periderm, and travel) at PD workshops and/or conferences.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:

• Linda Darling Hammond (2017) – Effective professional learning systems
• Thomas Guskey (2020) – Professional development and instructional improvement

Monitoring/Evaluation:

PD attendance logs
Follow-up by leaderhip team, CBs and principal
Walkthrough data tied to PD topics

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Need 3

Area of Improvement:
Other

Other Description: *50 characters max*
Improving School Climate and Culture

SMART Goal: *250 characters max*

By Spring of 2027, 100% of the teachers will participate in 30 minutes of weekly collaboration by grade level as evidenced by weekly collaboration logs.

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Evidence-Based Interventions: Definition of Evidence-based Levels

#	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**	Evidence-Based *Well-designed and well-implemented studies to support the strategy listed*	Measured for Effectiveness *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	Rem
3-1	**Strategy Category:** Improving School Culture & Climate **Strategy:**	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:*	**Monitoring/Evaluation:** The principal and Leadership Team/Problem Solving	☐

	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	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.

2. 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?

3 bfsdstalker.org

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

4 During Leadership Team/Problem Solving 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

Annual Budget

Allocation for 2026-2027	$46,773
Carry-over from previous year as of 9/30/2026	$12,191
Total Allocation	$58,964

Obj.Code	Description	2026-2027
100	Salaries *Include the number of FTEs and PTEs for each position*	Amount: $7,100 Description: Stipends for 17 staff members who work on school improvement efforts outside of contract hours participating in PD and preparing training and preparing to become an intervention program specialist (@ $50 up to 8hrs) as defined in the Needs

		Assessment and Plan. SUBs needed during site visits or conference attendance (@$100 pd.)
200	Employee Benefits	Amount: $1,491 Description: Persi, FICA, Benefits
300	Purchased Services (non travel)	Amount: $4,570 Description: As defined in the Needs Assessment and Plan, conference registrations to potential conferences such as the Innovative Schools Summit and the Idaho Early Literacy Conference. Speaker fees for a Trauma focused speaker.
380	Travel Expense	Amount: $24,625 Description: As defined in the Needs Assessment and Plan, travel including airfare, mileage, ground transportation, and hotels for potential conferences such as the Innovative Schools Summit and the Idaho Early Literacy Conference. Speaker fees for a Trauma focused speaker. (See attached budget)
400	Supplies & Materials	Amount: $17,669 Description: Supplies, materials, books, TE manuals, software to support Intervention and Core ELA and Math instruction as defined in the Needs Assessment and Plan. (See attached budget)
500	Capital Objects	Amount: $3,509 Description: Interactive Board for PLC and Collaboration
800	Indirect Costs Indirect Cost Rate:	Amount: $0 Description:
	Budget Total	$58,964

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Files

- 2026-2027 Stalker SWIP Budget Final.xlsx