

FORT HALL ELEMENTARY SCHOOL (0387)

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

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
Ryan Wilson	Assistant Superintendent	wilsr@d55.k12.id.us	<input type="checkbox"/>
Debbie Steele	Fort Hall Elementary Principal	steedebr@d55.k12.id.us	<input type="checkbox"/>
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Kathy Luras	ELA Coach	kathyluras@gmail.com	<input type="checkbox"/>
Courtney Lamb	ISU Math Coach	courtneylamb@isu.edu	<input type="checkbox"/>
Desirae Wheeler	Parent/Community Member	dwheeler@sbtribes.com	<input type="checkbox"/>
Ashley Armstrong	School Counselor	armsashl@d55.k12.id.us	<input type="checkbox"/>
Rebecca Stewart	Kindergarten/Interventionist	stewr@d55.k12.id.us	<input type="checkbox"/>

Needs Assessment

School Leadership Team

1. The Fort Hall Elementary Leadership Team is comprised of the principal, First Grade Teacher, Third Grade Teacher, Special Education teacher, Interventionist, and Building Capacity Builder. Mrs. Steele meets with the IEC (Indian Education Committee) once a month to go through the items discussed in leadership meetings and to bring back any updates or concerns they may have for the team to address. We also meet with the tribal council once or twice quarterly and the Tribal Education Task Force monthly.

2. Leadership Team Chairperson: Debbie Steele - principal

3. Decisions are made: Our Leadership Team discusses issues pertaining to data, PD's, behavior, attendance, etc. and takes any items needed to the faculty to either present or to initiate. Team norms and roles have been developed. Our focus this year is on data dives and strategies to improve Tier I instruction for

better student academic outcomes.

4. The Frequency of Leadership Team Meeting: A yearly leadership meeting schedule has been created. We have scheduled leadership meetings twice monthly. We will continue to monitor the integrity of the leadership meeting *schedule* throughout the year.

5. The Process of Communication with District Leadership: The principal meets with the district leadership team twice per month. The principal shares information about the school and disseminates information back to the school staff. The principal meets with the superintendent annually to go over school performance and plans for further improvements.

6. Agendas are Set: The Building Capacity Builder has a standing item on the agenda that covers the portion of the meeting addressing CSI Up requirements. The principal provides a written agenda for each member of the team. Other items on the agenda are from matters brought by staff or community dealing with data, upcoming needs for professional development, etc. The roles of the other leadership team members are as follows: Recorder, Sped Teacher; Data Guru, Interventionist; Timekeeper, Third Grade Teacher; Input from faculty, First Grade Teacher.

7. Formative and Summative Student Data is Used for Decision Making: The interventionist has disaggregated iStation benchmarks for Reading and math. Teachers are asked to input their data monthly on the schoolwide google sheet. Data dive is being conducted at faculty meetings at least once a month, and the leadership team develops appropriate professional development to address weaknesses in student achievement and Tier I instruction.

8. Decisions are Evidence-Based: Curriculum decisions are made utilizing Blackfoot School District #55's Curriculum Triangle. All curriculum and intervention programs are researched based, and their efficacy and effectiveness are reported in the What Works Clearinghouse site to meet ESSA laws. The Federal Programs Director has a hard copy of the required evidence needed for each program used within the district.

9. Communication of Staff, Families, and Other Stakeholders is through: Classroom newsletters, Class DoJo, Google Classroom, monthly school newsletter, telephone contact for both positive and negative situations, Parent-Teacher Conferences, assemblies, family nights (monthly), meeting with the Fort Hall Tribal Council, The Shoshone Bannock Education Task Force, the Indian Ed Liaison, and the district and school website. Parents have the ability to see their students' grades at any time in Infinite Campus. District personnel attends scheduled Tribal Council Meetings, IEC Indian Education Committee Meetings, JOM, and Title VI meetings.

10. Fort Hall Elementary also has a Safety Committee comprised of the principal, teachers, paras, and a parent. This team establishes protocol for conducting routine fire drills, shelter in place, hold, secure, evacuation procedures, and protocol for lockdown. These protocol are shared with staff during faculty meeting so they can practice with students in a non-threatening environment. Families are notified when these drills will take place.

School and Community

1. School Community Demographics:
Fort Hall Elementary is located in the heart of the Shoshone Bannock Indian Reservation with 103 students enrolled in grades K thru 5th as of September 2024. Fort Hall Elementary is a school wide Title One school.

Ethnicity- Ninety-eight (98) or 95.14% are American Indian or Alaskan Native, three (3) or 1.9% are caucasian, and four (4) or 2.96% are Hispanic/Latino

Gender- Forty-eight (49) female and fifty-four (54) male students.

Enrollment- 103 students

Staff/Student Ratio-

- a. Kindergarten - one teacher, one half-time para /10 students
- b. First Grade - one teacher, one half-time para /18 students
- c. Second Grade - one teacher, one half-time para /21 students
- d. Third Grade - one teacher, one half-time para /19 students
- e. Fourth Grade - one teacher, one half-time para /19 students
- f. Fifth Grade - one teacher, one half-time para/16

students

Staff- There are 8 certified staff members at Fort Hall Elementary. In 2024-2025, one (1) or 11% of staff members have been at Fort Hall Elementary for 20 years; one (1) or 11% for 14 years; two (2) or 22% for 11 years; one (1) or 11% comes with 32 years' teaching experience and is the seventh year at Fort Hall Elementary; one (1) or 11% for 6 years; one (1) or 11% for 5 years, and one (1) or 11% comes with 10 years' teaching experience but is in the fourth year at Fort Hall Elementary. The principal has 5 years teaching experience and 10 years administrative experience and has been at Fort Hall Elementary for 5 years. Combined teaching experience for all certified staff at Fort Hall Elementary is 152 years. The principal and a committee interviews and selects a teacher to hire. There has been minimal change with Fort Hall certified staff, district leadership, and the school board.

Poverty- 100% of our students are receiving free breakfast and lunch.

2. Adverse Impaction to School Community (Issues):

a. The 2024-2025 school year includes one teacher who completed the ABCTE Program two years ago, and two teachers which completed the ABCTE Program three years ago, which is 33% of the total certified staff. The ABCTE program does not include a classroom management component or a student teaching component. The district provides a classroom management training for all new teachers and anyone the principal elects to send as well as mentor teachers.

b. Attendance and tardies issues. Teachers report that student attendance is getting better. Attendance for 2020-2021 and 2021-2022 was counted without penalty due to the continuation of COVID-19. Chronic absenteeism letters are going out to families for 2024-2025. Additionally, the Fort Hall Police Department is conducting welfare checks after being notified by school personnel for every 5 absences, and parents are given written citations after the 6th absence. The FHE leaders are part of the Shoshone Bannock Education Task Force that enforces Truancy Court for parents. Students are

rewarded with Class Spirit Sticks and parties for attendance over 95%.

c. Behavior issues: The district's discipline policy is followed for behavior issues. Through teacher conversations and classroom observations, teachers are reporting improved behavior with students in the 2024-2025 school year. Hitting or kicking another individual will result in immediate suspension (ISS or OSS), first time only will be a warning depending on the severity of force used. If a student is sent to the principal, the students must talk to his/her parent/guardian over the speakerphone to:

- * Tell what got him/her sent to the office
- * What he/she did to rectify the situation
- * What he/she will do in the future so this behavior is not repeated.

3. Efforts to Address Issues:

a. A part-time Interventionist and part-time behavior counselor are on staff and 28-hour paras are in every classroom K-5.

b. For the 2024-2025 school year, the needs assessment by parents requested increased Family Nights which will occur monthly with activities for increasing financial literacy created by the principal and a designee from the Community Food Pantry. Additionally, students will work in smaller groups within the classroom, monthly news letters are sent home to inform families as well as an updated Website, and awards assemblies for students and parents.

c. Tribal participation in historical lessons (Idaho History, etc.) and Traveling STEM Thursdays (monthly) to reward positive behavior. Traveling STEM Thursdays have resumed as whole school.

Academic Achievement

1. ISAT ELA: (See Assessment Summary for disaggregated data and 20231-2024 scores).
ISAT Math: (See Assessment Summary for disaggregated data and 2021-2024 scores).

2. IRI: (ISIP) (See Assessment Summary for 2021-2024 scores).

3. Houghton Mifflin Harcourt is the Core Curriculum for ELA. Thirty minutes daily of school-wide UFLI Reading Program will begin on Monday, September 16, and will continue through the remainder of the 2024-2025 school

year. Additionally, all teachers K-5 will utilize paraprofessionals for 30 minutes each morning for small group practice with HMH differentiated interventions.

4. Envisions is the Core Curriculum for Math. Thirty minutes daily of school-wide Walk to Intervention utilizing Imagine Math will begin on Monday, September 16, and will continue through the remainder of the 2024-2025 school year. Additionally, all teachers K-5 will utilize paraprofessionals for 30 minutes each afternoon for small group practice with Building Fact Fluency from Zaner-Bloser and Fact Tactics Fluency Program from Solution Tree as well as Envisions differentiated interventions and Imagine Math interventions.

5. Graduation Rates: Not Applicable

6. Student Learning Strengths from Data:

From May 2021 until May 2022 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, students scoring at or above level increased from 27% to 41%.

From May 2022 until May 2023 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, in the Level Movement Report of iStation, students scoring at or above level decreased from 41% to 32%.

From May 2023 until May 2024 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, students scoring at or above level decreased from 32% to 43%.

District Goals: During the 2024-25 school year, students and staff will make meaningful connections; Together Everyone Achieves Maximum Success; Improve IRI scores, Improve ISAT scores.

7. Student Learning Weaknesses from Data:

Fort Hall has been identified for Comprehensive Support and Improvement (CSI UP) with additional Targeted Support and Improvement (TSI) for American Indians, Students with Disabilities and Economically Disadvantaged. (Data reflects 3rd - 5th grade)

Student Growth Mindset is a concern and is being

addressed in the SWIP plan to increase the stamina, grit, and self-esteem of our students.

District Smart Goal: During the 2023-24 school year, students grades K-5 showed an increase in scores from fall to spring on iStation Reading and iStation Math by meeting the 50 percentile as a grade level average.

RESULTS for Fort Hall Elementary:
Kindergarten through fifth grade made growth in reading. Kindergarten finished the 2023-2024 year at 47% proficient. First grade grew from 20% proficient in May 2023 to 57% in May of 2024, an increase of 37%; Second grade from 30% to 47%, and increase of 17%; and Third Grade from 26% to 40%, and increase of 14%.

Evidence shows that students lose proficiency from May to September each year. Summer school was offered to all students from July 31 to August 11. Six students took advantage of summer school.

Student Learning Needs

1. Process Used to Identify Root Causes to Produce Higher Student Outcomes:

- a. The focus is on improving Tier I instruction for higher percentage of student success at each grade.
- b. Benchmark given in Core Reading Program Houghton Mifflin Harcourt, iStation Reading and Math, and Imagine Math to place all students at instructional levels. Core Phonics is used as the secon dyslexia screener and for placement in UFLI Reading Program interventions.
- c. School-wide UFLI Reading Program intervention system was put in place to provide instruction to students at the instructional levels of grades 1-5. Remaining ELA and Math curriculum is taught at grade level.
- d. RTI team identified students below the 17th percentile based on iStation, ISIP data, and also those above the 80th percentile to determine referral to either resource or GT.
- e. The building interventionist completed an initial diagnostic test to place students at instructional level groups and continues to monitor the needs of students with teachers every 20 lessons after a mastery check out. A Google Drive spreadsheet is maintained by all teachers for current scores on mastery check-outs.
- f. Building interventionist has set up a daily schedule for push-in para interventions to work with and progress monitor all students.
- g. RTI team meets twice monthly. RTI team

consists of principal, interventionist, special ed teacher, two classroom teachers, and teacher of students involved and will continue to monitor the progress of the students every four weeks.

h. A GT facilitator was named to provide instruction and activities for those students identified by the GT referral process. GT has been implemented in the school. Students in GT meet every day for 30 minutes.

i. Student Council President is chosen from 5th grade students, and the council is made of up mainly 4th and 5th grade students with a representative from each grade. Student council meets monthly to determine the needs of the students in the school and provide appropriate support.

1. Curriculum Materials Being Used:
- a. Math - EnVisions
 - b. ELA - Houghton Mifflin Harcourt (Reading Strand, Language Strand, Spelling Strand)
 - c. ELA 4th and 5th Houghton Mifflin Harcourt
 - d. Heggerty K-5 Phonics Intervention
 - e. UFLI Reading Program Intervention
 - f. Mountain Math Spiral Review Intervention
 - g. Fact Tactics Fluency from Solution Tree Grades 3-5
 - h. Fact Fluency from Zaner-Bloser Grades K-2

2. Are Materials Research/Evidence-Based? Yes, please refer to District #55 Curriculum Triangle. If a program is on the triangle it has followed the ESSA guidelines necessary for approval. A hard copy of the ESSA Evidence from What Works Clearinghouse is available in the Federal Programs Directors office. All curriculum materials are researched based and approved by the district before being purchased and taught in the classroom.

3. Is Core Curriculum Delivered With Fidelity? Teachers have been observed during weekly walk-throughs and evaluation observations utilizing the core curriculum as instructed.

4. Fidelity is Monitored: Walk-throughs, Evaluation observations, Faculty meetings.

1. To What Extent Do Teachers Adjust Instruction to Meet Students Needs Based on Assessment Data and Student Feedback? Reading

Core Curriculum

Core Instruction

and math interventions are being initiated in September for grades 1st-5th. This year reading intervention will be 30 minutes. Heggerty and UFLI Reading Program will be used for intervention. We also expanded the math intervention to 1st-5th for 30 minutes 4 days a week. Imagine Math will be used for this intervention as district data shows the most growth with this program.

2. Formative Assessments Used to Determine Student Needs:

iStation reading, Core Phonics, and math data generate assessments that group students based on needed skills. EnVision is also used to assess needs as well as STAR CBM for progress monitoring.

3. Students are Grouped for Instruction: Students are grouped for ELA and math instruction in Kindergarten through Fifth Grade.

4. All Students are Provided With Opportunities to Meet Proficient and Advanced Achievement in the Following Ways:

a. Houghton Mifflin Harcourt at instructional levels (K - 3rd Grades) Mastery assessments are given every twenty lessons. Fourth and fifth grades are using Houghton Mifflin assessments every 15 lessons. Envisions math has an assessment at the end of every unit.

b. Third, fourth and fifth grade utilize close reading passages which are assigned through iStation Reading. They are also practicing interim ISATS with the capacity builder and ELA coach assigned by the State Department of Education.

c. Third, fourth and fifth grades have a performance task group for the advanced/GT students.

d. Kindergarten-second grade has skill-based centers activities.

See upload: The School District has created a curriculum map for all grades in math. This clearly delineates what will need to be covered, taught and mastered within each grade level. Reading also has a curriculum map for the school district. Within-subject areas, Math and Reading, Science and Social Studies utilize Idaho Core

Standards as our guide and we have a curriculum map for those content subjects as well.

1. Teaching and Learning are Articulated Within Grade Levels to the Following Extent:

Staff continue to meet every other week to have common collaboration (PLC Teams). PLC Team members will conduct these meetings with the Interventionist, capacity builder, and coaches and will submit minutes of the meeting to the principal.

2. Grade Level Teachers Collaborate About Teaching and Learning Expectations Across Grade Level to the Following Extent:

There is one teacher per grade level. The goal will be to increase their scores and levels.

3. Students in the Same Grade Receive Consistent Learning Experiences to the Following Extent:

There is one class for every grade level.

4. Teaching and Learning is Articulated Across Grade Levels and Subject Areas to the Following Extent:

A calendar has been established to provide a common collaboration (PLC Teams). We also have an interventionist working with students that have been identified as "critical intervention" in iStation Reading and in iStation math. The interventionist is also in charge of benchmark testing, IRI, and progress monitoring of high risk students, as well as forming intervention groups based on the data collected.

5. Content Teachers From Different Grades Collaborate About Teaching and Learning Progressions Across Grade Levels to the Following Extent: Informal conversations are being held to determine movement within the Reading intervention groups.

6. Capacity Builder, ELA Coach, and Math coaches will be observing and coaching teachers to help them hone their skills and meet the needs of struggling students through differentiated learning and teaching strategies.

1. All students are screened to identify who needs additional support by District Benchmarks given three times a year on iStation: September,

Alignment of teaching and Learning

Universal Screening

January, and May.

2. Kindergarten is screened by the same District Benchmarks utilized by other grades. Students are screened at the beginning of the year in the Fall, again in the Winter, and in the Spring.

3. The universal, evidence-based, reliable and valid screening tools that are used to identify students at risk for ELA & Math are the following:

ELA iStation:

Kindergarten- PSF, LSF, LNF, WRF

1st Grade- PSF, LSF, WRF, PRF

2nd Grade- WRF, PRF, Vocab, MCRC

3rd Grade- WRF, PRF, Vocab, MCRC

4th Grade- PRF, Vocab, MCRC

5th Grade- PRF, Vocab, MCRC

K-3 iStation Fall and Spring

Math iStation: All grades use iStation Math and Imagine Math benchmarks three times per year: September, January, and May.

4. The tools have established cut scores for determining who is at risk, which are the percentile tables and tier ranges. The acadience tests are administered to all students K-5 to determine whether they fall in the cut score for possible dyslexia.

5. Different/additional measures used to identify students who are English Learners and not achieving academically are WIDA screeners that are given in the Fall for new students. Access 2.0 is given in the Spring.

6. Students, who are socially at risk and not achieving: There is currently a district-wide discipline system in place. Additionally, students earning a trip to the principal's office are required to call their parents/guardians to explain the purpose of their visit, explain the consequences, and develop a plan to be successful in the classroom. Teachers report that student attendance is getting better. The school and Shoshone Bannock Tribe have developed an Education Task Force/Truancy Court to keep parents accountable. Classes of students are rewarded weekly with a Spirit Stick and monthly parties for all classes that average 95% attendance throughout the month.

7. Screening decisions are reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly in the following ways:

a. Procedures for testing were implemented last year to create a successful environment for students to test.

b. Fall data was used to create a data wall for each classroom in the school. Data walls will be maintained during the 24-25 school year.

c. HMH and iStation reading data will be reviewed quarterly and adjustments will be made to student groups. The iStation and Imagine Math data will be reviewed quarterly and adjustments will be made to student groups.

8. Information is documented by a data wall for each class, Reading iStation score reports are created by iStation, iStation math assessment score reports are also created by iStation for creating student groups.

9. Information is shared with teachers, families, school Leadership Team in the following manner: Universal Screening Data is shared: Google documents are shared with teachers, Interventionist collaborated with individual teachers to determine RTI needs, principal attends IEC (Indian Education Committee) and shares data wall information.

Tiered Instruction and Academic Interventions

1. A formal system of academic interventions has been established and the following practices are currently taking place:

a. ELA interventions are being taught by skill levels four days a week/ 30 minutes per day utilizing UFLI. Groups are determined by Core Phonics and iStation.

b. iStation Reading & Imagine Math is being utilized 120 minutes combined per week.

c. UFLI Reading Program Intervention is utilizing all teachers, paras, and interventionist in small groups in Reading 4 days a week for 30 minutes.

d. Imagine Math is being utilized for interventions by skill level four days a week/ 30 minutes per day.

2. See times above for how often these interventions are taking place.

3. The extended tiered interventions used to focus

on foundational skills that support students' progress in core instruction are the following: The focus of the intervention groups are based on foundational skills that are not at grade level based on data.

4. Interventions that are push in and walk-to are being implemented. The size of groups are 8-10 students, small groups are 4-7 students. The math intervention groups are 5-8 students.

5. See above for the size of the groups.

6. The evidence-based program and instructional practice used for intervention is: iStation; a phonemic awareness evidence based program has been purchased for instructional levels K-4 (UFLI) and HMH Interventions are used for Grade 5.

7. For ELA evidence-based programs see above.

8. Math evidence-based programs are currently iStation Math and Envisions.

9. The extent these programs demonstrate efficacy with target populations are: Houghton Mifflin Harcourt. The program has a coding in the beginning levels to scaffold the curriculum. iStation provides targeted intervention and needed practice and repetition with math skills.

10. The interventions support the needs of students from diverse cultural and linguistic backgrounds by: providing the repetition, visual cues, and practice needed.

11. Explicit instruction used by: The HMH program is scripted. Envision provides lesson planning, interventions, assessment, and on-line support.

12. Tiered interventions are provided by all teachers. Six para educators in the building are providing interventions under teacher guidance and in close proximity. The interventionist in the building is providing interventions for use by all teachers, paras, and other staff.

Learning Time

1. The school schedule for the 2024-2025 school year created by the Interventionist and principal is the following: Start and end of school time is 8:00 am to 3:15 pm with a 30-minute lunch. See the uploaded school schedule calendar.

2. The schedule needs to be fully implemented and monitored with adjustments as needed.

3. A master schedule includes push-in interventions and extension. See the uploaded schedule.

4. There are learning opportunities for students who are having difficulty attaining proficiency in grade level standards.

5. There are learning opportunities to provide access to a well-rounded education: STEAM activities on Thursdays, and cultural activities weekly.

6. There are learning opportunities to provide access to an enriched and accelerated curriculum: GT and CommonLit groups

7. It is built into the daily/weekly schedule in the following manner:

a. Advanced Learners - 4 days a week / 30 minutes a day (currently serving 4 students)

b. CommonLit - 4 days a week / 30 minutes a day.

8. Determination of who will participate in additional learning opportunities is in the following manner:

a. Core Phonics test and iStation will determine all intervention groups.

b. CommonLit group is determined by the proficiency of written constructed response rubric.

c. iStation math monthly assessment determines placement in math intervention groups.

9. Students who participate in additional learning opportunities also have daily access to grade-level content standards. A scheduled time has been established for grade level ELA standards to be taught 4 days a week / 90 minutes a day in reading. Math curriculum provides an extension to all students in the classroom.

10. Staff will know that the additional learning opportunities are enough by progress monitoring monthly and watching for the growth of these

students.

11. After School Program will be held on a parent-referral basis. Twenty students are invited to participate with a waiting list. The After-school program will be held Monday through Thursday from 3:15 until 6:15 pm, with 3/4 of the time spent in physical activity and 1/4 of the time on academics and will run from September 16 through the end of the school year.

12. Summer school was offered Monday-Friday from July 31 through August 11.

1. Activities and strategies that are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others are the following:

a. Counseling- A part-time school counselor is available to all students on Tuesdays and Thursdays.

b. Maturation presentation for fifth grade students through the County Extension Office.

c. Delta Dental offers virtual teeth cleaning classes for students K-3 and comes in to do sealants on participating students in grades 1, 2, and 5. Additionally, Children's Dentistry of Pocatello offers a teeth cleaning demonstration for students in grades Kindergarten and First.

d. Lion's Club comes the first of the year to provide vision screening for grades 2 & 4 and any others that the teachers feel may need it.

e. District provides hearing and screening in the fall to K-3.

f. D.A.R.E. program offered to our 5th grade students.

Non-Academic Student Needs

Well-rounded Education

1. Fort Hall Elementary addresses a well-rounded education for the students in the following ways:

a. Courses- Reading, Math, P.E., Music, Library, Keyboarding, Language Arts, Science, Stem Thursdays, Cultural Skills, Social Skills

b. 4th Grade - Idaho History

c. 5th Grade - Social Studies, D.A.R.E.

d. Close Reading & Constructed Response Instruction - 2nd - 5th

e. Activities - School-wide activities that reward attendance, academic growth, and appropriate behavior

f. Through the Shoshone-Bannock Indian Tribe the following programs are offered:

*After School Tutoring Recreation and sports programming

*Head Start Classes for parents through the Counseling Center

*TYEP (Tribal Youth Educational Program) provides school supplies and clothing and tutoring.

*Indian Education provides cultural activities, tutoring, after-school program, and Pow Wow's.

Additional Opportunities For Learning

1. Teachers will be utilizing field trips that have been previewed and approved by the principal to introduce students to agricultural and wildlife experiences on the River bottoms, with buffalo herds, and through fish and game as well as American Indian Regalia, Pow Wow protocol, and continuing education programs.

School Transitions

1. Transition from preschool to elementary: Fort Hall Elementary is partnered with the Fort Hall Head Start Program in transition meetings at the end of the school year. Preschool students come to school for a day in the Spring. They are also invited to Fall registration and orientation.

2. Transition from elementary to middle school: Fort Hall 5th graders go to the 6th-grade building in Blackfoot for a tour with the principal. Fort Hall special education teacher and the students in special education and their parents go to the 6th-grade building for a transition meeting with the 6th-grade special education teacher. They are given another tour of the building. Milepost documentation will travel with the students from the 5th grade to 6th grade.

Professional Development

1. The following opportunities are in place for teachers to reflect on and improve their instruction:

a. Training is offered by the School District, especially regarding new curriculum and dyslexia

screening.

b. The Interventionist and capacity builder teach workshops during monthly faculty meetings throughout the school year based on data collected and submitted by the teachers. The capacity building ELA coach and ISU Math coach offer training in best practices and strategies for spiral review.

2. Data is used from academic assessment to adjust instruction in the following ways: Strategies are presented to address low student skills in the areas identified through the iStation Reading and iStation Math assessments.

3. Curriculum alignment and teaching progression across grade levels and subject areas occur in the following ways: District curriculum maps are provided for each grade level in math and reading; PLC teams meet bi-weekly to discuss student achievement and curriculum needs; working towards attaining grade-level PLCs throughout the district for curriculum collaboration.

4. Two PLC teams have been established for K-2 and Grades 3-5. The schedule has been created to provide the opportunity for grade levels to collaborate together.

5. Collaboration time is built into the master schedule and the contract.

6. The district has a yearly PD schedule provided to all teachers in the district. Monthly PD's are scheduled for new teachers, but anyone is welcome to come to any of the monthly classes. The district also has specific training during the year based off the district needs assessment survey and what the district staff said they would like to have trainings on.

7. Both the district and the school provides the PD.

8. Paraprofessionals are invited to attend the teachers' PD but not required unless it is specific to a responsibility they hold.

9. Teachers have the option of attending the nine PD's given by the district unless they are new teachers, it is required. There are a few PD's that all staff is required to attend during the year.

10. PD decisions made in the following way: The spring Needs Assessment Survey requires teachers to list their teaching certification, what type of professional development that they would prefer, and what subjects they feel they need. This needs assessment is then compiled, and the PD plan is created. PD's are also suggested during faculty meeting when needs develop.

11. Discussions of what the Faculty is interested in takes place formally and informally throughout the year. This helps teachers who are frequently needing to take training for credit to re-certify. Professional development that is offered for our school only, is always brought to the Leadership Team for ideas and final confirmation.

12. All district staff is involved in this decision process.

13. Relationship between the district and building PD is the following: Some PD's are training the trainer, required district PD's, and building PD's based on need.

14. PD is tied to student achievement by using the iStation Reading and Math Assessments and the daily Lesson Mastery Checklist to determine the focus for the PD's. Teachers will look at their current needs and make decisions based on what deficiencies they see in student achievement or their lack of knowledge on certain topics and base their needs on that information.

15. The school monitors attendance at PD's by using a SAM sheet. It is signed and dated by everyone attending the meeting and their current role at the school.

16. Sign-in sheets are completed for every PD that is given.

17. The PD to support English Learner Students is embedded instruction with the Interventionist.

Family and Community Engagement

1. District Plan and school plan in place - School Board Policy number 1000 - 1056 deals with Community Relations. Policy 677 and 677.10 provides guidelines for parent involvement. Our school has numerous practices in place regarding the families and community. Several examples are: Indian Education Committee, Family Education Evenings, an annual Pow Wow, an extensive safety plan, and Education Task Force

that involves community resources such as the police.

2. Reviewed Dates - The school-level policy and practices are reviewed annually. We have an annual Title I Compact that defines the school, parent, teacher, and child responsibilities. Parent Teacher Conferences are held twice a year. Teachers connect with all families, whether they attended their scheduled conference or not.

3. Strategies used for involving families in students' education: We have several family nights that involve literacy. The School District provides monthly educational meetings for our American Indian families. We have an annual Pow Wow attended by the community; Book Fairs twice each school year. Strategies used to increase family community engagement include food, fundraisers, and engaging activities.

4. We utilize the School District website, our school website, school FaceBook page, Indian Education FaceBook page, monthly newsletters, and notes home.

1. Percentage of state-certified teachers: Fort Hall Elementary has 7 classroom teachers or 100% that meet state certification requirements, one of which or 11% completed the state ABCTE certification program two years ago.

2. Strategies to recruit and retain effective teachers:

* Principal and leadership team interviews and hires teachers.

* Leadership stipends have also served as a monetary and credit incentive for teachers.

* New teachers attend a monthly training workshop with Joy Mickelsen.

* District reimburses or pays for credits and recertification fee of all certified staff.

Under the direction of the Federal Program Director, all federal funding (Title I, Title II, Title IA, Title III, Title IIIC, Title IV) works cooperatively to enhance student achievement, post-secondary schooling, adult education, McKinney-Vento students, Advanced Opportunities, and Safe Schools.

Recruitment and Retention of Effective Teachers

Coordination and Integration With Other Programs

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 level. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

	Need Description:	SMART Goal:	<input type="checkbox"/>												
Need 1	<p>KEY NEED #1 (ATTENDANCE) - The students and families need to understand the importance of attendance in finding success academically and socially. Two years ago, attendance averaged 78-80%. This past year, student attendance improved to 90%. This year, our goal is to maintain above a 90% attendance rate.</p>	<p>ATTENDANCE GOAL - During the 2024-25 school year, Fort Hall Elementary students, kindergarten through fifth grade, will average at least a 90% attendance.</p>	<input type="checkbox"/>												
	<p>Evidence-Based Interventions: Discussion Topics</p>			<input type="checkbox"/>											
	<table border="1"> <thead> <tr> <th data-bbox="203 577 235 682">#</th> <th data-bbox="235 577 406 682">Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></th> <th data-bbox="414 577 738 682">What evidence level of criteria does this strategy meet?</th> <th data-bbox="747 577 1242 682">How the intervention meets the definition of "Evidence Based"</th> <th data-bbox="1250 577 1502 682">Describe how the intervention will be monitored and Re evaluated for effectiveness.</th> </tr> </thead> <tbody> <tr> <td data-bbox="203 756 235 1239">1-1</td> <td data-bbox="235 756 406 1659"> <p>Weekly contests among grades. Spirit stick goes to grades with highest attendance over 95% attendance. Monthly, the grade having the spirit stick the most is rewarded with a party ie. ice cream, root beer floats, pizza, etc. The students choose the party.</p> </td> <td data-bbox="414 1186 738 1239">Strong Evidence</td> <td data-bbox="747 1060 1242 1354"> <p>Visible Learning Plus 250 Influences on Student Achievement states that Concentration/persistence/engagement has a .56 on the effect scale and Achieving motivation and approach has a .44 on the effect scale which is potential to accelerate student achievement.</p> </td> <td data-bbox="1250 871 1502 1564"> <p>Secretary/principal prints weekly attendance average per grade. Kindergarten teacher displays results on bulletin board. Assembly every Tuesday morning to present spirit stick. Spreadsheet kept of grades receiving spirit stick weekly. Tabulated in spread sheet for monthly reward parties.</p> </td> </tr> </tbody> </table>	#	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 Re evaluated for effectiveness.	1-1	<p>Weekly contests among grades. Spirit stick goes to grades with highest attendance over 95% attendance. Monthly, the grade having the spirit stick the most is rewarded with a party ie. ice cream, root beer floats, pizza, etc. The students choose the party.</p>	Strong Evidence	<p>Visible Learning Plus 250 Influences on Student Achievement states that Concentration/persistence/engagement has a .56 on the effect scale and Achieving motivation and approach has a .44 on the effect scale which is potential to accelerate student achievement.</p>	<p>Secretary/principal prints weekly attendance average per grade. Kindergarten teacher displays results on bulletin board. Assembly every Tuesday morning to present spirit stick. Spreadsheet kept of grades receiving spirit stick weekly. Tabulated in spread sheet for monthly reward parties.</p>				<input type="checkbox"/>
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Need 2	<p>KEY NEED #2 (ELA INSTRUCTION / INTERVENTIONS) - Fort Hall Elementary students need to improve ELA proficiency.</p>	<p>SMART Goal: iStation ELA SMART GOAL - During the 2024-2025 school year, Fort Hall Elementary students, Kindergarten through fifth grade, will increase from 47% proficiency to 54% on the 2024-2025 spring iStation assessment. ISAT ELA SMART GOAL - During the 2024-2025 school year, Fort Hall Elementary students, third through fifth grade, will increase from 12% Proficient or Above to 19.0%</p>	<input type="checkbox"/>												

Proficient or Above.

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.	Remo
2-1	EVIDENCED BASED INTERVENTIONS: iStation Intervention Lesson Plans, Heggerty Phonemic Awareness Program, UFLI Reading Program, Fluency binders, Foundational Skills Explicit Instruction Routines and Videos	Strong Evidence	What Works Clearinghouse dictates the following programs are evidence-based: iStation, Heggerty, UFLI Reading Program, Houghton Mifflin Harcourt	<p>ELA Walk to Intervention has been used in the past two years, but has not been utilized to fidelity. This year, UFLI Fluency/Comprehension Binders will be monitored with a student tracking form at the front of the binder. UFLI Reading Program Intervention will take place from 8:30-9 am Monday through Thursday. When a staff member is absent, the principal will substitute. Additionally, the principal will conduct walk-throughs every day that she is not substituting or away at training to determine whether the students are engaged in the UFLI Reading Program Intervention. This way, we will be able to determine if the intervention we are using is contributing to the academic growth of our students or if we need to look at additional interventions.</p> <p>Phonemic Awareness will be monitored by monthly iStation assessments.</p> <p>Students will know their trajectory scores and set monthly goals with their teacher for ISIP. Students will receive certificates of achievement from the principal.</p> <p>The 2024-2025 schedule includes UFLI Reading Program Intervention daily for 30 minutes, push-in para small groups for 30 minutes, and after-school program for 3 hours daily.</p>	<input type="checkbox"/>

Accountability for tier 1 instruction with new schedule. Consistent, monthly feedback on tier one instruction from principal. Faculty collaborates regarding ELA instruction, and interventions.

PLC teams meet twice a month. Meeting will include an agenda and data to drive instruction. PLC Teams will report data and growth to the Leadership Team. The Leadership Team will then decide on appropriate professional development to teach best practices.

Sped Teacher and Interventionist attend PLC Teams monthly.

Faculty meeting monthly to discuss student data and develop further interventions.

Continue PLC Teams with a focus on data driven decision making.

2-
2
ELA Core Curriculum - Grade level Houghton Mifflin Harcourt Reading program for 90 minutes 4 days a week.

Strong Evidence



What Works Clearinghouse dictates the following programs are evidence-based:

iStation, Heggerty, UFLI, Houghton Mifflin Harcourt

Our teachers have been using HMH Into Reading for the past three years. This year, we are utilizing our capacity builder Jodi Togiai, and our ELA Coach Kathy Lurus to observe, model, and coach teachers using HMH. During this process, the coach and capacity builder will encourage peer observations with purpose before the principal comes in to monitor and evaluate.



2-
3
ELA ISAT Interims - Grades 3-5, block interims monthly from September until March for review of ISAT content and test taking procedures.

Strong Evidence



What Works Clearinghouse dictates the ISAT is the summative evaluation used by the State of Idaho.

In the past three years, Interim Assessments have not been used consistently. Starting in September this year, grades 3rd - 5th will administer the Interim ISAT assessment every month and the data will be used to guide core instruction. The interims will be modeled by our capacity builder to each individual class,



and students will then be given the opportunity to practice numerous times before the summative assessment in April.

Need
3

Need Description:

KEY NEED #3 (MATH CORE INSTRUCTION / INTERVENTIONS) -
We have skill gaps that need to be addressed to catch us up with grade level curriculum.

SMART Goal:

IMAGINE MATH SMART GOAL - During the 2024 -25 school year, Fort Hall Elementary students, kindergarten through second grade, will increase 7% on quantile score for individual students K-2.

ISAT MATH SMART GOAL - During the 2024-25 school year, Fort Hall Elementary students, third through fifth grade, will increase from 9% proficiency and above to 16% proficiency or above on the Summative ISAT for Math.

Re

Evidence-Based Interventions: Discussion Topics

Intervention Strategy
Please include a detailed description of who is going to do what, where, when and people involved.

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.

Remo

3-
1

EVIDENCED BASED INTERVENTIONS:
Envisions, Istation, Imagine Math, Mountain Math Spiral Review

Math Interventions - Imagine Math and Imagine Math Facts will be used by teachers for Math Walk to Intervention for 30 minutes a day for four days a week, Monday through Thursday and will be monitored per trimester;

Strong Evidence



What Works Clearinghouse dictates the following programs are evidence-based:

enVisions
iStation
Mountain Math
Imagine Math

Imagine Math Interventions are being used for the first time this year. Eighty percent of the schools within the Blackfoot School District using Imagine Math have been proficient in iStation Math. Growth will be monitored through Imagine Math Benchmark Assessments.

Students will know their trajectory scores and set goals with their teacher for ISIP.

Schedule of 2024-25 for math to include 60 minutes of core instructions and 30 minutes math interventions.

Starting in September, grades 3rd - 5th will administer the Interim ISAT assessment in September, October, and January, February and the data will be used to guide core instruction.

3- Mountain Math Spiral
2 Review for Grades K-5 has weekly spiral review practice.

Strong Evidence



What Works Clearinghouse dictates Mountain Math is evidence-based.

Mountain Math Spiral Review was started last year. All teachers are required to do the Mountain Math Spiral Review for 15 minutes per day, four days per week. They are required to inform the principal the times it will be taught so monitoring can be consistent throughout the year. Student growth will be monitored to determine if best practices are being used and if this intervention is meeting the needs of our students.



SMART Goal:

Need Description:

KEY NEED #4 (LEADERSHIP GOAL)

Leadership Goal - During the 2024-2025 school year, the Leadership Team at Fort Hall Elementary, will meet bi-weekly to report on the data and growth discussed in PLC Team Meetings. The Leadership Team will then decide on professional development and strategies to fill the holes in the academic areas of ELA and Math, as well as possible activities to increase morale in students and staff.



Evidence-Based Interventions: Discussion Topics

Intervention Strategy
Please include a detailed description of who is going to do what, where, when and people involved.

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.

Remo

Need 4

4-1 The leadership team is comprised of a Sped teacher, a K-2 representative, a 3-5 representative, an interventionist, a capacity builder from the SDE, a parent when available, and the principal. The Leadership Team meets bi-monthly to discuss details of the Impact Teams and student scores, and to make recommendations for next steps and best practices.

Strong Evidence



Hattie's Research dictates that teacher efficacy is one of the top strategies for best practices.

The effectiveness of the team will be monitored by the Leadership Team through a sign-in sheet, an agenda, and minutes as well as student scores and teacher feedback.



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

High poverty students lack self-confidence to overcome challenging situations. They tend to back away from hard things. Many have also not ever left the Fort Hall Indian Reservation so are unaware of what awaits them after high school.

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.

<https://www.bfsdforthall.org>

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

The Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness through monthly classroom walkthroughs, teacher observations every trimester, monthly iStation progress monitoring for ELA and math, and staff feedback through Impact Teams, Leadership Teams, and faculty meeting minutes; parent and community input through monthly Indian Education Committee Meeting Minutes. Students will be rewarded for movement within tiers as well as tier to tier movement. Faculty will discuss data to determine if interventions and instruction are helping students increase iStation scores or if adjustments need to be made. Students will also be rewarded for 95% attendance or higher.

Annual Budget

Allocation for 2024-2025

\$36,175

Carry-over from previous year as of 9/30/2024

\$0

Total Allocation

\$36,175

Obj.Code	Description	2024-2025
		Amount:
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	\$16,831
		Description:
		Kinder/Interventionist Para Full Time
		Amount:
200	Employee Benefits	\$13,644
		Description:
		Kinder/Interventionist Para Benefits
		Amount:
300	Purchased Services (non travel)	\$0
		Description:
		Amount:
380	Travel Expense	\$0
		Description:
		Amount:
400	Supplies & Materials	\$5,700
		Description:
		UFLI materials and incentives for growth
		Amount:
500	Capital Objects	\$0
		Description:
	Budget Total	\$36,175

Upload Files

Files

- o [Fort Hall Schedule FY25 - Tuesday, Wednesday, Thursday.pdf](#)
- o [Fort Hall Schedule FY25 - Monday.pdf](#)
- o [FY25 Bell Schedule.pdf](#)

- [iStation Reading Level Movement FY24.pdf](#)
- [iStation Math Level Movement FY24.pdf](#)
- [iStation Reading Level Movement FY25.pdf](#)
- [iStation Math Level Movement FY25.pdf](#)

- [ISAT](#)
- [ISAT Progress](#)
- [IRI](#)
- [English Learner Progress](#)

Math

2023-2024

Advanced Proficient Basic Below Basic

School	5.4 %	5.4 %	30.4 %	58.9 %
District	17.7 %	19.1 %	24.1 %	39.1 %
State	20.9 %	22.3 %	26.0 %	30.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	11.7 %	25.0 %	63.3 %
District	16.3 %	19.4 %	28.2 %	36.1 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

Advanced Proficient Basic Below Basic

School	1.6 %	15.6 %	21.9 %	60.9 %
District	15.1 %	22.4 %	26.1 %	36.3 %
State	20.0 %	22.7 %	27.2 %	30.1 %

ELA

2023-2024

Advanced Proficient Basic Below Basic

School	5.4 %	7.1 %	21.4 %	66.1 %
District	15.6 %	28.0 %	23.1 %	33.2 %
State	23.7 %	30.3 %	21.9 %	24.1 %

2022-2023

Advanced Proficient Basic Below Basic

School	3.3 %	10.0 %	11.7 %	75.0 %
District	15.9 %	28.0 %	22.9 %	33.2 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

Advanced Proficient Basic Below Basic

School	3.1 %	10.9 %	28.1 %	57.8 %
District	18.0 %	27.6 %	24.6 %	29.8 %
State	23.9 %	31.6 %	22.5 %	22.0 %

Science

2023-2024

Advanced Proficient Basic Below Basic

School	0.0 %	8.7 %	39.1 %	52.2 %
District	5.0 %	25.6 %	36.0 %	33.4 %
State	9.9 %	32.2 %	35.1 %	22.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	4.2 %	54.2 %	41.7 %
District	4.8 %	25.9 %	35.1 %	34.2 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

Advanced Proficient Basic Below Basic

School	6.3 %	6.3 %	25.0 %	62.5 %
District	4.7 %	24.4 %	37.5 %	33.4 %
State	8.8 %	32.6 %	36.0 %	22.6 %

Math

2023-2024

Percent of Students Making Adequate Progress

School	27.8 %
District	50.5 %
State	52.8 %

2022-2023

Percent of Students Making Adequate Progress

School	40.0 %
District	47.3 %
State	48.2 %

2021-2022

Percent of Students Making Adequate Progress

School	25.6 %
District	50.0 %
State	53.5 %

ELA

2023-2024

Percent of Students Making Adequate Progress

School	41.7 %
District	59.6 %
State	64.4 %

2022-2023

Percent of Students Making Adequate Progress

School	28.9 %
District	50.3 %
State	57.5 %

2021-2022

Percent of Students Making Adequate Progress

School	59.0 %
District	55.8 %

State 64.4 %

IRI Fall

2023-2024

Proficiency

School 28.9 %
District 47.8 %
State 57.8 %

2022-2023

Proficiency

School 24.3 %
District 48.3 %
State 56.7 %

2021-2022

Proficiency

School 17.1 %
District 39.1 %
State 51.0 %

IRI Spring

2023-2024

Proficiency

School 50.0 %
District 59.1 %
State 67.7 %

2022-2023

Proficiency

School 25.4 %
District 58.5 %
State 66.6 %

2021-2022

Proficiency

School 32.9 %
District 59.3 %
State 69.1 %

EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School 0.0 %
District 4.2 %
State 9.0 %

2022-2023

Percent of EL Students Reaching Proficiency

School 0.0 %
District 5.8 %
State 8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School	0.0 %
District	7.7 %
State	10.0 %

EL Progress

2023-2024

Percent of EL Students Making Progress

School	0.0 %
District	27.3 %
State	45.8 %

2022-2023

Percent of EL Students Making Progress

School	0.0 %
District	43.1 %
State	55.9 %

2021-2022

Percent of EL Students Making Progress

School	66.7 %
District	43.1 %
State	50.5 %