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SWIP – Comprehensive Needs Assessment

Overview

Overview -

A Comprehensive Needs Assessment is a systematic process for identifying and addressing gaps between current and desired outcomes. This needs assessment is intended to identify needs, collect information, pinpoint what data needs to be collected, analyzed, and measured, and allocate resources to prioritize action by setting evidence-based goals for creating a sustainable Schoolwide Improvement Plan (SWIP) that builds capacity within school systems and raises student achievement. ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. Stakeholders should include district and school administrators, paraprofessional(s), subject-level and grade-level teacher(s), special education teacher(s), elective teacher(s), parent(s), community member(s), student(s), and other stakeholders in the process and discussion when appropriate.

Goal -

The goal of a needs assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance.

Purpose -

A successful needs assessment leads to actionable priorities and meaningful, long-term change. Achieving these results requires more than just one or two people completing a form behind closed doors; it requires active and meaningful engagement of all concerned stakeholders in a process to examine, identify, and diagnose the challenges that need to be addressed for improvement to occur.

- What data sources are aligned with the guiding questions and are readily available from existing sources (state databases, program reports, etc.)?
- What additional data are needed to explore the guiding questions fully, and what are the best ways to collect these data (survey, focus group, observation, etc.)?

Plan -

The first step in a needs assessment involves defining desired outcomes and creating a plan to achieve them. The planning phase lays the groundwork for the rest of the process. During this phase, important activities include the following:

1. Define the purpose and intended outcomes of the needs assessment process within the local context.
2. Determine the guiding questions that the needs assessment should answer (if the needs assessment is not part of a larger project that has already identified central questions or concerns).

3. Establish actions, timelines, and responsibilities for all related activities.
4. Identify relevant stakeholders, plan for their involvement, and invite them to participate, beginning with the planning process.
5. Articulate the content (what the needs assessment will cover), the process (how the needs assessment will be accomplished), and the presentation (what the school or district will use and how the results will be conveyed).

SWIP Input -

SWIP Needs Assessment Input Summaries: 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?

0. Introduction - School and Community *(Section not included in SWIP)*
1. School Leadership Team
2. Academic Achievement
3. Tier 1 Instruction (Core)
4. Tier 2 & 3 Instruction (Interventions)
5. Professional Development
6. Recruitment/Retention of Effective Teachers
7. Climate/Culture
8. Graduation Rate
9. Chronic Absenteeism
10. Professional Learning Communities and Collaboration Time *(Section not included in SWIP)*
11. Other

Plan Components

Areas of Improvement - SMART Goal - Ex. By (month/year), (who/what) will increase proficiency as measured by (tool/assessment/data set).

- ISAT Math Achievement/Growth
- ISAT ELA Achievement/Growth
- English Language Development for ELs
- Graduation Rate
- Advanced Opportunities
- Chronic Absenteeism
- Other

Strategy /Intervention Categories -

- Building Cohesive Curriculum & Instruction
- Developing Effective Teaching
- Data-Driven Decision Making
- Intervention / Credit Recovery

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- School & Teacher Leadership Development
- Improving School Culture & Climate

SWIP – Stakeholders

Stakeholder Name	Position	Email Address
Megan Sindt	*PreK-12 Principal	megan@calderidaho.org
Renee Anderson	*PreK-12 Educator	renee@calderidaho.org
Sybil Lynn	*PreK-12 Educator	slynn@calderidaho.org
Christen Harpole	*Paraprofessional	CHarpole@calderidaho.org
	*Capacity Builder	
Megan Sindt	*District Superintendent	megan@calderidaho.org
Parent Advisory Committee	*Parent	
Middle School Advisory Group	*Student Liaison/Student Council Representative	
Jenny Rose	*School Counselor	jrose@sd394.com
Becky Harder	Board Member	beckyharder@proton.me

* required or highly recommended

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SWIP – Needs Assessment – Discussion Topics Worksheet

Introduction Topic - School and Community

Who do we serve? Describe the school community demographics. (for context)
What partnerships do you have? What partnerships can you seek or strengthen?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***We serve 14 students who live within the boundaries of the Avery School District #394 along the St. Joe River Road or are open-enrolled students. The District has a good reputation. Most of our families have siblings attending the school, across the span of grades. Several of the families are related to each other, as well as to members of the community outside their immediate nuclear family. Some families have been involved with the school for multiple generations. We do not often have students transfer in and out unless they're relocating due to housing or employment. The members of the community are very supportive of the overall community and school. They regularly attend and support school-sponsored events like the Christmas program as well as come together to support community members in need.***

The Calder School has established partnerships with USFS, IDL, IDLA, University of Idaho Extension Office, University of Idaho College of Natural Resources, University of Idaho College of Health and Human Sciences. These organizations have supported classroom instruction in the last year or more.

The Calder School has an active parents' club that organizes events, fundraisers, and field trips.

Challenges: ***The Calder School is very rural. To obtain resources, guest speakers, etc. individuals must travel to the nearest town of St. Maries or further. Families have expressed interest in open-enrolling their children in the Calder School, but inevitably the burden of travel often dissuades them.***
Calder is of mostly low socio-economic status families. Not all of our students are living with both biological parents; some students' families have histories of substance abuse and/or incarceration. It can be hard to get families to attend events other than those that their children are involved in. For example, there is little parental involvement/input in Title I, Strategic Planning, Safety Committee meetings.

Opportunities: ***The Calder School serves as a community hub. It is used for community events. Our parttime counselor returned this year and continues to support students' mental health and emotional needs. Enrollment is static. Last year our District opened a new virtual school to better serve students in our vast rural area that otherwise do not have access to our school. This new school may lead to future in-person enrollees.***

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The District continues to apply for and receive Early Learning grants. These grants have allowed us to maintain an early learning program for children from birth to age 5. Our preschool program is included in this and is the only preschool program in a 24 mile radius.

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SWIP – Needs Assessment – Discussion Topics Worksheet

#1 - School Leadership Team

ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. 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:

Leadership Team
Who chairs the team?
Are different roles assigned? (ex: note takers, material manager, data keeper)
Are there norms?
How frequently does the team meet?
How are agendas designed?
How are decisions made?
How do you ensure that decisions are evidence-based?
Who is responsible for communicating with staff, families, and other stakeholders?
What is the process for communicating with district leadership?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***At the Calder School in the Avery School District, both teachers, the paraprofessional and a Calder school counselor are on the leadership team. The building administrator is also on the leadership team. We also have representatives for students, parents, and the board. The building principal/superintendent serves as the communicator between the team and the school board. The leadership team works together to come to consensus on decisions. No one individual carries more weight than any other. All votes are taken into consideration when deciding on student achievement matters. The team has scheduled meetings throughout the school year. The scheduled, longer meetings ensures the team has enough time to delve into deep and important topics and conversations. Agenda items are discussed at the previous meeting or prior to an upcoming meeting. Team members decide what needs to be addressed at the next meeting. Administration adds topics that may come up between leadership meetings and items from the State Department of Education. The team worked together to create norms for the group to abide by. The norms are reviewed at each leadership meeting. The school is receiving Title I funding and, therefore, SWIP monies, which can be put toward compensation of teachers for Leadership Team obligations outside of their regular contract.***

Challenges: ***Accommodating all grade levels and levels of learning within grade levels can be challenging.***

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Opportunities: ***Scheduling weekly meetings to encourage all members to be on track to accomplish goals, helping each other, and share ideas without the administrator present. Establishing a set of norms tailored for the accountability group will facilitate efficient and effective meetings focusing on attainment of SWIP goals, progress towards schoolwide learning units focused on priority/essential standards, and assessment tools that are matched to the learning objectives and standards of each unit. Rotating the facilitator role will encourage growth of individual leadership skills and, in turn, create sustainability. With a wider range of Leadership team members and group representatives more diverse ideas can better represent various groups/stakeholders. Adopt an early release schedule to carve out extended collaboration/leadership/data review time each week.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#2 - Academic Achievement

Current Data

List the school's academic achievement data (i.e., ISAT, IRI, etc.) and the reasons the school has been identified for Comprehensive Support and Improvement (ELA, Math, Graduation Rate, etc.). ISAT (What percentage of students are proficient on the Math ISAT? ELA ISAT(Sub-populations?):

IRI (If applicable, what percentage of students are at grade level or above?):

Graduation Rate (If applicable):

ISAT Math Results:

Grade Tested	2023 Proficiency Rates	2024 Proficiency Rates	2025 Proficiency Rates	2026 Proficiency Rates	2027 Proficiency Rates
3-8	12%	20%	60%	33%	
State Average	45.8%	51.2%	42.3%	42.3	

ISAT ELA Results:

Grade Tested	2023 Proficiency Rates	2024 Proficiency Rates	2025 Proficiency Rates	2026 Proficiency Rates	2027 Proficiency Rates
3-8	31%	50%	40%	33%	
State Average	57.9%	56.6%	53.2%	53.2	

ISAT Science Results:

Grade Tested	2023 Proficiency Rates	2024 Proficiency Rates	2025 Proficiency Rates	2026 Proficiency Rates	2027 Proficiency Rates
5 & 8	20%	20%	67%	0%	
State Average			41.7%	41.7	

Graduation Rate:

Graduation Rate	2023 Graduation Rates	2024 Graduation Rates	2025 Graduation Rates	2026 Graduation Rates	2027 Graduation Rates
District	n/a	n/a	n/a	n/a	
State	81.1%	82.3%	82.3%		

SWIP Needs Assessment Input Summaries: 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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Strengths: ***Calder's test administrator is on-site. The Calder school started using the I-Ready assessments for math and reading last school year to help track students' growth. Staff is continuing to utilize this schoolwide assessment at least 3 times per year to inform instruction and monitor student growth. Teachers can view students' mastery of standards that the ISAT is aligned with to ensure students are mastering content that will improve their ISAT scores. i-Ready is very closely correlated with the ISAT. iReady student data in addition to practice and Interim ISAT data will give staff a better idea of how students will do on the summative ISAT. Teachers have access to, and are utilizing ISAT lessons to supplement curriculum and familiarize students with forms of questioning that they will likely see on the summative assessments.***
Teachers have access to the ISAT portal to familiarize themselves with testing blueprints and practice assessments and other test prep resources. The administration has worked ISAT discussions into staff meeting agendas throughout the past 4 years to keep the topic at the forefront of staff minds.
Last school year, staff incentivized student behavior rewarding it at monthly assemblies.
New information from last year's CSI Up Convening about moving levels on the ISAT is extremely helpful in determining how students can grow from year to year on their ISAT assessments.
Calder school staff, students, and stakeholders have witnessed growth in the past 4 years not only in student achievement, but also in behaviors, attitudes about school, rapport with families and the broader community. In 2025-2026, the Calder School achieved all exit criteria but one for school improvement.
We created a good school improvement system during our first 3-year stint in school improvement. We have continued what we already have in place.

Challenges: ***A lack of keyboarding skills may lead to frustration with the extended response ISAT questions. Staff determined that schoolwide weak writing skills is likely affecting ISAT achievement. The school has an influx of new students from out-of-state who may not have been exposed to the ISAT testing format and will not have experience with the summative assessment. Changes in overall student body lead to drastic differences in year-to-year ISAT proficiency. The Calder School was 1 percentage point below the 3-year average math proficiency threshold needed to exit school improvement in 2025-2026. Increased attention to effects of screen time has led staff to be careful about student computer use. It may be challenging to prepare students for such long computer assessments as the ISATs.***

Opportunities: ***Staff is utilizing a free keyboarding program to improve keyboarding skills particularly among younger students. Sixth grade students are enrolled in a keyboarding elective with IDLA. Staff is building computer fluency into the school day, and allowing time to build stamina for testing would be beneficial. There is potential to incentivize testing efforts/monthly growth on i-Ready and encourage kids to do their best and show growth especially if proficiency is not likely attainable for some students.***

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The superintendent/principal has been working closely with IT to ensure chromebooks and other technology is up to date and compatible with testing sites.
Conduct ISAT test prep in classes utilizing the ISAT practice resources.
Students can set individual goals (buy-in for growth).
Step Up to Writing professional development at start of school year and schoolwide commitment to daily writing instruction and practice can improve writing schoolwide.
Continuing the positive growth we've achieved over the past 3 years.

SWIP – Needs Assessment – Discussion Topics Worksheet

#3 - Tier 1 - Core Curriculum & Instruction

Schedule
What is the school schedule?
Block? Traditional? Semester? Tri-semester? Quarter system? Does it contain intervention time? Does it need to be adjusted?
How many minutes are allocated for ELA Instruction? How many minutes are allocated for Math instruction?

Curriculum
What curriculum materials are being used for math & ELA?
Does your school have a curriculum map?
Does your school have pacing guides?
Does your school use lesson plans?
Is your curriculum aligned with research/evidence-based?
Is the core curriculum delivered with fidelity? How is it being monitored?
Does your school have a K-12 guaranteed and viable curriculum?

Instruction
How do teachers adjust their instruction to meet the needs of all learners based on assessment data and student feedback?
Are there expectations for effective instructional practices?

Assessments
*Does your school have a yearlong assessment calendar?
Are formative assessments used to inform instruction?
How frequently are formative assessments used?
What other assessments does your school currently use?
What is the purpose of each assessment?
Is data collected? How frequently is it analyzed?
How often are students' progress monitored in math & ELA?
How does the data drive instruction?
With whom is data discussed and shared?

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SWIP Needs Assessment Input Summaries: 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?

Strengths: ***The Calder School operates on a 4-day week schedule. The school day begins at 8:30 am and ends at 4 pm daily. To accommodate the multi-grade classrooms, each teacher follows a different daily schedule. Grades K-3 have a fifteen-minute recess break each morning and afternoon. Grades 4-8 have one fifteen-minute recess break in the afternoon. All grades share a 45-minute lunch break/recess.***
Due to the multi-grade classrooms, students easily have access to lower or higher grade level content for intervention or enrichment materials.
Intervention time is scheduled each day for both reading and math for all K-8 students. All students are allocated 15 minutes of math intervention daily, (I-Ready), Waterford (K-2), as well as 45 minutes of grade level direct math instruction (Go-Math). All students are allocated 15 minutes of reading intervention daily, [I-Ready, (K-5), Waterford (K-2)] as well as 45 minutes of grade level ELA instruction. Reading instruction is Savvas.
Teachers make daily lesson plans for their respective grade levels incorporating our core curriculum which includes Savvas for ELA, and Go Math for math. Staff has thoroughly reviewed their grade level standards for each of their content areas and grade levels. They have worked to create lists of promise standards to which they are tying their lessons. We have a year-long assessment calendar that includes the IRI, iReady diagnostic assessments, practice ISATs, Interim ISATs, and summative ISATs. Formative assessments are used to inform instruction throughout the school year. Iready assessments are used to inform classroom instruction and reading and math interventions. The practice and interim ISATs are used to determine where students are likely to perform on the summative ISAT and what instruction/interventions are needed prior to Spring. Data is collected and has been analyzed monthly for the past 3 years. Because our school is so small, teachers are quick to identify struggling learners and determine the best plan of action for each individual student to get them at or above grade level in each subject area.
Purchased digital curriculum subscriptions for ELA and middle school social studies.
Using promise standards to inform classroom instruction lessening planning load???
Developed middle school classroom norms to support positive rapport.
Once again have leadership meetings on the master schedule.

Challenges: ***We do not have a curriculum map. We do not have pacing guides. Our adopted curriculum was chosen from the state's recommended lists; however some curricula are dated and need to be updated. Adopting curriculum takes a lot of time. Costs will vary depending on publisher. Teachers planning for multiple grades and multiple subject areas can be difficult. Furthermore, planning for each student's individual needs can become daunting in multi-grade classrooms. Also while spending multiple years with individual students can be extremely beneficial in determining***

student strengths and weaknesses, this can also negatively impact student learning particularly if a teacher is struggling teaching particular content effectively.

The long school day, with constant student-teacher interaction leads to a very familiar environment, which can lead to a lessening of professional respect between students and teachers. The environment becomes very "family style" with the increased comfort and familiarity leading to more incidence of acting out toward peers or staff.

Opportunities: ***This is year 1 of a new ELA curriculum. We are working toward a guaranteed and viable curriculum with our essential and priority standard work. This work also includes creating pacing guides. We can determine a data review schedule. Set specific meetings for leadership work and specific meetings for data review. Celebrate student successes. Focus on student growth. Incentivize academic achievement. Incentivize positive relationships among students and between students and staff. Make student growth visible (in the gym?).***

SWIP – Needs Assessment – Discussion Topics Worksheet

#4 – Tiered Instruction and Academic Interventions

Does the master schedule provide time for intervention, extension, and enrichment?
In what areas do you provide academic Tier 2 & Tier 3 instruction? Math? ELA? How often?
How is it delivered? Push-in? Pull-out?
How do the interventions support the needs of students from diverse cultural and linguistic backgrounds?

Screening
Are all students screened to identify who needs additional support?
What universal, evidence-based, reliable, and valid screening tools are used to determine which students receive Tier 2 & Tier 3 instruction?

Grouping
What groupings are used for Tier 2 & Tier 3 instructions? Grade level? Skill level?
What is the size of the groups?
How often can students move from different groupings?

Intervention Implementation
Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)?
Does a certified personnel plan the intervention?
What intervention curriculum or materials are being used?

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Does Tier 2 intervention support the core instruction? Support gaps in previous learning? Are grade-level materials used?
Is Tier 2 & Tier 3 instruction in addition to core instruction?
Are students missing core instruction when receiving Tier 2 & Tier 3 intervention?

Progress Monitoring
What systems are in place for determining how progress is being made, when a student needs an instructional change, or is referred for more intensive support?
How do students exit Tier 2 & Tier 3 instruction?
Is summer school a part of the intervention process? How is effectiveness measured?
SWIP Needs Assessment Input Summaries: 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?
Strengths: All students are screened in reading and math 3 times during the school year using Amira and/or iReady. ***Intervention/extension time is built into the daily schedule. The classroom teacher determines whether students qualify for interventions or extensions for this time based on their BOY IRI or iReady screenings. All students receive reading and math intervention/extension daily. All students who are receiving interventions in reading and/or math would qualify as receiving Tier 2 or 3 instruction since they are getting this instruction every day for 15 minutes in each area and it is in addition to core instruction and in very small groups or individuals. The District utilizes iReady, Imagine Math, Amira, and Waterford programs for intervention/extension instruction. Students are screened three times a year. iReady progress monitoring assessments provide more frequent and shorter assessments to measure student growth in specific areas. Since we use digital programs to provide intervention, each program adapts to each individual student and his/her needs. Each intervention is prescriptive. Intervention programs are monitored by a classroom teacher and/or a paraprofessional. Our paraprofessional also works with small groups of students on reading and/or math throughout the school day and has received professional development on core instruction and intervention strategies. Staff members received PD on early literacy during the 2025-2026 school year. The District purchased UFLI materials with a mini grant. This will be utilized for early literacy interventions in K-3. The District has secured PD with reading specialist, Kathy Jones, for February 2027.***

Challenges: ***Our school is too small to create intervention groups. It can be difficult creating schoolwide intervention groups due to age differences. Staff needs PD on UFLI materials.***

Opportunities: ***Update core curriculum=may reduce learning gaps. Scheduled data review meetings. Student goal setting. RTI PD refresh. Include students on individual progress so they can set personal goals.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#5 - Professional Development

Professional Development Formation:
How much professional development time is built into the master schedule/contract?
How many PD days are included in the school calendar?
Is that enough time to make the progress you want?
What PD opportunities are provided?
- Who decides?
- Who attends?
- How is attendance monitored?
- Who provides professional development?
- Are PD opportunities aligned to District goals? School goals?
- Do PD opportunities help increase academic achievement?
- Are paraprofessionals invited to professional development opportunities?
- What is the expectation of school leadership for teacher participation in professional development activities? How is this expectation communicated?

How are previous PD learnings sustained and shared as new staff come into your school?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***4 PD days are built into the calendar. PD is ultimately determined by the District administrator; however sessions are always planned based on what staff members have indicated in an annual survey that they need or what the Leadership team has determined would be best. Both certified teachers and the Title I paraprofessional participate in PD sessions. If applicable other aides and the preschool teacher attend as well. Attendance is monitored by the administrator who is also present for PD sessions.***
Recently staff has received instruction on mediating strategies, Step-up-to-Writing, Imagine Math, iReady, and Small Schools PLCs, the science of reading, AI in schools, student behavior. We were able to attend the statewide PD day this fall.

Challenges: ***More PD days would be beneficial in addition to more teacher work days; this would extend teacher contracts. It is challenging to get in-person professional development at our school for two reasons: remoteness and small number of teachers. We also do not have enough staff to form PLCs. Calder's long school days can hinder teachers' time to meet before or after school***

Opportunities: ***Survey staff members regarding District calendar and PD days and session topics. With the addition of SWIP funds, our school is considering summer professional development to address some of our challenges with multi grade teaching, increasing student engagement, and providing accommodations as well as***

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enrichments for our students. If teachers and the Board approved, more PD days can be added to future calendars. Utilize webinars and Zoom meetings for PD. Plan asynchronous PD sessions, so teachers can do from home on an e-PD day. As the St. Maries School District discusses moving to a 4-day school week, we may have an opportunity to adjust our school day/calendar to better accommodate before/after school meetings.

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SWIP – Needs Assessment – Discussion Topics Worksheet

#6 - Recruitment and Retention of Effective Teachers

What strategies are in place to recruit and retain effective teachers, particularly in high-need subjects?
What is your turnover rate?
How many teachers are certified? New to teaching? Alternate certifications?
What are the root causes of turnover?
How aligned is your hiring process with what you expect from new staff?
What onboarding is provided for new staff?
Is there a mentoring program in place?
- What structured activities/discussion points are included in the district/school mentoring program?
- How often do mentors meet with new teachers?
- Does the mentoring program meet the needs of new teachers?
- Does the mentoring program meet the needs of teachers on alternate pathways?

How do you build the capacity of teachers/paraprofessionals? Ongoing training?
Do you conduct an exit interview with staff who leave?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***The Calder School has a highly qualified instructor serving in the middle school. An employee who has been with the district for 2 years, received an emergency endorsement that allowed to fill an open elementary position. Another staff member who has been with the district and who has had children in the district for many years, is serving as a paraprofessional.***
Calder's building administrator cares deeply about staff members and their well-being. She works closely with teachers, paraprofessionals, aides, transportation, and substitutes to ensure clear communication and positive working relationships. She emphasizes the importance of staff mental health often and encourages teachers to "sharpen their saws" and take care of their needs. The building principal encourages a balance of work and play by allowing teachers autonomy over their teacher work days without adding many meetings and taking up valuable time.
The Avery School District supports staff members who are pursuing their education and provides support to ensure their success in their programs of study. The Calder administration encourages staff members to utilize resources at the school to support their pursuit of higher education. The building principal encourages staff to use workspaces and high speed internet outside of the school day to fulfill their college programs' obligations.
Each year, staff reviews safety procedures and utilizes Vector Solutions/Safe Schools to train staff. This helps with onboarding. Also, we have so few staff members, on-boarding can be personalized based on new staff experience and roles within the school.
An informal mentoring program is in place. New teachers learn from veteran teachers. Since classrooms are right next door to each other, quick conferences, questions, brainstorming is relatively easy. Teachers can meet during their common prep period. The mentee decides what is important for them to learn based on their own needs.

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Challenges: ***It can be difficult finding qualified individuals to serve in particular positions due to the school's remoteness. For example, we would like reading and math interventionists; however, neither exist in Calder, Idaho. Also, without appropriate funding for these particular roles, the district cannot pay for specialists to travel to our district. The IBC project has provided specialists in the past, but we do not currently have them. Our previous mentoring program is very informal and unstructured. New teachers might not know what they need.***

Opportunities: ***The administration can explore various forms of funding to increase specialists to come to our school if we cannot get the IBC support that we need. Funding can also be used to further our classroom teachers' knowledge of particular subject areas so that the district doesn't have to look elsewhere for these services. We can utilize free and low-cost programs to support our students without asking teachers who already plan for multigrade and multi-subject instruction to plan for even more. We can make a more structured mentoring program. Currently developing a more comprehensive new teacher mentoring program that includes the study of best practices, classroom management, and governance.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#7 - Climate / Culture

Are the mission, vision, and values visible when people enter your school?
Are bulletin boards student-centered? Do they celebrate learning?
What is the perception of the school climate and culture in your building? How do you know?
Are all stakeholders greeted as they enter the building?
Do your staff work together collaboratively?
Do staff members depend on each other to achieve success for all?
Are staff members willing to learn from each other?
Is there a strong foundation of trust? How do you know?
How do you transition new staff into your building?
How do you transition new students into your building?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***We have a positive school climate. Most students are eager to come to school and excited to learn when they get there. School staff has been implementing PBIS strategies for 4+ years incentivizing and rewarding positive student behavior. Not all staff members are greeted as they enter; however most will greet each other as they arrive. All students are greeted when they arrive each morning. Visitors are greeted by a staff member when they come to the school or office. Staff members willingly collaborate with each other and learn from each other. With our established norms, the Leadership Team has invited and encouraged new and differing opinions from various members. There is a very strong foundation of trust among staff. Staff understands and strives for collective efficacy. Staff members are comfortable with each other calling upon each other when in need and stepping up to help when needs arise. New staff is introduced to building staff members and students. They are invited to observe various activities in all parts of the school (lunch, recess, classrooms, etc.). By observing, they can get an idea of daily routines, classroom rules, etc. New students are introduced to their classroom teacher as well as other students. They are introduced to their schoolmates. They are often given a partner to help them navigate their first few days of their new school. We recently posted our newly adopted mission, vision, and beliefs statements in the gym. We purchased some new display materials and have posted items in the gym, on the gym doors, and at the post office. We began posting character trait of the month posters in the gym with the student of the month.***

Challenges: ***We do not have many display/bulletin boards.***

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Opportunities: ***Many people access the gym, we can display important information/celebrations/student successes on the gym doors and in the gym. Utilize classroom bulletin boards for student achievements.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#8 - Graduation Rate

What is the graduation rate?
Does this align with the school's goals?
How do you track credits?
How do you provide credit recovery opportunities?
How frequently do you meet with students to discuss their path to graduation?
    How are the parents/guardians included?
How do you handle the appeals process for the graduation rate?

SWIP Needs Assessment Input Summaries: 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?

Strengths: Credits are assigned and tracked in our digital grading program. We do not often need credit recovery options. We've utilized IDLA credit recovery courses for students in need. The principal or counselor meets with eighth grade students each year to discuss college and career planning and create a 4-year high school plan. Each 8th grade student takes a Career Explorations elective through IDLA. Parents must sign the 4-year high school plan.

Challenges: We do not have a high school.

Opportunities: Determine how Calder School students are doing when they enter St. Maries High School. Discuss concerns or opportunities for improvement with SMHS staff.

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SWIP – Needs Assessment – Discussion Topics Worksheet

#9 - Chronic Absenteeism

What is the chronic absenteeism rate?
What is your process for identifying chronically absent students?
What are the root causes of chronic absenteeism in your school?
What supports do you have in place to address the root causes of absenteeism?
Are the supports specific to each student?
Is attendance a priority at your school?
What messaging do you provide parents around absenteeism?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***Most students have excellent attendance. With such a small school, chronic absenteeism is easily identifiable. We also track attendance in our digital attendance system. Office staff reviews attendance each month. We encourage pre-arranged absences when possible. We reward good attendance each month at an assembly. We offer flexibility for parents with options to utilize a self-directed learner plan or enroll in our virtual school. Attendance is emphasized in the Parent/Student Handbook, the Title I Parent Involvement Plan, and the Title I School-Parent Compact. We've used the SDE's attendance resources. A 4-day school week helps with attendance.***

Challenges: ***State funding based on attendance. Even when children have excellent attendance, they will get sick sometimes. We don't want to encourage sick students to come to school, but each time they are absent, we lose funding. Attendance for open-enrolled students can be challenging because the burden of transportation falls on the caregiver. They must travel 12+ miles to the bus stop. We do not have ½ day kindergarten. If we offer ½ kindergarten, students may not meet state proficiency requirements. Some students who miss a lot of school depend on their parents to get them to/from school. Students are motivated to be at school, but their parents may not be. Self-directed learner plans can be difficult for classroom teachers to monitor and manage.***

Opportunities: ***Offer ½ day kindergarten. Find sponsors for attendance incentives. Emphasize attendance more in monthly newsletters and social media.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#10 - Professional Learning Communities & Collaboration Time

Are there PLCs in place?
Is collaboration time built into the master schedule?
Is there job-embedded collaboration in the teacher's weekly schedule? If so, how long?
Is collaboration time focused on the four critical questions?
Are opportunities in place to help teachers reflect on and improve their instruction?
How are all students, including each subgroup of students, provided with opportunities to meet proficient and advanced academic achievement levels?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***Both classroom teachers, the school counselor, and the administrator serve on the Leadership team which functions as a PLC. Classroom teachers and paraprofessional have a common time that can be used for collaboration. We received phenomenal professional development on PLCs at the start of the 2025-2026 school year. Agendas are used for Leadership meetings. Students receive quality core instruction from classroom teachers, they are supported by paraprofessionals, and all receive interventions daily. Teachers work with students in small groups and one-on-one. Teachers are very attuned to each student's level of proficiency and can quickly assign more practice to help get them to high levels of proficiency.***

Challenges: ***Our school is too small for traditional PLCs. Teachers need their prep time to plan, grade, etc. No reflection time/plan other than IPLPs.***

Opportunities: ***No formal collaboration plan outside of Leadership meetings.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#11 - Other

What other topics are important in your situation?
Other topics to consider could include . . .

District Initiatives
What are specific initiatives in your district?

Family and Community Engagement
Do you have a district policy and school plan in place?
How often are these reviewed?
What is the process for disseminating the plan annually?
What strategies are in place for involving families in students' education?
What strategies are used to increase family and community engagement?
Specific challenges that may be unique to your school
The extent to which you consult with the Tribal Education Agency (if applicable)

Non-Academic Student Needs
What activities and strategies are in place to support students' non-academic needs, including counseling, school-based mental health programs, specialized instructional support services, mentoring services, or others?

SWIP Needs Assessment Input Summaries: 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?

Strengths: ***Title I board policies in place and adopted. Title I Parent Involvement plan in place. Both board policy and involvement plan are reviewed annually. The Parent Involvement Plan is Distributed at the school's annual parent meeting. The school hosts an annual literacy event that all students and their families are invited to. The school provides dinner, and teachers plan games.***
The District utilizes social media, sends notes home, publishes a monthly newsletter, and invites families to assemblies, guest speakers, STEAM Expo, and Christmas program.
We display flyers in prominent places (Post Office and gym doors). We purchased new document displays last year for the gym and Post Office to draw more attention to announcements.
We have an active Parents' Club. The administrator attends Parent Club meetings.
We started a 4H club 2 years ago to encourage students to participate in after school activities at the school.
Last year we had a new IDFY chapter. This provided students more extra curricular opportunities.

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We have hosted adult education events at the school which include topics on keeping students safe, drug trafficking, emergency preparedness, etc.
This year the District hired a part time school counselor who conducts lessons on citizenship and meets with individual students. All children get to meet with the counselor which is an improvement from last school year.
We hosted a kindergarten readiness event called Early Birds for the past 2 years.
We've hosted 3 EMS Days. Community members are invited to learn from local emergency agencies.

Challenges: ***Attendance at after school activities often depends on parents ability/willingness to pick up/drop off kids. No activity bus. Overburdening of staff members.***

Opportunities: ***More adult education events. Plan parent education events particularly for parents of small children. Partner with United Way and nearby school districts to organize kindergarten readiness events. Plan 2026-27 literacy night. Plan 2026-27 parent education events. Use the school van to get kids home from after school activities.***

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SWIP – Plan Component Tab

(strategies/interventions)

Visible Learning Meta X (this helps with citing highly effective interventions)

What Works Clearinghouse -(The Institute of Education Sciences)

1	Area of Improvement		SMART GOAL	
	Math Achievement/Growth		60% of Calder students in grades 3-8 will achieve adequate growth on the 2027 ISAT Math summative assessment.	
	1	**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?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		All ISAT eligible students will participate in the practice assessment in the Fall of 2026 to familiarize students with the complexity of assessment questions. Teachers will also utilize the Tools for Teachers page for practice and test prep items.	Strong Evidence	Classroom teachers will utilize the ISAT tools on the SDE's website including the practice assessment and practice questions. Teachers will facilitate students setting their own ISAT related goals to encourage individual student growth and buy-in. The building principal will schedule and facilitate the Interim assessment. Classroom teachers will review their students' assessment results and adjust their instruction. The leadership team will analyze the results and the efficacy of the Interims and
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		All ISAT eligible students will engage in Interim ISATs to familiarize students with the format of the assessment and to support teacher instructional strategies.	Hattie (Explicit teaching strategies .57, Teacher Clarity .75)	

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				Tools for Teachers in preparing for the ISAT. The summative ISAT results will be used to determine effectiveness of this strategy.
	2	**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?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	ISAT will be used to determine effectiveness. Classroom teachers will monitor students' progress monthly by reviewing iReady, ISAT, and Amira data. The leadership team will analyze students' progress and adjust interventions accordingly.
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		Classroom teachers will provide individualized instruction, extension of learning, and interventions for all students by utilizing 1-to-1 technology within the classroom.	Hattie (deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77, technology with learning needs students .57) and Marzano	
	3	**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?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	

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		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		Teachers will plan extensions/interventions that reflect individual students' strengths/weaknesses into the daily classroom schedule through the implementation of the RTI process.	Click here to enter text.	ISAT will be used to determine effectiveness of Interventions. Leadership team and administration will monitor interventions through the RTI process.

2	**Area of Improvement**		**SMART GOAL**	
	ELA Achievement/Growth		60% of Calder students in grades 3-8 will achieve adequate growth on the 2027 ISAT ELA summative assessment.	
	1	**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?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		All ISAT eligible students will participate in the practice assessment in the Fall of 2026 to familiarize students with the complexity of assessment questions. Teachers will also utilize the Tools for Teachers page for practice items.	Strong Evidence	Classroom teachers will utilize the ISAT tools on the SDE's website including the practice assessment and practice questions. The building principal will schedule and facilitate the Interim assessment. Classroom teachers will review their students' assessment results and adjust their instruction. The leadership team will analyze the results and the efficacy of the Interims and
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		All ISAT eligible students will engage in Interim ISATs to familiarize students with the format of the assessment	Hattie (Explicit teaching strategies .57, Teacher Clarity .75)	

		and to support teacher instructional strategies.		Tools for Teachers in preparing for the ISAT. The summative ISAT results will be used to determine effectiveness of this strategy.
	2			
		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?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	ISAT will be used to determine effectiveness. Classroom teachers will monitor students' progress monthly. The leadership team will analyze students' progress and adjust accordingly.
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
	3	Classroom teachers will provide individualized instruction, extension of learning, and interventions for all students by utilizing 1-to-1 technology within the classroom.	Hattie (deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77, technology with learning needs students .57) and Marzano	
		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?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	

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		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		Teachers will plan extension/intervention that reflect individual students' strengths/weaknesses into the daily classroom schedule through the implementation of the RTI process.	Hattie (Response to Intervention 1.29, deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77) and Marzano.	ISAT will be used to determine effectiveness of Interventions. Leadership team and administration will monitor interventions through the RTI process.

#	**Area of Improvement**		**SMART GOAL**	
	Student Recruitment and retention		The Calder School staff will utilize methods to increase student enrollment and retention by celebrating student achievements in ways that the community can witness.	
	#	**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?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Family and Community Engagement		Building principal and leadership team will monitor.
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		Calder will increase online communication to parents and the community utilizing Apptegy* and Electronic Newsletters.	DuFour, Marzano, and Hattie (professional development .41, collective teacher efficacy 1.57	

SWIP Plan Component - Multiple Strategy Template

SWIP – Plan Component Tab Questions

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1. 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.
The rural nature of the Calder School makes securing quality in-person professional development and student support resources difficult. It also makes travel for instructional coaches provided by IBC difficult and infrequent. Due to how small our school is, students do not have hot breakfast or lunch options as we do not have a nutrition program. This can be a hardship on families who struggle with food insecurity.
2. Where will this improvement plan be publicly available?
https://sd394.com/avery-school-district/general/
3. Describe how the Schoolwide/Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.
The Calder Leadership Team will evaluate the progress of the plan each month at one of the Team meetings. After each review, plans will be adjusted as needed and determined by the Team.

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