

# Caldwell School Improvement Plan

2020-2021

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**Needs Assessment Resources** - Multiple sources of data were used by the Leadership Team to determine the areas of strength and opportunities for growth. (PAST, Decoding Surveys, Rapid Naming, Oral Reading Fluency, ACT Aspire, Istation, iReady, Reflex Math)

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## Strengths:

Based on Winter (January) 2020 Istation results for K-2 students, Overall Math showed 255 out of 316 (81%) students scored on Level 4 or higher. In all math subcategories less than 10 (10%) kindergarten students and less than 15 (13%) 1st and 2nd grade students in each grade performed at Level 1. Additionally, i-Ready and Reflex Math results showed growth for both 3rd and 4th grades from the beginning of the year to the middle of the year.

Istation Reading taken in the same month resulted in (70%) of all K-2 students performing at Level 3 or higher in Overall Reading. In kindergarten 99 (99%) students showed growth in this category while 84 (84%) first grade and 94 (81%) second grade students showed growth.

ACT Aspire English (Spring 2019) resulted in the following number of students scoring Exceeding or Ready: 3rd grade - 84 (86%) and 4th grade - 95 (85%)

Caldwell Elementary student attendance for 2019-2020 was 96% (ADA/ADM Statistics Report).

BOY to MOY 2019-2020	Istation Level 1/2 Reading	Istation Level 1/2 Math
K (100 students)	27% → 19%	16% → 14%
1st (101 students)	24% → 17%	20% → 16%
2nd (112 students)	28% → 21%	19% → 10%

## Opportunities for Growth:

The Winter (January) 2020 Istation Reading resulted in 96 (30%) K-2 students performing on Level 1 or 2 while 80 (25%) reached Level 3 and 140 (45%) placed on Level 4 or 5. The number of both 1st and 2nd grade students performing in Level 4 or 5 dropped from the beginning of the year to the middle.

Istation Math also revealed a drop in numbers for Level 4 or 5 kindergarten and 1st grade performance.

ACT Aspire Spring 2019 (2020 was cancelled due to COVID-19) resulted in the following areas in need of growth:

3rd grade: In Reading 55% (54 students), in Science 52% (51 students), and in Math 72% (71 students) performed in Exceeding or Ready categories. Forty-six percent (11 students) of Economically Disadvantaged students scored Exceeding or Ready in Reading, 42% (10 students) in Science, and 63% (15 students) in Math.

4th grade: In Reading 68% (76 students), in Science 64% (72 students), and in Math 56% (63 students) performed in Exceeding or Ready categories. Of these scores, females scored lower than males. Forty percent (2 students) of African American students scored in these two categories in English, Reading, and Math and only 20% (1 student) in Science. In addition, 41% (45), 34% (38), and 28% (13) of Economically Disadvantaged students scored in Exceeding or Reading in the same categories respectively.

BOY to MOY 2019-2020	Istation Level 4/5 <b>READING</b>	Istation Level 4/5 MATH	Reflex Fluency (MATH)
K (100 students)	39% → 43%	65% → 53%	n/a
1st (101 students)	50% → 44%	67% → 56%	n/a
2nd (112 students)	56% → 53%	67% → 71%	9.6% → 64.4%

BOY to MOY 2019-2020	i-Ready <b>READING</b> (on/above grade level)	i-Ready MATH (on/above grade level)	Reflex Fluency (MATH)
3rd (93 students)	61% → 68%	16% → 38%	60.2% → 69.5%
4th (103 students)	36% → 51%	21% → 42%	65.9% → 67.6%

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**Goal 1** - Increase Overall Reading achievement for students: The percentage of K-2 students performing on Level 1 or 2 will decrease by 10% (10 students) in Overall Reading based on Istation results from January 2020 to April 2021.

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**What does it look like fully implemented? What is the timeline for full implementation?**

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K-2 students performing on Level 1 or Level 2 will show growth in their abilities to read at the word level. Teachers will have intervention and progress monitoring data to show student growth. Teachers will collaborate using the PAST (Phonological Awareness Screening Test), Decoding survey, common formative assessment (CFA) data, Istation, and ACT Aspire data. They will use this information to guide instruction and target interventions. RISE resources and One Minute Drills will be used to provide instruction. This will be fully implemented by January 2021.

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**Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.**

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### **Resources Already Available**

- Established Leadership Team representing each grade level, activity, and Special Education teachers and the Principal, Assistant Principal and Instructional Facilitator
- Common planning periods for all grade levels
- Established collaborative time in the master schedule free from duties
- All current K-2 teachers are fully trained in RISE (6 days)
- Orton-Gillingham/Recipe for Reading, Heggerty curriculum
- RISE strategies and resources
- Decodable text
- Scope and sequence based on Arkansas ELA standards
- District-wide curriculum maps
- Essential standards identified and defined
- Instructional facilitator to provide support to teachers (instructional strategies, data disaggregation, CFA development, curriculum planning)
- PAST Screeners and accompanying interventions

- Decoding Survey
- Kilpatrick minute drills
- Technology for Istation interim testing

### **Resources Needed**

- Continued work on Essential Standards
- Common Formative Assessments developed and finalized for K-2 Reading (IF, Teachers)
- Professional Development in Response to Intervention (RTI) strategies
- Established intervention time in all grades (Administrators, IF, Teachers)
- Establish Response to Intervention teams to include Assistant Principal, Instructional Facilitator, Counselor, Teachers and others as needed based on student need (Assistant Principal)
- Accountability plan for implementation of RISE and RTI
- Decodable texts
- FUNdations curriculum resources and training
- Establish Family Nights to increase parent understanding and provide family resources to support students at home

### **Steps to fully implement (Who is responsible?)**

- Use Beginning of the Year (BOY) screener data to establish intervention groups and develop a plan to address student needs (Teachers)
- Identify students struggling in areas of Reading (Assistant Principal, Instructional Facilitator, Teachers)
- Send ACT 35 Letters home to advise parents of a need for additional instruction in Reading based on initial literacy screeners (Teachers)
- Develop small groups for immediate intervention on specific skills in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension (Teachers, Support Staff)
- Log and maintain intervention strategies and results for students (Teachers)
- If students do not respond to initial interventions, they will be referred to Response to Intervention teams for behavior and/or academic support. (Teachers)
- Complete Level 1 reading screeners for students showing deficiencies in reading according to the District Dyslexia Protocol (Assistant Principal)
- Develop and implement Common Formative Assessments (CFA) based on Essential Standards to monitor progress and inform instruction. (Teachers and Instructional Facilitator)
- Collect data from screeners, CFAs, Istation, and interventions (Teachers)
- Monitor data from screeners, CFAs, Istation, interventions, and attendance (Grade Level, Leadership, and Response to Intervention Teams)

- Students identified with characteristics of dyslexia will be placed in and monitored through District-identified intervention (District Dyslexia Specialist, Assistant Principal, Certified Building Level Dyslexia Interventionists)
- Teacher Professional Growth Plans will reflect a focus on student growth in Reading (Principal, Assistant Principal, Teachers)
- Provide ongoing feedback and support with classroom visits and participation in grade level meetings (Administrators, Instructional Facilitator)
- Provide training including best practices and modeling lessons (Instructional Facilitator)
- Focus classroom walk-thru visits on elements of R.I.S.E. training (Principal, Assistant Principal)

**How will you evaluate the goal?**

- Monitor and compare student outcomes using Letter ID, PAST, Decoding Surveys, Rapid Naming, ORF, and Istation results from BOY to Middle of the Year (MOY) then to End of the Year (EOY) (Leadership Team)
- Monitor the growth of all students with an emphasis on the struggling readers using the same data sources (Leadership Team)

**When will you evaluate the progress of the goal?**

- Once per month (Leadership Team)
- Periodically after interim assessments (Leadership Team)
- After End of Year assessments are completed (Leadership Team)

**Cost of Implementation**

- Professional development for Response to Intervention
- Decodable texts
- Devices/maintenance of devices used for testing
- Supplies for Parent Night activities and take-home materials
- Refreshments for Parent Nights

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**Goal 2** - Increase Reading achievement for students: The percentage of 3rd and 4th grade students performing below grade level expectations will decrease by 10% (10 students) based on NWEA (Northwest Evaluation Association) results from Fall 2020 to Spring 2021.

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**What does it look like fully implemented? What is the timeline for full implementation?**

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Third and fourth grade students performing below grade level expectations will show growth in their abilities to read and comprehend. Teachers will have intervention and progress monitoring data to show student growth. Teachers will collaborate using the PAST (Phonological Awareness Screening Test), Decoding survey, common formative assessment (CFA), NWEA, and ACT Aspire data. They will use this information to guide instruction and target interventions. RISE resources and One Minute Drills will be used to provide instruction and intervention. This will be fully implemented by January 2021.

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**Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.**

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#### **Resources Already Available**

- Established Leadership Team representing each grade level, activity, and Special Education teachers as well as the Principal, Assistant Principal and Instructional Facilitator
- Common planning periods for all grade levels
- Established collaborative time in the master schedule free from duties
- Established intervention time
- RISE strategies and resources
- Established scope and sequence based on Arkansas ELA standards
- District-wide curriculum maps
- Essential standards identified and defined
- ACT Aspire and NWEA Assessments
- Instructional facilitator to provide support to teachers (instructional strategies, data disaggregation, CFA development, curriculum planning)

- PAST Screeners and accompanying interventions
- Decoding Surveys
- Kilpatrick Minute Drills
- Decodable text
- Technology for NWEA, ACT Aspire testing

### **Resources Needed**

- Common Formative Assessments established in each grade for Reading (IF, Teachers)
- Professional development in Response to Intervention (RTI) strategies
- Establish Response to Intervention teams to include Assistant Principal, Instructional Facilitator, Counselor, Teachers and others as needed based on student need (Assistant Principal)
- Accountability plan for implementation of RISE and RTI
- Professional development for NWEA testing and data

### **Steps to fully implement (Who is responsible?)**

- Use Beginning of the Year (BOY) screener data to establish intervention groups and develop a plan to address student needs (Teachers)
- Identify students struggling in areas of Reading (Assistant Principal, Instructional Facilitator, Teachers)
- Develop small groups for immediate intervention on specific skills in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension (Teachers, Support Staff)
- Log and maintain intervention strategies and results for students (Teachers)
- If students do not respond to initial interventions, they will be referred to Response to Intervention teams for behavior and/or academic support. (Teachers)
- Complete Level 1 reading screeners for students showing deficiencies in reading according to the District Dyslexia Protocol (Assistant Principal)
- Develop and implement Common Formative Assessments (CFA) based on Essential Standards to monitor progress and inform instruction (Teachers and Instructional Facilitator)
- Collect data from screeners, CFAs, ACT Aspire, NWEA, and interventions (Teachers)
- Monitor data from screeners, CFAs, ACT Aspire, NWEA, interventions, and attendance (Grade Level, Leadership, and Response to Intervention Teams)
- Monitor data from the same resources for Economically Disadvantaged students (Grade Level, Leadership, and Response to Intervention Teams)
- Students identified with characteristics of dyslexia will be placed in and monitored through District-identified intervention (District Dyslexia Specialist, Assistant Principal, Certified Building Level Dyslexia Interventionists)
- Teacher Professional Growth Plans will reflect a focus on student growth in Reading (Principal, Assistant Principal, Teachers)

- Provide ongoing feedback and support with classroom visits and participation in grade level meetings (Administrators, Instructional Facilitator)
- Provide training including best practices and modeling lessons (Instructional Facilitator)
- Focus classroom walk-thru visits on elements of R.I.S.E. (Principal, Assistant Principal)
- Establish Family Nights to increase parent understanding and provide family resources to support students at home

**How will you evaluate the goal?**

- Monitor and compare student outcomes using PAST, Decoding Surveys, ORF, NWEA, and ACT Aspire results from BOY to Middle of the Year (MOY) then to End of the Year (EOY) (Leadership Team)
- Monitor the growth of all students with an emphasis on the struggling readers using the same data sources (Leadership Team)

**When will you evaluate the progress of the goal?**

- Once per month (Leadership Team)
- Periodically after interim assessments (Leadership Team)
- After End of Year assessments are completed (Leadership Team)

**Cost of Implementation**

- Professional development for Response to Intervention
- Devices/maintenance of devices used for testing
- Supplies for Parent Night activities and take-home materials
- Refreshments for Parent Nights



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**Goal 3** - Increase Math achievement for 4th grade students: The percentage of 4th grade students performing below grade level expectations will decrease by 10% (10 students) based on NWEA (Northwest Evaluation Association) results from Fall 2020 to Spring 2021.

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**What does it look like fully implemented? What is the timeline for full implementation?**

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Fourth grade students performing below grade level expectations will show growth in Math. Teachers will have intervention and progress monitoring data to show student growth. Teachers will collaborate using District math screeners, common formative assessment (CFA), NWEA, and ACT Aspire data. They will use this information to guide instruction and target interventions. The Instructional Facilitator will be used to provide support for instruction and intervention. This will be fully implemented by April 2021.

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**Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.**

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#### **Resources Already Available**

- Established Leadership Team representing each grade level, activity, and Special Education teachers as well as the Principal, Assistant Principal and Instructional Facilitator
- Common planning periods for all grade levels
- Established collaborative time in the master schedule free from duties
- Established intervention time
- Established scope and sequence based on Arkansas Math standards
- District-wide curriculum maps with resources
- Essential standards identified and defined
- ACT Aspire and NWEA Assessments
- Instructional facilitator to provide support to teachers (instructional strategies, data disaggregation, CFA development, curriculum planning)
- District math screeners
- Technology for NWEA, ACT Aspire testing

## **Resources Needed**

- Common Formative Assessments established (IF, Teachers)
- Professional development in Response to Intervention (RTI) strategies
- Math screening and intervention resources
- Establish Response to Intervention teams to include Assistant Principal, Instructional Facilitator, Counselor, Teachers and others as needed based on student need (Assistant Principal)
- Accountability plan for implementation of RTI
- Professional development for NWEA testing and data

## **Steps to fully implement (Who is responsible?)**

- Use Beginning of the Year (BOY) screener and NWEA data to establish intervention groups and develop a plan to address student needs (Teachers)
- Identify students struggling in areas of Math (Assistant Principal, Instructional Facilitator, Teachers)
- Develop small groups for immediate intervention on specific skills in Number and Operations Fractions and Base 10, Algebraic Thinking, Geometry, and Measurement and Data (Teachers)
- Log and maintain intervention strategies and results for students (Teachers)
- If students do not respond to initial interventions, they will be referred to Response to Intervention teams for academic support. (Teachers)
- Develop Common Formative Assessments (CFA) based on Essential Standards to monitor progress and inform instruction (Teachers and Instructional Facilitator)
- Collect data from screeners, CFAs, ACT Aspire, NWEA, and interventions (Teachers)
- Monitor data from screeners, CFAs, ACT Aspire, NWEA, interventions, and attendance (Grade Level, Leadership, and Response to Intervention Teams)
- Math Teacher Professional Growth Plans will reflect a focus on student growth in Math (Principal, Assistant Principal, Teachers)
- Provide ongoing feedback and support with classroom visits and participation in grade level meetings (Administrators, Instructional Facilitator)
- Provide training including best practices and modeling lessons (Instructional Facilitator)
- Focus classroom walk-thru visits on Math instruction and intervention (Principal, Assistant Principal)
- Establish Family Nights to increase parent understanding and provide family resources to support students at home

## **How will you evaluate the goal?**

- Monitor and compare student outcomes using NWEA and ACT Aspire results from BOY to Middle of the Year (MOY) then to End of the Year (EOY) (Leadership Team)

- Monitor the growth of all students with an emphasis on the struggling math and Economically Disadvantaged students using the same data sources (Leadership Team)

**When will you evaluate the progress of the goal?**

- Once per month (Leadership Team)
- Periodically after interim assessments (Leadership Team)
- After End of Year assessments are completed (Leadership Team)

**Cost of Implementation**

- Professional development and resources for Response to Intervention
- Devices/maintenance of devices used for testing
- Supplies for Parent Night activities and take-home materials
- Refreshments for Parent Nights