

Caldwell School Improvement Plan

2022-2023

Our Mission

Love. Lead. Educate. Empower.
Every kid. Every day.

Our Vision

We at Caldwell Elementary will demonstrate a personal commitment to foster a positive, safe environment to ensure student success academically, socially, and emotionally.

Our Values

Each staff member of Caldwell Elementary has collectively agreed to a set of commitments. These commitments represent what we value as a school, what we will use to make decisions for our students, and our behaviors and attitudes that we commit to in order to create the school of our Vision.

We will use *Capturing Kids Hearts* strategies to support building positive, trusting relationships.

We will work together interdependently in grade level collaborative teams.

We will work together interdependently as an entire school.

We will use Common Formative Assessments and intentional data to drive our instruction to meet the needs of all students.

We will empower students to take ownership of their learning environment.

In order to live out our mission and work toward our vision, the School Improvement Plan Committee at Caldwell Elementary reviewed the following data and needs in order to plan specific next steps toward school and student achievement.

Multiple sources of data (Letter ID, PAST, Decoding Surveys, Rapid Naming, Oral Reading Fluency, NWEA Reading and Math, Student and Teacher attendance rates, and Student discipline data) were used by the Leadership Team to determine the areas of strength and opportunities for growth for our teachers and students. Essential standards have been established in all grades at the district and school level through collaboration with teacher representatives and instructional facilitators.

**Winter 2022 NWEA Maps Growth Results
Percentage of Students Who Met Growth Projection**

	K	1	2	3	4
Reading	54	34	45	50	55
Math	58	45	45	34	53

**2021 ACT Aspire Results for All Students
Percentage of Students Meeting/Exceeding Standards**

	Economically Disadvantaged	Students with Disabilities	Male	Female	All Students
Math	53.19	15.38	55.28	52.38	54.11
Science	44.68	15.38	51.22	52.38	51.69
English	68.09	24	63.11	77.38	68.93
Reading	40.43	20	43.44	55.95	48.54

**2021 ACT Aspire Results for 3rd Grade Students
Percentage of Students Meeting/Exceeding Standards**

	Economically Disadvantaged	Students with Disabilities	Male	Female	All Students
Math	59.26	0	59.09	50	55.77
Science	29.63	0	46.97	36.84	43.27
English	66.67	20	63.64	78.95	69.23
Reading	29.63	10	39.39	42.11	40.38

**2021 ACT Aspire Results for 4th Grade Students
Percentage of Students Meeting/Exceeding Standards**

	Economically Disadvantaged	Students with Disabilities	Male	Female	All Students
Math	45	25	50.88	54.35	52.43
Science	65	25	56.14	65.22	60.19
English	70	26.67	62.5	76.09	68.63
Reading	55	26.67	48.21	67.39	56.86

Strengths:

Winter 2022 Northwest Evaluation Association (NWEA) Map Growth results showed more than 50% of all Kindergarten and 4th grade students grew in Reading and Math from Fall 2021 to Winter 2022. Reading scores from the same test results revealed 50% of all 3rd grade students showed growth as well. Spring results will be used to update this information once all students complete testing.

Caldwell Elementary student attendance rate for 2021-2022 was 96% at the end of the 3rd quarter. Previous years' attendance rates are: 97.23% for 2020-2021, 96.27% for 2019-2020, 95.5% for 2018-2019, and 95.61% for 2017-2018 (ADA/ADM Statistics Report).

Discipline data reported to the Arkansas Department of Education shows two (2) out of school suspensions and one (1) in-school suspension were reported for the 2020-2021 school year. During the 2019-2020 year, no out of school or in-school suspensions were reported.

Opportunities for Growth:

Northwest Evaluation Association (NWEA) Map Growth results showed less than 50% of all 1st and 2nd grade students met their growth expectation in Reading and Math from Fall 2021 to Winter 2022. Math scores from the same test results revealed only 34% of all 3rd grade students showed growth. Spring results will be used to update this information once all students complete testing.

Overall ACT Aspire results identified the percentage of Students with Disabilities were well below proficiency in Reading, English, Math, and Science. Additionally, 3rd grade Reading scores in all subpopulations have low percentages of proficiency.

The Weighted Achievement Score from the ADE Data Center three-year trend shows a decrease each year for students with disabilities: 26 (2021), and 23.91 (2019), and 27.27 (2018). (No scores were reported for 2020.)

Based on this information, the following Goals were created:

Goal 1 - *Increase Overall Reading achievement for students: The number of 1st-4th grade students meeting or exceeding their Growth Projection in Reading based on NWEA Reading results from Spring (April/May) 2022 to Spring (April/May) 2023 assessments will increase by 30 students (7%). The number of kindergarten students meeting or exceeding their Growth Projection in Reading will also increase based on Fall (September) 2022 to Spring (April/May) 2023 NWEA assessments. That number/percentage will be determined after the initial scores are available in Fall 2022.*

An overview of our Current Reality:

First through fourth grade students performing below benchmark on District literacy screeners (Fall 2022) and/or not meeting Growth Expectations on NWEA Spring 2022 Reading assessment will be referred to the school Response to Intervention (RTI) team in the Fall 2022. First through fourth grade students performing below benchmarks for beginning of the year (Fall 2022) District literacy screeners (PAST, Decoding Survey, Oral Reading Fluency, NWEA Overall Reading) will immediately receive targeted, specific intervention to address deficit areas and parents will be notified. Interventions will be provided to all students at a Tier 1 level and at Tier 2 and 3 levels as needed based on data from District-required literacy screeners, common formative assessments (CFA), and NWEA results from Fall 2022. Reading Initiative for Student Excellence (RISE) resources, *Wilson* Foundations, *Wilson Just Words* intervention, and One Minute Drills will be used to provide instruction as well as interventions. Teachers will monitor all students for growth using this same data.

All students referred to the RTI team will be provided individualized interventions and progress monitored by the classroom teacher. If students are not making adequate progress or meeting benchmarks, the RTI team will discuss next steps to support the student: a change or increase in interventions, a referral for additional testing, placement in a more intensive intervention in addition to those provided by the teacher, or any number of supports based on the student's needs. Additional staff may be called to join the RTI team at any time in order to best support each student.

Additional details of our Current Reality:

- In compliance with the Arkansas Right to Read Act, all K-4 teachers have been RISE trained as of May 2021 with the purpose of strengthening instruction and building a culture of reading. They shall have proficient knowledge and skills to teach reading consistent with the best practices of scientific reading instruction. All other non-core teachers in our building have completed the RISE awareness training. Building administrators are Certified Assessors and complete Science of Reading observations for each teacher as part of the coaching and evaluation process to ensure maintained proficiency in these instructional strategies. Each year building administration with the instructional facilitator will verify all new staff has completed the RISE training and licensure expectations for the State of Arkansas. Teacher Professional Growth Plans will reflect a focus on student growth in Reading.
- RISE Arkansas resources are available through the Arkansas Department of Education Division of Secondary and Elementary Education and the Benton RISE Hub, an online Google Drive folder that includes a district curriculum map aligned to the Science of Reading, assessments, and instructional resources for all K-4 staff. Benton School District has adopted the following curriculum programs to support Reading instruction:
 - K-3: Foundations (phonics instruction)
 - 4th: Just Words for intervention
 - K-4: Flyleaf Decodable Texts
 - K-4: Empowering Writers
 - Souday System: Dyslexia intervention and therapy
 - Wilson Reading System: Special Education direct instruction program
- Curriculum and instructional resources are available for all staff and training has been provided for the following: Heggerty, Decodable texts, FUNdations (K-2), Empowering Writers, and Kilpatrick Minute Drills. Curriculum maps and a scope and sequence based on Arkansas ELA standards have been developed and are available online for staff to guide planning and assist in providing a guaranteed, viable curriculum across the district. All teachers are expected to use these resources to teach reading or support reading skills in their classrooms.
- A Master Schedule has been developed by the Leadership Team with a priority focus on Tier 1 instruction on Essential Standards and intentional time per grade level for Tier 2

and 3 interventions. An extra certified staff member has been assigned to each grade level to collaborate and support students in interventions or extensions.

- Essential Standards for each grade level have been established and will be reviewed for the 2022-2023 school year. In the 2018-2019 school year, Benton Public Schools identified district-wide essential standards through the following process:
 - At each elementary school (4), grade level teams met with the building instructional facilitator to identify reading standards they felt were essential for each grade level.
 - Each school sent grade level literacy representatives to a district grade level meeting to collaboratively determine district-wide, non-negotiable essential standards. Each elementary school also has the flexibility to add essential standards they feel are necessary for their students.
 - Additionally, teams unpacked learning targets for these standards and created CFAs. Results from these assessments guide instructional planning and data for progress monitoring of all students.
- Caldwell Elementary has established a Leadership Team representing each collaborative team, the Instructional Facilitator, Assistant Principal, and Principal. This team has been established as a collaborative, guiding coalition for the school, providing input, direction, and action for the purpose of student achievement and meets twice most months to determine and guide the school's direction. The Team also discusses and plans school events (Parent-Teacher Conferences, schoolwide celebrations, class parties, and Family and Community Engagement activities) and shares any suggestions or concerns each collaborative team may have.
- Common planning periods have been established in the master schedule for each grade level and the speciality teacher teams. This time is free from student supervision to establish protected collaboration times for each team to discuss student achievement, instructional planning, and an opportunity for professional growth. Each team is required to minimally meet once per week with a focus on the following questions: What do we want students to learn? How will we know if they have learned it? What will we do if they do/do not learn it? Administrators and the instructional facilitator provide ongoing feedback and support through classroom visits and participation in collaborative team meetings.
- Caldwell Elementary has a full-time Instructional Facilitator who is on campus four days per week to provide support to teachers. Responsibilities include supporting teachers in instructional strategies, data disaggregation, CFA development, and curriculum planning. She provides training in best practices and models lessons for teachers to improve teacher knowledge and skills.
- District-required literacy assessments are available online for staff and are administered three times per year (Fall, Winter, and Spring). These assessments include Letter Identification, the PAST, Decoding Survey, Oral Reading Fluency, and Rapid Naming

screeners. Results from these screeners are used to establish intervention groups, identify struggling readers, and develop a plan to address student needs as well as monitor students' progress in these areas. In order to communicate with parents, a letter (ACT 35) will be sent home with all students not initially meeting benchmarks on these screeners and who have a need for additional instruction in Reading. Specific skills in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension will be addressed immediately. Teachers will provide intervention, record used strategies, and response to these strategies. If students do not respond to initial interventions, they will be referred to the RTI team for further behavior and/or academic support. Students identified with characteristics of dyslexia will be placed in and monitored through District-identified intervention or therapy in addition to classroom interventions.

- Each student is provided a device to access technology at school and at home. Limited hot spots are also available for families to assist internet access availability. These are provided to increase access to instruction and learning from home if needed. These are also used throughout the school day to allow students access to learning materials and resources available through technology.

Next Steps:

- The school's Leadership Team will use NWEA and ACT Aspire results to determine areas of strength and weakness. Overall school data will be reviewed after each NWEA administration to discuss patterns and strategies to meet the needs of our students.
- Each grade level team will study NWEA (K-4) and ACT Aspire (for 3rd and 4th grade teams) data at the beginning of the year to identify individual student strengths and weaknesses. These teams will also monitor periodic NWEA results of individual students prior to Leadership Team meetings so all teacher's input can be shared.
- District review and revision of grade level report cards to reflect current learning targets is needed. This will help us effectively communicate with parents and share a more clear explanation of where their students are related to grade level skills being taught.
- Professional Development in and/or resources for Response to Intervention (RTI) strategies are needed to provide teachers an increased knowledge of strategies to better support student growth. This will be provided for all certified staff as they will have established roles to support student interventions. Input from staff through the Leadership Team will provide building administrators and the Leadership Team valuable input when creating the master schedule, duty schedules, and other staff responsibilities. Because this is a schoolwide focus for growth, teachers have included personal areas of growth related to successfully providing specific, targeted interventions for all students as part of their Professional Growth Plan. Job-embedded training will be provided throughout the school year based on needs assessments.
- Caldwell Elementary will establish Response to Intervention teams to include the Assistant Principal, Instructional Facilitator, Counselor, Classroom Teachers and others as

needed based on student need. This team will meet monthly to discuss student achievement and growth for all students. Students needing Tier 3 remediation will be referred and data collected by the classroom teachers. This remediation will be provided during a designated intervention block. The Instructional Facilitator will be responsible for supporting teachers in strategies and resources for interventions as needed. The Counselor will be able to provide information on students related to social and emotional learning to ensure a safe learning environment for all students as well as support students with strategies to reinforce academic learning. The Assistant Principal will facilitate these meetings and monitor overall achievement and student progress.

- Student CFA data will be recorded on a shared document with the grade level team, instructional facilitator, and administration to assist in monitoring student learning of Essential Standards and their Learning Targets. Collaborative teacher teams will determine these Essential Standards and the Learning Targets for each grade level as well as review district Curriculum Maps to determine if adjustments need to be made and if adequate resources are available. Each team's Leadership Team representative will communicate needs to the administration.
- Teachers will be provided an opportunity to observe effective teaching on specific instructional strategies upon request, based on their Professional Growth Plan, if they are new to teaching and/or a grade level, or as a support when observations/evaluations dictate. Discussions of these observations can be held in collaborative team meetings or on an individual basis. The building instructional facilitator or administration will help facilitate this process as needed. Individuals are also encouraged to observe effective teaching practices on their own and work with other teachers to schedule these.
- Based on the Family and Community Engagement (FACE) Plan, Caldwell Elementary will establish Family Nights to increase parent understanding of curriculum materials and instructional strategies and provide family resources to support students at home. The FACE committee will work with the Instructional Facilitator and teachers to plan activities and resources for these events.

How will you evaluate the goal?

- The Leadership Team will monitor overall student achievement using the Fall, Winter, and Spring NWEA assessments. Results from the Letter ID, PAST, Decoding Surveys, Rapid Naming, and ORF will also be used to further identify any patterns in student achievement. The end of year data will be used to finalize a new school improvement plan for the 2023-2024 school year.
- Collaborative teams will continually monitor student progress throughout the year at the students level, provide interventions, and modify instruction and support for all students with a focus on those not making growth.

Goal 2 - Increase Overall Math achievement for students: The number of 1st-4th grade students meeting or exceeding their Growth Projection in Math based on NWEA Math results from Spring (April/May) 2022 to Spring (April/May) 2023 assessments will increase by 30 students (7%). The number of kindergarten students meeting or exceeding their Growth Projection in Math will also increase based on Fall (September) 2022 to Spring (April/May) 2023. That number/percentage will be determined after the initial scores are available in Fall 2022.

An overview of our Current Reality:

First through fourth grade students performing in the Low Achievement/Low Growth quadrant, the Low range, or not meeting Growth Expectations on NWEA Spring 2022 Math assessment will be referred to the school Response to Intervention (RTI) team in the Fall 2022. First through fourth grade students performing below benchmarks for beginning of the year (Fall 2022) District Math Screeners will immediately receive targeted, specific intervention to address deficit areas. Interventions will be provided to all students at a Tier 1 level and at Tier 2 and 3 levels as needed based on data from math screeners, common formative assessments (CFA), and NWEA results from Fall 2022. Resources from Illustrative Mathematics and district curriculum maps will be used to provide instruction as well as interventions. Teachers will monitor all students for growth using this same data.

All students referred to the RTI team will be provided individualized interventions and progress monitored by the classroom teacher. If students are not making adequate progress or meeting benchmarks, the RTI team will discuss next steps to support the student: a change or increase in interventions, a referral for additional testing, placement in a more intensive intervention in addition to those provided by the teacher, or any number of supports based on the student's needs. Additional staff may be called to join the RTI team at any time in order to best support each student.

Additional details of our Current Reality:

- Benton School District has purchased Illustrative Mathematics for all K-4 teachers to use as a resource in the classroom for math instruction. Replacement materials for the program have been ordered as requested by each teacher, a pacing guide has been shared with teachers, and online resources have been made available to all K-4 teachers.
- A Master Schedule has been developed by the Leadership Team with a priority focus on Tier 1 instruction on Essential Standards and intentional time per grade level for Tier 2 and 3 interventions. An extra certified staff member has been assigned to each grade level to collaborate and support students in interventions or extensions.

- Essential Standards for each grade level have been established and will be reviewed for the 2022-2023 school year. In the 2018-2019 school year, Benton Public Schools identified district-wide essential standards through the following process:
 - At each elementary school (4), grade level teams met with the building instructional facilitator to identify math standards they felt were essential for each grade level.
 - Each school sent grade level math representatives to a district grade level meeting to collaboratively determine district-wide, non-negotiable essential standards. Each elementary school also has the flexibility to add essential standards they feel are necessary for their students.
 - Additionally, teams unpacked learning targets for these standards and created CFAs. Results from these assessments guide instructional planning and data for progress monitoring of all students.
- Caldwell Elementary has established a Leadership Team representing each collaborative team, the Instructional Facilitator, Assistant Principal, and Principal. This team has been established as a collaborative, guiding coalition for the school, providing input, direction, and action for the purpose of student achievement and meets twice most months to determine and guide the school's direction. The Team also discusses and plans school events (Parent-Teacher Conferences, schoolwide celebrations, class parties, and Family and Community Engagement activities) and shares any suggestions or concerns each collaborative team may have.
- Common planning periods have been established in the master schedule for each grade level and the speciality teacher teams. This time is free from student supervision to establish protected collaboration times for each team to discuss student achievement, instructional planning, and an opportunity for professional growth. Each team is required to minimally meet once per week with a focus on the following questions: What do we want students to learn? How will we know if they have learned it? What will we do if they do/do not learn it? Administrators and the instructional facilitator provide ongoing feedback and support through classroom visits and participation in collaborative team meetings.
- Curriculum and instructional resources are available for all staff. Curriculum maps and a scope and sequence based on Arkansas Math standards have been developed and are available online for staff to guide planning and assist in providing a guaranteed, viable curriculum across the district. All teachers are expected to use these resources to teach math or support math skills in their classrooms. Reflex Math has also been purchased and has been used in 2nd-4th grade classrooms to increase fact fluency for the last three years. Progress in this fluency is monitored by individual students and their teachers.
- Caldwell Elementary has a full-time Instructional Facilitator who is on campus four days per week to provide instructional coaching to teachers. Responsibilities include supporting teachers in instructional strategies, data disaggregation, CFA development,

and curriculum planning. She provides training in best practices and models lessons for teachers to improve teacher knowledge and skills. The facilitator will provide this coaching and feedback based on individual goals each teacher identifies. Teachers are also given the option to video their teaching independently or interdependently and review the recording for self-reflection and growth opportunities.

- Teachers provide support for students in small groups or individually on math skills taught from grade level content and standards when they do not show mastery on CFAs.
- Each student is provided a device to access technology at school and at home. Limited hot spots are also available for families to assist internet access availability. These are provided to increase access to instruction and learning from home if needed. These are also used throughout the school day to allow students access to learning materials and resources available through technology.

Next Steps:

- The school's Leadership Team will use NWEA and ACT Aspire results to monitor areas of strength and weakness. Overall school data will be reviewed after each NWEA administration to discuss patterns and strategies to meet the needs of our students.
- Each grade level team will study NWEA (K-4) and ACT Aspire (for 3rd and 4th grade teams) data at the beginning of the year to identify individual student strengths and weaknesses. These teams will also monitor periodic NWEA results of individual students prior to Leadership Team meetings so all teacher's input can be shared.
- District review and revision of grade level report cards to reflect current learning targets is needed. This will help us effectively communicate with parents and share a more clear explanation of where their students are related to grade level skills being taught.
- District math assessments should be reviewed for staff to administer three times per year (Fall, Winter, and Spring). These assessments should minimally include the areas of Number Sense, Geometry, Measurement and Data, and Operations and Algebraic Thinking. Results from these screeners should be used to establish intervention groups, identify struggling students, and develop a plan to address student needs. This data will also support communication with parents and provide a more targeted, specific area of need to teachers in planning interventions.
- Professional Development in and/or resources for Response to Intervention (RTI) strategies are needed to provide teachers an increased knowledge of strategies to better support student growth. This will be provided for all certified staff as they will have established roles to support student interventions. Input from staff through the Leadership Team will provide building administrators and the Leadership Team valuable input when creating the master schedule, duty schedules, and other staff responsibilities. Because this is a schoolwide focus for growth, teachers have included personal areas of growth related to successfully providing specific, targeted

interventions for all students as part of their Professional Growth Plan. Job-embedded training will be provided throughout the school year based on needs assessments.

- Caldwell Elementary will establish Response to Intervention teams to include the Assistant Principal, Instructional Facilitator, Counselor, Classroom Teachers and others as needed based on student need. These teams will meet monthly to discuss student achievement and growth for all students. Students needing Tier 3 remediation will be referred and data collected by the classroom teachers. This remediation will be provided during a designated intervention block. The Instructional Facilitator will be responsible for supporting teachers in strategies and resources for interventions as needed. The Counselor will be able to provide information on students related to social and emotional learning to ensure a safe learning environment for all students as well as support students with strategies to reinforce academic learning. The Assistant Principal will facilitate these meetings and monitor overall achievement and student progress.
- Student CFA data will be recorded on a shared document with the grade level team, instructional facilitator, and administration to assist in monitoring student learning of Essential Standards. Collaborative teacher teams will determine these Essential Standards and the Learning Targets for each grade level as well as review district Curriculum Maps to determine if adjustments need to be made and if adequate resources are available. Each team's Leadership Team representative will communicate needs to the administration.
- Teachers will be provided an opportunity to observe effective teaching on specific instructional strategies upon request, based on their Professional Growth Plan, if they are new to teaching and/or a grade level, or as a support when observations/evaluations dictate. Discussions of these observations can be held in collaborative team meetings or on an individual basis. The building instructional facilitator or administration will help facilitate this process as needed. Individuals are also encouraged to observe effective teaching practices on their own and work with other teachers to schedule these.
- Based on the Family and Community Engagement (FACE) Plan, Caldwell Elementary will establish Family Nights to increase parent understanding of curriculum materials and instructional strategies and provide family resources to support students at home. The FACE committee will work with the Instructional Facilitator and teachers to plan activities and resources for these events.

How will you evaluate the goal?

- The Leadership Team will monitor overall student achievement using the Fall, Winter, and Spring NWEA Math assessment results. The end of year data will be used to finalize a new school improvement plan for the 2023-2024 school year.
- Collaborative teams will continually monitor individual student progress throughout the year using CFAs, periodic screeners, and NWEA results, provide interventions, and modify instruction and support for all students with a focus on those not making growth.

Goal 3 - Increase achievement for students with disabilities in Reading and Math:

All 1st-4th grade students with disabilities will meet or exceed Projected Growth in Math and Reading based on NWEA results from Spring (April/May) 2022 to Spring (April/May) 2023 assessments.

An overview of our Current Reality:

Caldwell Elementary currently has two special education (SPED) resource teachers and one special education paraprofessional. We also have a full-time Speech-Language therapist on staff who works closely with the entire staff providing strategies and information to the teachers to support all students in addition to providing services to students on her caseload. She is also able to provide strategies for teachers to support students phonological awareness and phonics needs in the classroom. She and the part time occupational therapist push into classrooms to provide services allowing them to assist other students as well.

Of the 560 total students enrolled in the 2021-2022 school year, 55 students (9.8%) were identified as receiving special education services. Of those students, 93% of them are served inside the general education classroom for at least 80% of the school day. Based on the 2021 ACT Aspire results, 0% of 3rd grade students receiving special education services achieved Ready or Exceeding results in English Language Arts (ELA), Math, and Science. Of the 4th grade students receiving special education services, 12.5% achieved Ready or Exceeding in English Language Arts (ELA), 25% in Math, and 25% in Science.

In addition to the details listed above for Goal 1 and Goal 2:

- Students with disabilities performing below benchmark on district literacy screeners (PAST, Decoding Survey, Oral Reading Fluency, NWEA Overall Reading) and/or not meeting Growth Expectations on NWEA Spring 2022 Reading and/or Math assessments will be referred to the school Response to Intervention (RTI) team. First through fourth grade students with disabilities performing below benchmarks for beginning of the year (Fall 2022) district literacy screeners and who have not already been identified with characteristics of dyslexia may be administered additional Level I dyslexia screeners with parent consent to determine a targeted, specific intervention plan to address deficit areas. If deficit areas are already identified, intervention will be provided to address those needs. Interventions will be provided to all students including those identified with a disability at Tier 1, Tier 2, and Tier 3 levels based on data from district-required literacy screeners, common formative assessments (CFA), and NWEA results, and, for students with an Individual Education Plan (IEP), in collaboration with the special education teacher. Reading Initiative for Student Excellence (RISE) resources, Foundations,

and One Minute Drills will be used to provide instruction as well as interventions. The Wilson Reading System will be used for students with Direct Services in reading. General and special education teachers will work collaboratively to monitor students for growth using this same data.

- All students referred to the RTI team will be provided individualized interventions and progress monitored by the general education classroom teacher including those with an IEP. If students are not making adequate progress or meeting benchmarks, the RTI team including the special education teacher will discuss next steps to support the student: a change or increase in interventions, a referral for additional testing, placement in a more intensive intervention in addition to those provided by the teacher, or any number of supports based on the student's needs. Additional staff may be called to join the RTI team at any time in order to best support each student.
- Co-teaching partnerships in grades 1-4 have been established and trained through Johns Hopkins Boundless Learning program in 2021-2022. All certified general education and special education teachers participated in coaching sessions from Solution Tree through the Arkansas PLC Inclusive Practices Project Cohort 2. Co-teaching strategies and other inclusive practices will be used to best support all students.
- Planned collaboration time between the general education and special education teachers have been established to provide time to plan instruction and interventions, discuss accommodations and modifications, to discuss student achievement, and an opportunity for professional growth.

Next Steps:

- The Leadership Team will create and provide staff with a clear vision of how teachers should address instruction and what best practices are expected to be seen throughout the building. A common language and examples will also be developed and placed in the digital Notebook where all staff will have access to refer back to at any time. We will use "The New Art and Science of Teaching" as a resource Model of Instruction to guide our development.
- Defined expectations and responsibilities related to grades will be established for the general education and special education teachers.
- Based on the Family and Community Engagement (FACE) Plan, Caldwell Elementary will establish Family Nights to increase parent understanding of curriculum materials and instructional strategies and provide family resources to support students at home. The FACE committee will work with the Instructional Facilitator and teachers to plan activities and resources for these events. Additional resources and information will be provided for those families of students with disabilities to better support their needs.

How will you evaluate the goal?

- The Leadership Team will monitor student achievement using the Fall, Winter, and Spring NWEA assessments. Results from the Letter ID, PAST, Decoding Surveys, Rapid Naming, ORF and progress on Individual Education Plan goals will also be used to further identify any patterns in student achievement. The end of year data will be used to finalize a new school improvement plan for the 2023-2024 school year.
- Collaborative teams will continually monitor all student progress throughout the year, provide interventions, and modify instruction and support for all students with a focus on those students with disabilities not making growth.