Whitepine Joint School District

502 First Avenue ~ PO Box 9 ~ Deary, ID 83823
Phone: (208)877-1151 ~ Fax: (208)877-1366
Superintendent: Joshua Hardy

Bovill Elementary Schoolwide Title Plan

Stakeholders:

Stakeholder Name	Position	Email address
Stacy Monk	Elementary Principal	**smonk@sd288.org**
Julia Proctor	Federal Programs Director	**jproctor@sd288.org**
Joshua Hardy	Superintendent	**jhardy@sd288.org**
Kristy Johnson	General Education Teacher	**kjohnson@sd288.org**
Lanna Proctor	General Education Teacher	**lproctor@sd288.org**
Ryan Minden	Dean of Students	**rminden@sd288.org**
Kendra Keen	General Education Teacher	**kkeen@sd288.org**
Diana Moser	General Education Teacher	**dmoser@sd288.org**
Monty Hays	Counselor	**mhays@sd288.org**
Ashley May	Parent	**ashleymay685@gmail.com**

Needs Assessment:

School Leadership Team

The chair of the Schoolwide Plan team would be the Federal Programs Director. The team will meet throughout the year (in person or virtual depending on availability), for decision making. Since the district leadership is part of the SWIP team, they will have all necessary information. The Federal Programs Director will relay information throughout the year to all team members. The decisions on the SWIP team will be made by the majority vote if there is a discrepancy of how to carry out plans made by the team. The agenda for meetings will be set by the Federal Programs Director and includes a review of the current SWIP, academic performance, how funds are being used, and potential needs. If there is a need identified, the team will determine steps to meet that need. We use research driven/evidence-based programs that have been shown to increase

student performance. The Federal Programs Director will be the communication link to families and other stakeholders.

School and Community

Bovill Elementary School is in Bovill, Id with a population of 257. The student population is 55, which 33% of the student population are from low-income families, 1.8% Hispanic or Latino and 98.2% White. (Information retrieved from the Idaho State Report Card for Bovill Elementary School 2026) The Whitepine School District has students from Elk River, Clarkia, Bovill, and Deary. There have been no significant changes to the community or employment rates. The school district has maintained a very open communication system with parents and community members. By having this communication in place, the school district can get information of resources for community members, parents, and students to use to help guide their decisions and be an active member of the district in decision making. Resources are also available to anyone that needs assistance in financial, housing, and health.

Academic Achievement

On the Idaho Reading Indicator 2024-2025, Bovill scored on the Spring assessment 76.4% proficient. In 2024-2025, on ISAT ELA/Literacy (only 3rd grade) they tested 40% proficient and, on the Math ISAT, they tested at 60% proficient. *Idaho State Report Card

2025-2026 Amira Istation - Idaho Reading Indicator
Total Student Reading Proficiency

September 2025 - 58%
May 2026 - 78%

2025-2026 ISAT 3rd Grade Proficiency Scores

Grade	ELA	ELA state	Math	Math state
3	36%	48%	53%	51%

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Student Learning Needs

The Principal, classroom teachers, and special education teacher analyze student data consistently. We analyze monthly Amira and Istation Data, and curriculum based assessments to diagnose trends. If a schoolwide deficit is identified, administration and grade level teachers determine what resources are necessary and devise a plan collaboratively. Universal Screening and Progress Monitoring with Amira and Istation and monthly or bi-monthly intervention data are used on a regular basis.

Core Curriculum

The current curriculum being used in grades K-3 are as follows: Math - Math in Context, Dreambox, Imagine Math
Reading: EL Education, Istation, Writing Revolution
Writing: EL Education, Spellography
These curriculum materials were researched by the teachers using different collaborative research sites and research studies. All curriculum is used with fidelity.

Core Instruction

The teachers at Bovill Elementary use a variety of different instruction methods. They all differentiate their small groups based on the needs of the students. All students have access to the general education curriculum, with the opportunity to have differentiated instruction. If students are showing minimal growth within that format, then the teachers implement a more intense intervention to meet that student/s needs. Students are normally grouped in small groups by student need and where those students are at instructionally.

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Alignment of Teaching and Learning

There are 1 to 2 times a week that teachers are meeting as a whole team (K-3) to discuss how students are progressing, concerns, share ideas, and collaborate together. They engage in a PLC, and open communication is implemented. Due to having one teacher per grade level, there is collaboration and communication of learning going to and from all grade levels. The teachers also engage in weekly meetings with the paraprofessionals that assist in their classrooms and help provide interventions for students

Universal Screening

All students in Bovill Elementary School are screened using multiple assessment tools. For reading, the students are assessed using EL Education and Istation Reading. For Math, the students are being assessed using assessments from Math in Context and Istation Math. All students are screened monthly for universal screening. If students fall in a tier 2, then every 6-8 weeks, and if they are in tier 3 then they are monitored every 2-4 weeks (frequency of monitoring can be individualized). All assessment tools have a way to identify if a student is at risk. We give students interventions based on if they are falling in Tier 2/Tier 3 area for Istation. The teacher, administration, and special education teacher meet together quarterly (or more frequently based on need and students) to go over results of assessments and determine what level and type of interventions students will receive based off of all the data, classroom performance, and teacher observations. The teachers have a form that all assessment information is stored on but varies from teacher to teacher in format. The information is shared with parents at parent/teacher conferences in the fall and again in the spring. The assessment information is also reported on the report cards that get sent home with students. At each RTI meeting the team meets to follow-up on each student and then before the end of the school year, the team meets again

to talk about who would be recommended for summer school and to be on watch for the following year.

Tiered Instruction and Academic Interventions

Interventions are provided in the areas of math, reading, and writing. The interventions are differentiated on student need and where they are falling in the RTI framework. The school has a variety of programs to use in these interventions. All interventions are provided in small groups or one-on-one, based on student needs and progress. Small groups are no more than 5 for Tier 2 and 2 for Tier 3. For reading, the programs used in interventions are Read Naturally, Istation, explicit instruction and support, SIPPS, UFLI, Read Live, Tools for Reading. For math, explicit instruction and support, FirstieMath and SecondMath, DreamBox, Imagine Math, and Istation Math. Explicit instruction is given through systematic, repeated instruction in the area the student is struggling with. The teacher or parapro uses manipulatives and then gradually eases out of using them. The teacher follows the model, representation, and abstract method for instruction and support. Teachers and paraprofessionals are involved in the planning and implementation of interventions for students. Students are monitored with Istation for reading and Istation for Math, along with teacher observations and student work samples/performance. Students who are in Tier 2 and Tier 3 are progress monitored and the frequency is determined by the RTI team. Paraprofessionals assist in progress monitoring assessments.

Learning Time

School starts at Bovill Elementary at 8:35, recess at 9:45-10:00, Lunch/recess 11:05-11:50, Recess 1:30-1:45, school ends at 2:55. School is in session 5 days a week and 172 days a year. The master schedule is developed at the beginning of the year to determine when interventions are provided and who is providing those interventions after universal screeners have been given. The master schedule for all classes is located in the office with the secretary, and all staff have a copy. Interventions are based on the needs of the students and where they are placed on the RTI tier. If they are in a Tier 2, they get a minimum of 2-3

days of 20-30 minute small group interventions. If they are in a Tier 3, they get a minimum of 3-5 days od 20-30 minute interventions in a smaller group or one-on-one. Summer school is offered to those students who have shown that they would regress in their skill level and retention of information over a period of time, such as Winter Break and Spring Break. This is documented by progress monitoring and observation before and after those breaks.

Non-Academic Student Needs

The school provides enrichment and engaging activities for the students throughout the school year. Speakers also come to the school to educate students in non-academic areas. The school counselor is available to all students who need extra support in the area of counseling and mental health. The high school students participate in Idaho Drug Free Youth, which come to Bovill Elementary and completes different activities and mentors the students 2 to 3 times a year.

Well-rounded Education

Bovill Elementary School offers classes in music, keyboarding, PE, art, social studies, science, reading, writing, and math. The school has open communication with the community and will send information home with the students about community activities/sports and sign-up sheets for those activities/sports can be given and brought to the school for those activities. These activities can be cooking classes, 4-H, sports, jobs, and other opportunities from the community.

Additional Opportunities for Learning

Bovill Elementary is a K-3 school, additional opportunities for classes for post-secondary education and the workforce are not available at these grade levels. The school will bring in, when available, guest speakers to talk with the students about different careers. Educational field trips are also scheduled.

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School Transitions

Bovill Elementary is a K-3 school and also offers pre-school for ages 3 and up. The school participates/plans Child Find/Kindergarten Round Up every year in April to provide screening and a sign up for preschool and Kindergarten. The school also offers hearing, vision, and developmental screening for children under the age of 3 as well. Students who will be entering Kindergarten the following school year are given the opportunity to shadow and participate in Kindergarten for 3 days at the end of the school year. This allows them to be introduced to the staff, routines, and get familiar with the building before transitioning the next year.

Professional Development

Bovill Elementary Teachers and Staff have a professional learning community, and all meet frequently. They meet at least once a week, a whole staff meeting is conducted monthly. The K-5 teachers are currently working on a professional "math pact" course initiated by staff.

Family and Community Engagement

The current district and school plan are all available to the community on the school website. They are reviewed yearly and revisions are made as needed. The schools have fall and spring conferences with parents, back to school night, bulletins that go home weekly with students. At the end of the school year, teachers send home information and summer resources to families and students. If there are students that would benefit from summer school or extra learning opportunities in the summer, a referral is made to the parents to have their children attend. Families are invited to attend field trips and other special activities.

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The school district and the community have begun the process of completing a 5 year strategic plan. This is based on collaboration and development of goals and action plans to meet those goals for the district.

The school district communicates with the community, parents, and students with the School Messenger system, the district webpage, Facebook, and newsletters that go home monthly for district-wide communication.

Recruitment and Retention of Effective Teachers

100% of teachers have state certifications. If a position opens in the school for a teacher, the district advertises in multiple areas. The school district offers an environment that promotes the teachers feeling respected and involved in decision making.

Coordination and Integration With Other Programs

For Bovill Elementary the teachers and staff work together to provide both Title 1 services, classroom interventions, and special education interventions.