

CALDER SCHOOL (0820)

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Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Megan Sindt	administrator	megan@calderidaho.org	<input type="checkbox"/>
Andi McQuade	paraprofessional	andim@calderidaho.org	<input type="checkbox"/>
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Needs Assessment

School Leadership Team

Strengths: At the Calder School in the Avery School District, all teachers and a Calder school paraprofessional are on the leadership team. The building administrator is also on the leadership team. The building principal serves as the communicator between the team, the superintendent, and the school board. The leadership team works together to come to a 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 meets 1 Friday per month for half a day at a time. This 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. The team worked together to create norms for the group to abide by. The norms are reviewed at each leadership meeting.

Challenges: Scheduling time for significant meetings can be challenging. While a four-day school week makes Fridays an option for meetings, often leadership

team members have other obligations to work around. Fitting in everything that needs to be done in a few hours can also be a challenge. Also asking team members to set aside time on their days off is a lot to ask of those who already devote so much time to the school and students. Our school days are long enough that meeting after school is not a good option nor is meeting before school. Either of these choices would result in shorter and less productive meetings. Another big challenge is compensating the leadership team members. Without Title I funding, our school has to use other funds to ensure team members are compensated for their valuable time.

Opportunities for growth: We can minimize other school/building obligations on Fridays to make scheduling leadership team meetings easier. We can also set dates as far in advance as possible so that members have ample notice to make adjustments to their schedules. We can build leadership dates into the school calendar.

School and Community

Strengths: The Calder School in the Avery School District has 21 students. Most families have several 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. The members of the community are very supportive of the overall community and school. They regularly attend and support school-sponsored events, as well as come together to support community members in need.

The school board has been made up of appointed members due to a lack of competition for the available seats. However, the board members tend to make a serious commitment to the board, and the operations of the board.

The Calder School does have an active parent's club. They coordinate and host events and fundraisers for students.

Challenges: Within the past 3 years several families have lost parents, either due to sickness or traumatic tragedy. This has led to families either moving into the area in order to regroup and seek a new start or leaving the district to reside with family elsewhere. When multiple-

sibling families move to the area or relocate out of the area, this has a high impact on the school community and classroom dynamics. Until recently, the school has not had professional resources to support the emotional trauma of these families. Most families within the school district have not been able to seek professional services to address these traumas, due to income, distance from services, or lack of knowledge of where, or how, to seek this help.

Intermittent administration has been a challenge for several years. The administrative staff positions have been filled as a part-time schedule, leaving the teaching staff to absorb many extra day-to-day tasks in order to accommodate the needs that would generally be delegated to the administration. Currently, a full-time principal is in place, and the teaching staff has been relieved of those extra responsibilities.

A large proportion of the population is composed of retired persons. Local employment is limited to basically summer seasonal work with the USFS, a few positions with the Shoshone County road maintenance crew, some customer service employees in a handful of restaurants throughout the valley, or self-employment. Working families generally must commute to St. Maries, ID, (24 miles) or further. The county's unemployment rate is currently 4.8%--higher than the state average of 3%.

The Calder school does not have a hot lunch or milk program. The district relies on general funds to provide milk and snacks to all students. Staff is frustrated by lack of parental involvement and support with various matters including academics and student behaviors.

Opportunities for Growth: The school board hired a full-time principal, relieving the teaching staff of the additional burden of carrying out administrative tasks throughout the school day. An in-house counselor on staff would be desirable. Teachers and principals are working to increase communication by utilizing technology. The Calder school can organize and host various family engagement opportunities at the school.

Academic Achievement

Strengths: We began conducting practice assessments with students last year prior to ISAT assessments. Calder's test administrator is on-site now versus an off-site testing coordinator in the past. The Calder school started using the Star assessments for math and reading to help track students' 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.

Challenges: Classroom teachers have not had access to the ISAT portal in the past to help get an understanding of the ISAT test itself as well as test prep materials. ISAT testing may seem like an intangible assessment for various reasons but including lack of involvement in the assessment process. Due to various administrators and administrators' views on ISATs, teachers have gotten mixed messages about the state's standardized test and its importance or lack thereof. Teachers have been removed from the assessment and process altogether for many years.

Our school has also faced various technological challenges with our ISAT testing for several years in a row. This

has led to several students who have not had experience taking the ISATs and years without important ISAT data.

This lack of ISAT data led us to being designated as a CSI UP school.

Technology can act as a barrier for our students due to a lack of keyboarding skills and student stamina on computer devices. We've had difficulty accessing practice assessments due to technical issues with the junior high Chromebooks.

Opportunities for Growth: We have last year's data to view and grow from. Teachers are getting access to the ISAT portal to begin getting familiar with testing blueprints and practice assessments and other test prep resources. The administration has worked ISAT discussions into staff meeting agendas throughout the year to keep the topic at the forefront of staff minds. Building keyboarding skills and computer fluency into the school day, and allowing more stamina for testing would be beneficial. There is potential to incentivize testing efforts and encourage kids to do their best and show growth especially if proficiency is not attainable for some students.

The building principal has been working closely with IT to ensure chromebooks and other technology is up to date and compatible with testing sites. Staff is utilizing and monitoring both iStation and Star assessments to predict student proficiency on the ISAT and to adjust instruction in their classrooms.

Student Learning Needs

Strengths: Teachers work closely with their students across all subject areas all day, and generally for multiple years. This allows the teachers to recognize particular learning area strengths and weaknesses. This also allows the classroom teacher to monitor student growth throughout the year.

All classrooms support multiple grades, allowing students to be pre-exposed to learning material from a future class, or review material covered in a previous class. This ultimately doubles or triples the student's exposure to the concepts being taught at various levels.

Challenges: Due to the small population of our school and the low student/teacher ratio, it is difficult to justify a "classroom" aide. With a very wide range of learning needs and abilities, it is difficult to accommodate each student's needs within the classroom setting. This creates the challenge of addressing individual needs in a productive and consistent manner, difficult to do during the school day.

The Calder school does not have a systematic approach to identifying students' needs. Teachers do not have consistent and objective assessment data to identify students' weaknesses and provide focused interventions.

Calder teachers are planning and preparing for multiple grades, multiple subjects and multiple modes of student access each day. All are spending most of their time trying to plan for all of the different levels and subject areas in their classrooms.

Opportunities for Growth: The school has attempted to fill the need for an aide through volunteers, but has met with some difficulties with consistency. Hiring an aide with whom the teachers could coordinate intervention assistance, on a regular and

consistent basis would help with the difficulties of addressing learning differences in a more productive manner, possibly allowing the teachers and the aide to schedule particular student time slots and subject matter, leading to consistency within the daily routine. Utilizing assessment data in the implementation of a tiered approach to instruction.

The school purchased and is using Star assessments to monitor student achievement. Staff is beginning to view data and compare Star assessment results with iStation and/or ISAT. Our data mining process and determining what data is valuable is just beginning. Staff is participating in professional development focused on student academic achievement and positive behaviors. Classroom teachers will be partaking in a 2-day RTI professional development in April. The school can adjust its class schedule so teachers are not preparing for as many subject areas each day. Teachers with particular content knowledge can teach those subjects to all students adopting a “middle school”-type schedule for all students K-8.

Core Curriculum

Strengths: The Calder School’s curriculum is aligned to state standards and Common Core. It is also aligned with a larger and nearby District for continuity and cohesion in learning for transfer students. The curriculum is vertically aligned K-8. The curriculum is supplemented with additional materials. Curriculum materials are sometimes not used, and substitution is used rather than using the materials to supplement. Ensuring each student gets individualized instruction without alienating them or making them feel singled out.

Challenges: It is difficult to determine the efficacy of a curriculum if it is not taught with fidelity. Finding curriculum materials that meet the needs of multi-grade classrooms can be frustrating. As a school, we need to zero in on essential standards in each multi-grade classroom to drive instruction and interventions.

Opportunities for Growth: Teachers teach curriculum with one-hundred percent fidelity for

a few years to determine how effective it truly is. Then make adjustments if needed.

Strengths: Each teacher connects with each learner on a daily basis to allow opportunities to more readily meet the learner’s emotional and academic needs. Teachers are able to give students timely and responsive feedback on learning. Because teachers know their students so well, they are able to make timely and effective adjustments to support or extend learning. Calder’s teachers are able to determine if students are understanding material and ready to move on or if they need more support. Although these formative assessments vary by classroom and teacher, teachers are constantly assessing student progress and adjusting their instruction.

Challenges: Adjusting core instruction to accommodate all learning levels and styles in a multiple-grade classroom is difficult due to the familiarity of every student with every other student. It is extremely difficult to assign work with different expectations of one student as opposed to another, or the group, without the student feeling “singled out”. Each grade level is generally assigned tasks designed for that group, however, within that grade it is difficult to break out tasks to accommodate different learning levels. The use of individualized programs such as Study Island, Waterford, and ReadLive have been helpful in addressing individual needs in a somewhat anonymous manner. More education or resources to address individual needs in a group setting would be helpful, as several of the subjects taught in middle school are taught as a whole class. Cultivating more student- self-assessment opportunities, self-advocacy, stamina, and independence.

Opportunities for Growth: Teachers are viewing monthly assessment data to help drive instruction. They are utilizing various methods used on the ISAT to help improve student persistence and stamina on performance tasks.

Core Instruction

Alignment of teaching and Learning

Strengths:
Due to the close working environment of the small school and the multiple-grade format of

each classroom, the teachers often communicate across the various levels to ensure that students are ready to move on to the next classroom.

Students in a “margin” grade level, meaning the grade prior to moving into the next classroom (1 and 5), often will join the older classroom during some coursework in order to better prepare them to transition from one teaching style and environment to another.

Challenges:

Scheduling to minimize disruption between the classrooms during the transition can be difficult.

Content area

consistency and reinforcement can be challenging. The teaching staff have different time availability outside of the scheduled school day. All are working well beyond their contracted hours attempting to accommodate each student's needs. Teachers do not have a common prep time. Any conversations about vertical alignment must occur outside of the school day.

Opportunities for Growth:

In order for students to learn the same topic at various grade levels, teachers can meet and select topics that they want to concurrently teach in their individual classrooms. A goal would be for schoolwide collaboration on one unit per quarter. Student engagement will be monitored to determine whether or not having a common topic increases student learning.

Creating a framework for instruction may help students and teachers have a common experience in all classrooms as well as a common expectation for what instruction looks like. Vertical alignment will ensure there are no gaps in student learning from grade to grade and will align coursework to Idaho standards.

Universal Screening

Strengths: The Calder school just purchased a new assessment program, Star 360, this winter. The school can assess all students in first through eighth grades in both reading and math. We can use this data to group students based on their strengths/weaknesses and provide individualized instruction and interventions. The school also uses

iStation to assess all K-3 students in reading. The Calder school uses CORE Literacy assessments to screen students for dyslexia at the beginning of the year. Per state legislation, we also utilize Acadience Learning's comprehension, fluency, oral language, phonemic awareness, and decoding assessments to assess any student who is at risk based on the dyslexia screener. Star 360 and iStation have defined cut scores for students. Challenges: Too little is known about the dyslexia screening process. We do not have any screeners for students who are socially at risk and not achieving. We do not have clear decision rules for students who assess below grade-level benchmarks. Our screening process is being developed as we progress throughout the year without much guidance on what types of assessments to use. There have been no prior assessments other than iStation which has only been used for K-3 reading. Star 360 does not assess kindergarten students. Opportunities for Growth: The Calder school can begin creating clear decision rules for students not meeting grade level benchmarks. Staff can also use Star 360 and iStation to group students and give individualized interventions. Teachers can explore interventions and practice utilizing researched-backed intervention strategies, documenting students' progress, and adjusting interventions based on student growth as we develop testing timelines and progress monitoring procedures.

Tiered Instruction and Academic Interventions

Strengths:
 Academic interventions are done daily with the online ELA and Math programs Study Island, Read Live, Waterford and Typing Club. These daily interventions are done within the classroom by adapting our curriculum to meet the needs of struggling students. Interventions are tailored to each student and adjusted weekly based on assessment results. Monthly iStation and Star assessment results guide teachers in creating and modifying interventions.

Challenges:
 It is difficult to monitor online interventions in a

whole-class setting. Students tend to not take the intervention program seriously and waste time guess-clicking, or paging past the lesson and going to other websites, and therefore miss the instructional benefit of the program.

Without a good system of diagnosing and intervening, it is difficult to know if students are getting the interventions that are appropriate for the area(s) they struggle with.

Opportunities for Growth:

Teachers have begun including students on assessment results. Individually sharing each student's performance on their monthly Star assessments will enable the students to appreciate the benefit of their interventions. This gives them accountability and ownership of their own academic growth. A strong diagnostic process coupled with interventions and implementing an RTI process will support students in their areas of need. Enrichment activities could help extend learning for students who are not below benchmark in some subject areas.

Learning Time

Strengths:

The school is currently scheduled as a 4-day week and is in session from 8:30 am until 4 pm daily. To accommodate the multi-grade classroom, 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.

“Friday School” has been implemented as an opportunity for students to utilize the extra time to complete missing assignments or bring up low grades.

IDLA courses were introduced to grades 6-8 as a way to integrate extended learning opportunities into the curriculum. Teachers have autonomy in their classrooms and can adjust instruction times to best meet the needs of the lesson or students on any particular day. Staff is

extremely flexible and makes adjustments daily. Fun Fridays every other Friday have STEM activities.

Challenges:

Keeping all students academically motivated throughout the long school day is challenging.

Rather than losing energy, students tend to lose interest in their studies due to mental saturation. Their attention span doesn't last

until the end of the school day. Taking short "brain breaks" doesn't seem to be effective with young students

because of their inability to immediately resume their studies.

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.

IDLA was not a successful introduction due to a lack of student engagement and apparently a lack of parent support.

Opportunities for Growth:

Plan celebrations for student academic success.

Focus on student growth. Incentivize academic achievement.

Adapt the schedule so students get different teachers throughout the day. Shorten the school day.

Incentivize positive relationships among students and between students and staff.

Non-Academic Student Needs

Strengths:

The school has recently contracted with a counselor to meet with students (pre-arranged with parental permission).

This year students had the opportunity to participate in after-school activities including basketball and martial arts.

For the past two years we have focused on positive behavior strategies to increase positive behaviors and decrease negative behaviors.

We celebrated Red Ribbon Week this year and discussed being drug-free and the dangers of drugs. This winter teachers developed Four Days of Friendship to focus on kindness among students.

Challenges:

Our small student population doesn't afford us the FTE to have more professionals on staff. Due to our

remoteness, we do not have access to many people who bring in outside resources, nor do we have the funds to secure them.

We have a high number of students who have experienced trauma and whose low socioeconomic status and

remoteness may hinder their resources. Some families are not supportive of their child seeing a counselor or may

not have the means to pay for visits. Despite our low economic status, Calder is not a Title I school. Title I funds

would be incredibly helpful.

Opportunities for Growth: Creating school norms within the classroom and throughout the school may help

improve the school culture overall. Find alternative ways to fund behavioral interventionists or other support staff.

Sources of Strength or similar SEL program.

Well-rounded Education**Strengths:**

All students receive instruction in English, reading, writing, science, math, history, PE, music, and art.

Grades 6-8 have the opportunity to explore building and programming robots, as well as studying various aspects

of forestry management in preparation for participation in the Idaho State Forestry Competition in the spring.

Seasonal and civic holiday activities include hosting a Veteran's Day luncheon, a Christmas program in which the

students present a play and concert, greenhouse planting projects in the spring, and a family picnic to celebrate the end

of the year.

The UI extension office in St. Maries has begun sponsoring STEM-based activities at the school for two Fridays a

month in an attempt to introduce and encourage students to engage and explore math and science in a fun and

engaging way.

Challenges:

It is difficult to find the time in the curriculum for robots and forestry consistently on the class day or to

engage students who seem to have no interest in

participating in these programs. This leads to general distraction and frustration for those who do want to participate.

Parent encouragement of their students to participate in STEM Fridays has been low.

Opportunities for Growth: (note: provide younger students with time to participate in other classrooms or even sit and observe older students working quietly)

Include electives in the schedule.

A/B schedule so each class gets a subject every other day.

After-school activities for those who are interested in a particular subject (i.e. forestry or home economics).

Field trips have been sporadic, strive to schedule at least one academic trip annually.

Additional Opportunities For Learning

Strengths: Students who took 8th-grade career exploration for their IDLA elective got to explore future career choices. STEM IDLA students also studied careers in the STEM fields. Junior high conducted a unit on Financial Literacy.

Challenges: We do not have a high school. Much of this particular topic happens at the high school level.

Opportunities for Growth: When considering electives (#12), include a mandatory elective that focuses on postsecondary education or careers for all 8th graders.

School Transitions

Strengths:
 The multiple-grade classroom format of our school allows students to easily transition from one grade level to the next. Students in grades 1 and 5 often participate in coursework for the grade they will be transitioning into during the year prior to the transition.

Eighth-grade students will transfer to the St. Maries School District for High School. They are invited to participate in a “visitation day” in May in order to introduce them to the High School environment. The St. Maries High School also sponsors a Freshman Orientation evening for the families of students.

We coordinate our curriculum to match or coordinate with the curriculum that St. Maries uses. This way students can be familiar with the curriculum they will

move onto in high school.

2022-2023 was our first year of preschool. We offered it for free to district families. The school and community have expressed appreciation for starting the preschool program

Challenges:

It can be difficult to consistently incorporate the intermittent introduction of younger students into the daily class

routine, due to the remainder of the class acting out and making lessons difficult to engage in.

For the 8th-grade students, transferring from a school of fewer than 25 students to an environment of more than

300 students can be intimidating. The concept of multiple teachers and hourly transitions can be somewhat

overwhelming as well.

Opportunities for Growth:

We are working to identify and assess any students we feel will need special education services at the high school

and are ensuring they have IEPs that are in place on their first day of high school. We can organize a few days prior to the first day of kindergarten in order to familiarize new students with the school and systems.

First-grade students visit the 2-5 grade classroom like 5th graders do with junior high. Make it part of the daily

routine so there is a designated time every day that the students know they will be going to the next classroom.

This could also be coordinated with preschool time.

Professional Development

Strengths: The school's administration has organized various professional development opportunities for teachers in the past two years including teachers visiting a neighboring district to learn about trauma-informed teaching, participating in a building-wide writing instruction PD session presented by a seasoned professional, and viewing webinars centered on the Charlotte Danielson Framework and the RTI process. We have spent several staff meetings focusing on classroom and schoolwide data. Teachers are encouraged to use their students' data to inform their classroom instruction and set individual learning goals for each student in either reading or math.

Professional development occurs at the beginning of the school year and roughly once per quarter throughout the school year. The school has various people who provide professional

development. We reach out to knowledgeable professionals to come to our school. We also utilize webinars when we can't find someone to be in person. Calder's paraprofessional is encouraged to attend all PD meetings. The building principal participates in all professional development opportunities with the building staff.

The building administrator only schedules applicable PD opportunities. She often seeks teachers' thoughts on PD opportunities before scheduling them. The Calder school is the only building in the Avery School District, so all district teachers have the same opportunities for PD. With such a small number of staff members, keeping attendance at meetings is very easy. The building administrator generally knows ahead of time if a staff member cannot attend and tries to work around individual schedule conflicts as much as possible.

Staff has gleaned much from our capacity builders and coaches through IBC and the SDE. Challenges: 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. They also do not have a common prep or break time. This

leaves Fridays, and often Fridays are not contract time, so it can be challenging to schedule staff or team meetings

with no outside funding like Title I to help pay staff for their time. We do not have an instructional coach in our district.

Opportunities for Growth: We can schedule collaboration time for staff members outside of our PD time and teacher work days. Administration can schedule PD days, collaboration time, and teacher work days when the calendar is approved by the school board, so the days are set far in advance. The building principal has served as an instructional coach for another district and can provide insight on instructional strategies for Calder's teachers.

Family and Community Engagement

Strengths:

Because of the small number of families involved with each teacher's classroom, regular contact with parents can be easily managed.

The school hosts a few events each year including a Veteran's Day luncheon and a Christmas program. Many community members attend events to support the kids. Teachers work with board members and community members on a greenhouse project. For the 2023-2024 school year, Calder implemented a Family Game Night, which involved an after-school activity with a meal. This was well received and well attended.

Challenges:

There is no policy in place. Notes are sent home; we never really know if they arrive though. Not all parents use the Remind app.

Extracurricular activities (family nights) are not well attended by parents.

Due to the small number of families and the multiple years that a student is involved with one teacher,

familiarity can lead to tensions between the teacher and the family. This is often not related to school activities, but rather small-town issues.

Opportunities for Growth:

Staff is working to update parents on their students' academic progress by sending weekly progress reports.

We are continually honing our methods to ensure parents are receiving communication in the form that works best

for them (i.e. paper notes, electronic messages, phone calls, etc.)

The building principal started using an app this year to push out electronic communications to families.

The school can send a quarterly newsletter to update families on current and upcoming events.

Work with the local UI extension office to plan family nights.

Plan events at the school like a Welcome back party and an end-of-the-year picnic to encourage parent

involvement.

Invite parents to awards assemblies.

Host a family event during the first week of school, expand on the end-of year-picnic/graduation to include games.

Recruitment and Retention of Effective Teachers

Strengths: 100% of Calder's teachers meet state certification requirements. 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 is open to staff members utilizing 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.

Challenges: It can be difficult finding qualified individuals to serve in particular positions due to the school’s remoteness. For example, we desperately need strategic math interventions; however, math interventionists do not 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 a Math Specialist last year, and she has worked effectively with both staff and students.

Opportunities for Growth: The administration can explore various forms of funding to pay for specialists to come to our school. 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.

Coordination and Integration With Other Programs

Calder Elementary is not a Title I school. Special Education is coordinated with the neighboring St. Maries School District. There are no hot lunch or breakfast services provided by the District.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program SMART goal for each key need. Each goal must be written using the SMART process: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Based Interventions for each Prioritized Need.

Prioritized Needs

Need 1	Need Description:	SMART Goal:		
	Calder School is identified as underperforming in ELA as defined by ISAT Proficiency.	Calder students, grades 3-8, will increase their ISAT ELA proficiency percentage from 31% in spring 2022 to 43% in spring 2023.		
	Evidence-Based Interventions: Discussion Topics			
	<p>Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness.</p>
	<p>All ISAT-eligible students will engage in Interim ISATs to familiarize students with the format of the assessment and to support teacher instructional strategies. Teachers will begin to explore and then utilize Tools for Teachers to support proficiency with state standards.</p>	<p>Strong Evidence ▼</p>	<p>Hattie (Explicit teaching strategies .57, Teacher Clarity .75)</p>	<p>Interim ISAT's will be used to determine effectiveness. 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 Tools for Teachers in preparing for the ISAT.</p>
	<p>Teachers will utilize formative assessments to guide instruction. STAR is used in both Math and ELA in grades 2-8. IStation is used for K-3.</p>	<p>Strong Evidence ▼</p>	<p>Hattie, (Providing Formative Evaluation .48) According to Hattie (2012) and Black & Wiliam (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning</p>	<p>Teachers and Principal will review formative progress at Leadership Team meetings held twice a month.</p>

process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done.

Classroom teachers will provide individualized instruction, extension of learning, and interventions for all students by utilizing 1-to-1 technology within the classroom.

1-3

Strong Evidence ▼

Hattie (Response to Intervention 1.29, deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77) and Marzano.

The ISAT will be used to determine effectiveness based on student growth and proficiency. Classroom teachers will monitor students' progress monthly. The leadership team will analyze students' progress and adjust accordingly.

Need 2

Need Description:

Calder School is identified as underperforming in Math as defined by ISAT Proficiency

SMART Goal:

Calder students, grades 3-8, will increase their ISAT Math proficiency percentage from 12% to 24%

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.
2-1	Calder School will utilize the Regional Math Specialist to support the effectiveness of classroom instruction	Strong Evidence ▼	Instructional Coaching increases Teacher Efficacy, effect size 1.57. https://carei.umn.edu/resources/research-summaries/instructional-coaching	Calder School initiated the work with the Math Specialist last year, and will monitor the effectiveness at the Leadership Team meetings.
2-2	All ISAT-eligible students will engage in Interim ISATs to familiarize students with the format of the	Strong Evidence ▼	Hattie (Explicit teaching strategies .57, Teacher Clarity .75)	ISAT will be used to determine effectiveness. The building principal will schedule and

assessment and to support teacher instructional strategies. Teachers will begin to explore and then utilize Tools for Teachers to support proficiency with state standards.

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 Tools for Teachers in preparing for the ISAT.

2-3

Teachers will utilize formative assessments to guide instruction. STAR is used in both Math and ELA in grades 2-8. IStation is used for K-3.

Strong Evidence ▼

Hattie, (Providing Formative Evaluation .48)

Teachers and Principal will review formative progress at Leadership Team meetings held twice a month.

2-4

Classroom teachers will provide individualized instruction, extension of learning, and interventions for all students by utilizing 1-to-1 technology within the classroom.

Strong Evidence ▼

Hattie (Response to Intervention 1.29, deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77) and Marzano.

The ISAT will be used to determine effectiveness based on student growth and proficiency. Classroom teachers will monitor students' progress monthly. The leadership team will analyze students' progress and adjust accordingly.

Need Description: Calder Schools desire to improve student behavior and improve time on task for students.	SMART Goal: Student behavior will improve as measured by a 15% decrease in discipline referrals to the office from 77 referrals in 2022-2023 to 65 referrals during 2023-2024
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Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.
3-1	The Calder School will continue to motivate students through the PBIS program. (Students receive Star rewards and participate in a quarterly student awards assembly).	Strong Evidence ▼	Motivation (Hattie .42) Behavior Intervention Programs (Hattie .62) Self Regulation Strategies (Hattie , .52)	Principal will monitor and consult the leadership team regarding effectiveness. Parent feedback will be used to determine effectiveness.

Need Description: Calder School desires to increase the involvement of the school with parents and community at large.	SMART Goal: The Calder School will use technology to engage families by sending notifications via "Remind" app and monthly newsletter and by scheduling 2-3 Family Community Events.
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Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.
4-1	Calder will increase online communication to parents and the community utilizing Remind, Electronic Newsletters.	Strong Evidence ▼	Hattie (parental involvement .50)	The Principal will monitor communications, and consult the leadership team regarding the effectiveness of the online communications and phone notifications. Parent feedback will be used to determine effectiveness.
4-2	Calder will engage parents and the public through 2-3 events during the school year	Strong Evidence ▼	https://www.hanoverresearch.com/reports-and-briefs/engaging-families-and-communities-in-k-12-education/?org=k-12-education	The staff and administration will schedule three events for this school year. They would include Family Game

Night, the
Christmas
Program, and End
of School
Graduation/Awards
and BBQ

2. Identify the resource inequities which are barriers to improving student outcomes.

Not having access to any funding to support our goals is a challenge. The school would love to have more access to funds to use for professional development opportunities and to hire another paraprofessional to facilitate academic interventions for all students.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://www.sd394.com/>

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

The Schoolwide Improvement Plan will be monitored by the district's leadership team throughout the 2023-2024 school year at our fall/winter/spring leadership meetings. As we achieve our SMART goals, we will create new goals at the end of the 2023-2024 school year.

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier

Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended;
 - or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: megan@calderidaho.org at 10/24/2023 12:40:32 PM