

## GROVELAND ELEMENTARY SCHOOL (0386)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

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

### SWIP Purpose

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

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

### Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Carrie Sponholz	Kindergarten Teacher	sponcarr@sd55.org	<input type="checkbox"/>
Emily Abercrombie	1st Grade Teacher	abermil@sd55.org	<input type="checkbox"/>
Lori Cronquist	2nd Grade Teacher	cronlori@sd55.org	<input type="checkbox"/>
Elisa Miskin	5th Grade Teacher	miskelis@sd55.org	<input type="checkbox"/>
Emily Perkes	Special Ed. Teacher	perkemil@sd55.org	<input type="checkbox"/>
Sarah Wheeler	Interventionist	wheesara@sd55.org	<input type="checkbox"/>
Jennifer Watson	3rd Grade Teacher	watsjenn@sd55.org	<input type="checkbox"/>
Curtis Scott	4th Grade Teacher	scotcurt@sd55.org	<input type="checkbox"/>
Doug Bitter	Principal	bittdoug@sd55.org	<input type="checkbox"/>

### Needs Assessment

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

### [Needs Assessment Guidance](#)

Topic	Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?
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## School Leadership Team

School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team?

- o Building administrator chairs team
- o Grade level representatives
- o Special Education representative
- o Parent representatives

● How are decisions made?

- o Smaller decisions are made by the leadership teams. For larger decisions, options are created by the leadership team, then presented to the entire staff for a collective decision.
- o For decisions impacting families additional input and feedback is request through the PTA or other means.

● How frequently does the team meet?

- o Team meets twice month. General meetings are planned for the 1st and 3rd Wednesday of the month from 3:30 to 5:00. Special meetings are called from time to time to address concerns or questions of staff or school wide plans

● What is the process for communicating with district leadership?

- o building administrator, BEA school representative

● How are agendas set?

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

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

- o Benchmark testing and progress monitoring. Skill level progress monitoring and STAR or Amira data are used to create student intervention groups and drive instruction in classrooms and intervention grouping.

● Who is responsible for communicating with staff, families, and other stakeholders?

- o building administrator, teachers and secretary

Parent involvement policy is in place and at our leadership meetings we seek parental input on how parent involvement money will be spent. Monies are used for family engagement activities that incorporate curriculum throughout the year.

## Academic Achievement

Groveland staff members have analyzed and continue to analyze data from Idaho Reading Indicators, Spring ISATs, monthly STAR Assessment monitors, universal screening benchmarks 3 times a year, curriculum assessments given by teachers, and WIDA tests given to English Learners.

Groveland has SMART goals for ELA and math that are focused on individual student growth. The SMART goals will be used to help the staff focus on academic achievement and improvement for all students.

Groveland Elementary is a Title I, rural school outside the Blackfoot city limits. It is a K-5 school. There are 2 classrooms per grade level, a resource classroom, and an extended resource classroom. Our current enrollment is around 240. In the past, Groveland was a farming

**Tier 1 Instruction  
(Core)**

community, and now it is comprised mostly of homes that have a small amount of property around them. There are several trailer parks and apartment/duplex complexes within our boundaries.

Groveland Elementary uses EnVisions as the core math curriculum and the HMH Into Reading for English/Language arts core curriculum. Refer to the district's curriculum tiers.

District curriculum director has identified the curriculum as research-based according to the ESSA guidelines.

Professional development is provided for curriculum training by the school district, and at the building level, collaboration time is provided to teachers and staff to prepare instruction from this curriculum.

Fidelity to the program is monitored by:

- Principal walk throughs and observations
- District curriculum maps for scope and sequence
- Weekly PLC meetings to assess scope and sequencing of curriculum

Groveland Elementary follows the district provided curriculum maps, curriculum tiers, and the state core curriculum. Teachers use the curriculum maps and their own expertise and autonomy to create learning activities reflecting the state core curriculum differentiated for their students' needs. Collaboration time is provided for teachers to share and communicate what works during their common preps and multi-grade level PLC meetings. Teachers on all levels incorporate reading and math skills into other areas of instruction. There is a high level of vertical alignment between our kindergarten and our 1st grade teachers. The higher grade levels have vertically aligned curriculum, and they are spending more time collaborating with each other. The school has put in place new teams this year to help with creating better vertical alignment between the entire school.

**Tier 2/3 Instruction  
(Interventions)**

Groveland Elementary has implemented intervention instruction for all students in reading. Interventions for math are given to students based off need. Through individual student data, students will be assigned teachers that will work with them on their learning needs' level. Students will be frequently assessed for progress. Student will move groups according to their assessed progress, or lack thereof.

Ensuring that we meet the needs of all our students will be placed in multi-grade level classes with the assistance of the school's interventionist. Data will be carefully tracked and teachers will make adjustments on student placement.

Educlimber is used to review the previous years' data and individual intervention tracking trends. Grade-level universal screener, survey level assessments are used to find skill level for students showing academic gap. Weekly progress monitoring of those students identified at risk. Teacher observations. Weekly data driven PLC meetings. School-wide meetings to address needs of the school as a whole.

Groveland Elementary identified the following areas of concern:

Using our areas of concern as targets, Groveland has implemented the following:

1. A focus on effective Tier 1 instruction to prevent number of students needing intervention
2. Schoolwide interventions for ELA
3. Interventions for math based off student needs

We use the multi-tiered intervention model approved by the district. Time is designated for schoolwide reading intervention for every grade level Monday through Thursday. Math interventions are assigned based on student need. EL students receive instruction during interventions, and the intervention teacher monitors their progress providing small group instruction at other times as needed. Advanced students are provided with enrichment activities during the scheduled intervention times as well. Movement between intervention groups is considered to be fluid, and students may be moved at any time based on teacher discretion or data obtained from check-ins, which take place every two weeks.

Progress is monitored as teachers look at benchmarks and progress monitoring data, curriculum tests, and Imagine Learning data.

Groveland's tiered interventions are led by teachers and paraprofessionals. High need intervention groups are kept small, while students who are doing enrichment activities are often in larger groups. Our gifted students receive instruction from enrichment lessons from gifted and talented teachers, Intervention groups, leadership projects, after school opportunities, and field trips. Some English learners are also pulled out for very small group or individual instruction by our intervention teacher for language and literacy practice. Instructional activities given by paraprofessionals are designed by teachers who also help monitor that student's progress. Teachers monitor progress on all students, but if a student is designated as "at risk", the monitoring becomes weekly or every two weeks. The MTSS team reviews and possibly revises interventions monthly on those at-risk students. Any student who falls below the 16th percentile nationally is progress monitored weekly as is any non-proficient student who does not show signs of progress.

## Professional Development

Professional development decisions are made within the school's leadership team meeting and by accessing the PLC notes. The school conducts a needs assessment and utilizes faculty input. PD is based on curriculum, technology and teaching needs. Budget plays a role in opportunities, such as national trainers/experts and purchase of professional texts.

PD at the building level is specific to our needs and interests. PD at the district level reflects District goals and is broader, to encapsulate the interest of a wide range of professionals as well as elementary and secondary levels. Data is carefully considered to direct PD. It is one of the basic drivers of PD decision making. Also considered is students' cultural and home environment backgrounds. PD works in tandem with faculty to meet all student needs. SAM sheets or PLC sign-in sheets are used at all professional development activities. Sign-in is required for attendance and credit hours for recertification. The district EL staff provides PD to individual schools or on an as needed basis.

Professional development is provided for curriculum training by the school district, and at the building level, collaboration time is provided to teachers

	<p>and staff to prepare instruction from this curriculum.</p> <p>Interventionists, common prep time, standards classes, and the district offers several credit hours per year. The district provides ongoing professional development for all new curriculum.</p> <p>New teachers are required to attend several PD's presented by various district employees. Any teacher may attend the training if they chose to.</p> <p>Professional development will be provided based off teacher's needs and wants throughout the school year.</p> <p>Interventionists, teachers with a particular expertise, the principal, and the publishing company of a newly adopted curriculum all provide ongoing professional development. Paraprofessionals are also included in many of the trainings offered and are also provided job training specific to their duties. School leadership/administration is expected to attend all training provided. Some training may be optional, which is then their choice. The school principal conveys professional development expectations, whether mandatory or not. An attendance roll is always taken.</p>
<b>Recruitment/Retention of Effective Teachers</b>	<p>100% of teachers at Groveland Elementary meet state certification requirements. New teachers are supported by a school level mentor, opportunities to visit other schools, and district new-teacher training. All the teachers are also very willing to help each other through collaborating meeting or informal discussion. Groveland has a mixture teachers who are newer to the profession and those that have been teacher for many years. Turnover for last year was very minor with only one opening which was filled by a teacher from another school in the district.</p> <p>The district offers credit reimbursement for each teacher for college credits taken to renew their certification license every 5 years.</p>
<b>Climate / Culture</b>	<p>Groveland has a very welcoming feel that all staff work hard to create and keep. The school vision is that "Everyone at Groveland feels safe and successful."</p> <p>Groveland has a very collaborative culture. Teachers conference individually with school administrator, interventionists or other professionals to meet needs. Teachers are also required to self-reflect and work on improving instruction. PLC's are established with specific guidelines throughout the school. Teachers are learning to facilitate their meetings and use a standardized reporting form to ease understanding within the school. Collaboration time is built into the schedule. Each grade-level receives two hours of common prep/PLC time weekly. Grade-level teams provide meeting notes to the administrator and school's interventionist to address student, curriculum and other issues. School-wide and across grade-level PLC is also facilitated by the school's administrator.</p>
<b>Graduation Rate</b>	N/A
<b>Absenteeism</b>	<p>Our school works hard to create a school culture that makes students want to be at school. This is done through creating engaging and differentiated instruction, opportunities for students to have responsibility in class, and consistent procedures for how routines are carried out at school. Groveland hold monthly student of the month assemblies to celebrate student accomplishments. During this monthly assembly attendance awards are given to the class with the best attendance and students with perfect</p>

attendance. At the end of the year perfect and faithful attendance awards are given to students who meet certain preset attendance criteria. Groveland has also implemented an elective type class for 1st-5th grade students on Thursday afternoons so that students can choose an activity or topic of interest that they do for six weeks.

In order to address the needs of student who are chronically absent the office staff periodically reviews absences and reaches out to families to address attendance concerns. Teachers also reach out and address attendance concerns when they arise before those concerns are referred to the office staff to address further.

Groveland Elementary is a Title I school. We coordinate with the Blackfoot Police department not only with our SRO (Student Resource Officer) but also with the DARE program.

There is a district family and community engagement policy. Our building parent involvement policy is reviewed yearly by our leadership team and is in our parent-student handbook. Both policies are available on our webpage. Parent and community volunteers enter our school to help in the library, classrooms, and other areas.

Students are recognized and rewarded for achievement as well as behavior with parents supporting that focus.

The Blackfoot Wendy's restaurant provides school nights where staff members participate and families come and support the business and the school.

To address a well-rounded education, we have incorporated a 45 minute "Expedition" class into each week. Students are allowed to have a free choice elective "Expedition" class on Thursdays. Students also receive instruction in science, social studies, and other subjects in their classes. Each week all students receive 30 minutes of P.E., music, keyboarding, and library. The focus of our teaching in elementary is reading, math, and English language arts. Science, social studies, and leadership, are embedded in the reading and math curricula as well as in project-based learning units that are being taught during Tuesday "Expeditions". Teachers also embed current events and other curriculum into non-fiction reading, writing, projects, presentations, and field trip experiences. Each grade level has outside guests speak on fields of expertise as well as hands-on experiences provided in the classroom. All learning experiences are tied to state core standards.

Information about events, opportunities for involvement, schedules/events, and opportunities for students are shared on our webpage, monthly newsletter, Facebook page, weekly take home folders, public calendar, auto dialer calls, texts, and emails. Class DoJo is used by all teachers to communicate student and classroom information on a regular basis to individual families. We use parent involvement funds to purchase supplies for family involvement activities.

Groveland in recent years has not had a functioning PTA, but at the beginning of this last school year they started it back up. They now a very functioning board and have been instrumental in promoting and carrying out several parent involvement efforts. They meet monthly and work with the school to help increase parent input and involvement.

## Other

Plan Components

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

- **Example SMART Goal Template:** By (month/year), (who/what) will increase/decrease (amount) (%/points to (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% of our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need 1	<div>SMART Goal: 250 <small>characters max</small> By the Spring benchmark in 2026, 80% of Groveland students at each grade level will meet their growth goal as measured on the district determined ELA benchmark.</div> <div>Area of Improvement: ELA Achievement / Growth</div> <div><input type="checkbox"/> Remove</div>	
Evidence-Based Interventions: Definition of Evidence-based Levels		
<div>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</div> <div>1- Strategy Category: 1 Interventions / Credit Recovery</div> <div>Strategy: Groveland is developing intervention instruction for students in reading. Through individual student's data, students are assigned teachers that will work with them on their learning needs' level.</div>	<div>Evidence-Based Well-designed and well-implemented studies to support the strategy listed</div> <div>Evidence Level: Strong Evidence</div> <div>Cite/Link research to support the Evidence level chosen: An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have</div>	<div>Measured for Effectiveness Who will monitor this strategy? How often? Using what tool/assessment/data set?</div> <div>Monitoring/Evaluation: Students are frequently assessed for progress. Students may move groups according to their assessed progress, or lack thereof. Ensuring we meet the needs of all our learners, teachers meet in their PLC groups and with the school's interventionist to make any adjustments on student placement.</div> <div><input type="checkbox"/> Remove</div>

demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).

Intervention as high quality instruction is research-based if it is correctly targeted, provides explicit instruction in the skill and appropriate level of challenge, gives the student sufficient opportunities to respond and practice the skill, and offers immediate feedback on performance.

Use of Evidence-Based, Small-Group Reading Instruction. The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at



risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom reading instruction with effective small-group and one-on-one reading instruction we can meet the literacy needs of all children.

Reading comprehension appear to be caused by problems with 'higher level' language difficulties including problems with semantics (including deficient knowledge of word meanings) and grammar (knowledge of morphology and syntax).

Evidence-based, small group Language Instruction provides considerable evidence showing that phonologically based interventions are effective in ameliorating children's word level decoding difficulties, and a smaller evidence base showing that reading

and oral language (OL) comprehension difficulties can be ameliorated by suitable interventions to boost vocabulary and broader OL skills. Some of the utilized programs are IStations and Into Reading interventions.

**Strategy Category:**

Building Cohesive Curriculum & Instruction ▼

**Strategy:**

- 1- Teachers will use the core curriculum, Into  
2 Reading, and the intervention curriculums, UFLI, Read Naturally, and other evidence based curriculums as identified on the district curriculum triangle.

**Evidence Level:**

Strong Evidence ▼

*Cite/Link research to support the Evidence level chosen:*

The listed programs are all research based curriculums.

**Monitoring/Evaluation:**

Observations, PLC minutes, IRI results, STAR Assessment data, Amira Assessment data, and ISAT results.



Need  
2

**SMART**

**Goal:** 250

*characters max*

By the Spring benchmark in 2026, 80% of Groveland students at each grade level will meet their growth goal as measured on the district determined math benchmark.



Remove

**Area of Improvement:**

Math Achievement / Growth ▼

**Evidence-Based Interventions: Definition of Evidence-based Levels**

#	Strategy <i>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?</i> List each strategy in a separate row	Evidence-Based <i>Well-designed and well-implemented studies to support the strategy listed</i>	Measured for Effectiveness <i>Who will monitor this strategy? How often? Using what tool/assessment/data set?</i>	Remove
2-	<b>Strategy Category:</b>	<b>Evidence Level:</b>	<b>Monitoring/Evaluation:</b>	<input type="checkbox"/>
1	Building Cohesive Curriculum & Instruction ▼ <b>Strategy:</b> Teachers will use the core curriculum, Envisions, and the intervention curriculums, SpringMath, Imagine	Strong Evidence ▼ <i>Cite/Link research to support the Evidence level chosen:</i> The listed programs are all research based curriculums.	Observations, PLC minutes, STAR Assessment data, Amira Assessment data, and ISAT results.	

Learning, and other evidence based curriculums as identified on the district curriculum triangle.
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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.

As a Title I school we are identified as a school with a high percentage of students that are at risk due to low income. Also in the past the school has identified that lack of student perseverance is the greatest barrier Groveland faces. Students inability to persevere has shown lack of success socially, academically and in productivity. Teaching perseverance in the classroom is critical to student success both in academics and socially. Due to lack of funding Groveland no longer has a full-time counselor.

3. Where will this improvement plan be publicly available?

<https://www.bfsdgroveland.org/>

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

The leadership team will monitor the plan by creating a checklist and timeline that will progress monitor and evaluate our SWIP.

## Upload Files

### Files

- [Groveland Parent Compact 25-26.pdf](#)
- [2025-2026 Groveland Elementary School Bell Schedule.gdoc](#)