SWIP Portal

SWIP – Stakeholders

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

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SWIP – Needs Assessment – Discussion Topics Worksheet

Introduction Topic - School and Community

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

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

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

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

Challenges: ***The Calder School is very rural. To obtain resources, guest speakers, etc. individuals must travel to the nearest town of St. Maries or further. Families have expressed interest in open-enrolling their children in the Calder School, but inevitably the burden of travel often dissuades them.***
Calder is of mostly low socio-economic status families. Not all of our students living with both biological parents; some students' families have histories of substance abuse and/or incarceration.

Opportunities: ***The Calder School serves as a community hub. It is used for community events. We recently hired a new parttime counselor who will support students' mental health and emotional needs. The Calder School is seeing increasing enrollment. Our District has also opened a new virtual school to better serve students in our vast rural area that otherwise do not have access to our school. This new school may lead to future in-person enrollees. The District was awarded the Blue Cross Foundation's Early Learning Grant. This grant allowed us to open a new early learning program for children from birth to age 5. Our preschool program is included in this.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#1 - School Leadership Team

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

Strengths: ***At the Calder School in the Avery School District, both teachers and a Calder school counselor are on the leadership team. The building administrator is also on the leadership team. We also have representatives for students, parents, and the board. The building principal/superintendent serves as the communicator between the team and the school board. The leadership team works together to come to consensus on decisions. No one individual carries more weight than any other. All votes are taken into consideration when deciding on student achievement matters. The team meets every other Wednesday, for 45 minutes, during the school day. 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 and items from the State Department of Education. The team worked together to create norms for the group to abide by. The norms are reviewed at each leadership meeting. In the past, team meeting dates were determined and scheduled with the school calendar prior to school starting. This has worked well for years 2 and 3. This year we moved our meetings to a common prep time for both teachers to avoid meeting outside of contracted hours. The school is receiving Title I funding and, therefore, SWIP monies, which can be put toward compensation of teachers for Leadership Team obligations outside of their regular contract***

Challenges: ***Determining if meeting for 45 minutes twice a month is adequate to meet our goals. Larger elementary and middle school classrooms with more grade levels increases planning and grading burden. Accommodating all grade levels and levels of learning within grade levels can be challenging.***

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

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SWIP – Needs Assessment – Discussion Topics Worksheet

#2 - Academic Achievement

Current Data

ISAT Math Results:

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

ISAT ELA Results:

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

ISAT Science Results:

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

Graduation Rate:

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

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

Strengths: ***Calder's test administrator is on-site. The Calder school started using the I-Ready assessments for math and reading last school year to help track students' growth. Staff is continuing to utilize this schoolwide assessment at least 3 times per year to inform instruction and monitor student growth. Teachers can view students' mastery of standards that the ISAT is aligned with to ensure students are mastering content that will improve their ISAT scores.***
i-Ready is very closely correlated with the ISAT. iReday student data in addition to practice and Interim ISAT data will give staff a better idea of how students will do on the summative ISAT.
Teachers have access to, and are utilizing ISAT lessons to supplement curriculum and familiarize students with forms of questioning that they will likely see on the summative assessments.
Teachers have access to the ISAT portal to familiarize themselves with testing blueprints and practice assessments and other test prep resources. The administration has worked ISAT discussions into staff meeting agendas throughout the past 3 years to keep the topic at the forefront of staff minds.

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Last school year, staff incentivized student grit and stamina and rewarding persistence at monthly assemblies. This encouraged students to learn productive struggle.
New information from this year's CSI Up Convening about moving levels on the ISAT is extremely helpful in determining how students can grow from year to year on their ISAT assessments.
Calder school staff, students, and stakeholders have witnessed huge growth over the past 3 years not only in student achievement, but also in behaviors, attitudes about school, rapport with families and the broader community. The Calder School achieved all exit criteria but one for school improvement.
We created a good school improvement system during our first 3-year stint in school improvement. We can continue what we already have in place.

Challenges: ***A lack of keyboarding skills may lead to frustration with the extended response ISAT questions. Staff determined that schoolwide weak writing skills is likely affecting ISAT achievement. The school has an influx of new students from out-of-state who may not have been exposed to the ISAT testing format and will not have experience with the summative assessment. The Calder School was 1 percentage point below the 3-year average math proficiency threshold needed to exit school improvement.***

Opportunities: ***Staff is utilizing a free keyboarding program to improve keyboarding skills particularly among younger students. Sixth grade students are enrolled in a keyboarding elective with IDLA. Staff is building computer fluency into the school day, and allowing time to build stamina for testing would be beneficial. There is potential to incentivize testing efforts/monthly growth on i-ready and encourage kids to do their best and show growth especially if proficiency is not attainable for some students.***
The superintendent/principal has been working closely with IT to ensure chromebooks and other technology is up to date and compatible with testing sites.
Conduct ISAT test prep in classes utilizing the ISAT practice resources.
Students can set individual goals (buy-in for growth).
Step Up to Writing professional development at start of school year and schoolwide commitment to daily writing instruction and practice can improve writing schoolwide.
Continuing the positive growth we've achieved over the past 3 years.

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SWIP – Needs Assessment – Discussion Topics Worksheet

#3 - Tier 1 - Core Curriculum & Instruction

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

Strengths: ***The Calder School operates on a 4-day week schedule. The school day begins at 8:45 am and ends at 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.
Intervention time is scheduled each day for both reading and math for all K-8 students. All students are allocated 15 minutes of math intervention daily, (I-Ready), Waterford (K-2), as well as 45 minutes of grade level direct math instruction (Go-Math). All students are allocated 15 minutes of reading intervention daily, [I-Ready, Launchpad (K-5), Waterford (K-2)] as well as 45 minutes of grade level ELA instruction. Reading instruction is Reading Wonders (K-6), Pearson Common Core Literature (7-8). The teachers are utilizing STEP-Up-To-Writing to scaffold writing instruction through all grade levels.
Teachers make daily lesson plans for their respective grade levels incorporating our core curriculum which includes Wonders and Common Core Literature for ELA, and Go Math for math. Staff has thoroughly reviewed their grade level standards for each of their content areas and grade levels. They have worked to create lists of priority standards to which they are tying their lessons. We have a year-long assessment calendar that includes the IRI, iReady diagnostic assessments, practice ISATs, Interim ISATs, and summative ISATs. Formative assessments are used to inform instruction throughout the school year. Iready assessments are used to inform classroom instruction and reading and math interventions. The practice and interim ISATs are used to determine where students are likely to perform on the summative ISAT and what instruction/interventions are needed prior to Spring. Data is collected and has been analyzed monthly for the past 2 years. Because our school is so small, teachers are quick to identify struggling learners and determine the best plan of action for each individual student to get them at or above grade level in each subject area.

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

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students can be extremely beneficial in determining student strengths and weaknesses, this can also negatively impact student learning particularly if a teacher is struggling teaching particular content effectively.

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

Opportunities: ***We can use SWIP monies to adopt new ELA curriculum with digital licenses that will better support learners and lessen workload on classroom teachers. We are working toward a* guaranteed and viable curriculum with our essential and pri*ority standard work. This work also includes creating pacing guides. We can determine a data review schedule. Set specific meetings for leadership work and specific meetings for data review.***
Celebrate student successes. Focus on student growth. Incentivize academic achievement. Incentivize positive relationships among students and between students and staff.

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SWIP – Needs Assessment – Discussion Topics Worksheet

#4 – Tiered Instruction and Academic Interventions

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

Strengths: ***All students are screened in reading and math 3 times during the school year using Amira and/or iReady. Intervention/extension time is built into the daily schedule. The classroom teacher determines whether students qualify for interventions or extensions for this time based on their BOY screenings. All students get reading and math intervention/extension daily. All students who are receiving interventions in reading and/or math would qualify as receiving Tier 2 or 3 instruction since they are getting this instruction every day for 15 minutes in each area and it is in addition to core instruction. The District utilizes iReady, Imagine Math, Amira, Launchpad, and Waterford programs for intervention/extension instruction. Students are screened three times a year. iReady and Amira progress monitoring assessments provide more frequent and shorter assessments to measure student growth in specific areas. Since we use digital programs to provide intervention, each program adapts to each individual student and his/her needs. Each intervention is prescriptive. Intervention programs are monitored by a classroom teacher and/or a paraprofessional. Our paraprofessional also works with small groups of students on reading and/or math throughout the school day.***

Challenges: ***Our school is too small to create intervention groups. It can be difficult creating schoolwide intervention groups due to age differences. Amira is brand new.***

Opportunities: ***Professional development on reading and math instruction for struggling learners. Include aides in training. PD on the Science of Reading. Update core curriculum=may reduce learning gaps. Scheduled data review meetings. Student goal setting. RTI PD refresh. Include students on individual progress so they can set personal goals.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#5 - Professional Development

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

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

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

Opportunities: ***Survey staff members regarding District calendar and PD days and session topics. With the addition of SWIP funds, our school is considering summer professional development to address some of our challenges with multi grade teaching, increasing student engagement, and providing accommodations as well as enrichments for our students. If teachers and the Board approved, more PD days can be added to future calendars. Utilize webinars and Zoom meetings for PD. Plan asynchronous PD sessions, so teachers can do from home on an e-PD day.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#6 - Recruitment and Retention of Effective Teachers

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

Strengths: ***The Calder School has a highly qualified instructor serving in the middle school. With the recent retirement of a veteran staff member, a paraprofessional who has worked in the District for 3 years, has obtained an emergency endorsement to teach in the elementary classroom. She is currently working on finishing her course requirements to become a traditionally certificated elementary teacher. We typically do not see much turnover. Most employees return year after year.***
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.
Each year, staff reviews safety procedures and utilizes Vector Solutions/Safe Schools to train staff. This helps with onboarding. Also, we have so few staff members, on-boarding can be personalized based on new staff experience and roles within the school.
An informal mentoring program is in place. New teachers learn from veteran teachers. Since classrooms are right next door to each other, quick conferences, questions, brainstorming is relatively easy. Teachers can meet during their common prep period. The mentee decides what is important for them to learn based on their own needs.

Challenges: ***It can be difficult finding qualified individuals to serve in particular positions due to the school's remoteness. For example, we would like reading and math interventionists; however, neither exist in Calder, Idaho. Also, without appropriate funding for these particular roles, the district cannot pay for specialists to travel to our district. The IBC project has provided a Math Specialist last year, and she has worked effectively with both staff and students. Our mentoring program is very informal and unstructured. New teachers might not know what they need.***

Opportunities: ***The administration can explore various forms of funding to increase specialists to come to our school if we cannot get the IBC support that we need. Funding can also be used to further our classroom teachers' knowledge of particular subject areas so that the district doesn't have to look elsewhere for these services. We can utilize free and low-cost programs to support our students without asking teachers who already plan for multigrade and***

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multi-subject instruction to plan for even more. We can make a more structured mentoring program.

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SWIP – Needs Assessment – Discussion Topics Worksheet

#7 - Climate / Culture

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

Strengths: ***We have a positive school climate. Most students are eager to come to school and excited to learn when they get there. School staff has been implementing PBIS strategies for 3+ years incentivizing and rewarding positive student behavior. Not all staff members are greeted as they enter; however most will greet each other as they arrive. All students are greeted when they arrive each morning. Visitors are greeted by a staff member when they come to the school or office. Staff members willingly collaborate with each other and learn from each other. With our established norms, the Leadership Team has invited and encouraged new and differing opinions from various members. There is a very strong foundation of trust among staff. Staff understands and strives for collective efficacy. Staff members are comfortable with each other calling upon each other when in need and stepping up to help when needs arise. New staff is introduced to building staff members and students. They are invited to observe various activities in all parts of the school (lunch, recess, classrooms, etc.). By observing, they can get an idea of daily routines, classroom rules, etc. New students are introduced to their classroom teacher as well as other students. They are introduced to their schoolmates. They are often given a partner to help them navigate their first few days of their new school.***

Challenges: ***Our mission, vision, and values are not posted. We do not have many display/bulletin boards.***

Opportunities: ***Post mission, vision, and value statements in prominent areas of the school. Many people access the gym, we can display important information/celebrations/student successes on the gym doors and in the gym. Hang citizen of the month posters in the gym and display student pictures with them. Utilize classroom bulletin boards for student achievements.***

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SWIP – Needs Assessment – Discussion Topics Worksheet

#8 - Graduation Rate

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

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

Challenges: ***We do not have a high school.***

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

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SWIP – Needs Assessment – Discussion Topics Worksheet

#9 - Chronic Absenteeism

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

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

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

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

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SWIP – Needs Assessment – Discussion Topics Worksheet

#10 - Professional Learning Communities & Collaboration Time

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

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

Challenges: ***Our school is too small for traditional PLCs. The paraprofessional and teachers aide are not available during the teachers' common prep time. Teachers need their prep time to plan, grade, etc. No reflection time/plan other than IPLPs.***

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

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SWIP – Needs Assessment – Discussion Topics Worksheet

#11 - Other

SWIP Needs Assessment Input Summaries: Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?

Strengths: ***Title I board policies in place and adopted. Title I Parent Involvement plan in place. Both board policy and involvement plan are reviewed annually. The Parent Involvement Plan is Distributed at the school's annual parent meeting. The school hosts an annual literacy event that all students and their families are invited to. The school provides dinner, and teachers plan games.***
The District utilizes social media, sends notes home, notifies parents with the Remind app, publishes a monthly newsletter, and invites families to assemblies, guest speakers, STEAM Expo, and Christmas program.
We display flyers in prominent places (Post Office and gym doors). We purchased new document displays this year for the gym and Post Office to draw more attention to announcements.
We have an active Parents' Club. The administrator attends Parent Club meetings.
We started a 4H club last school year to encourage students to participate in after school activities at the school.
This year we have a new IDFY chapter. This will provide students more extra curricular opportunities.
We host adult education events at the school which include topics on keeping students safe, drug trafficking, emergency preparedness, etc.
This year the District hired a part time school counselor who conducts lessons on citizenship and meets with individual students.
We hosted a kindergarten readiness event called Early Birds last school year.
We've hosted 2 EMS Days. Community members are invited to learn from local emergency agencies.

Challenges: ***Not all parents want their children to meet with the school counselor. Attendance at after school activities often depends on parents ability/willingness to pick up/drop off kids. No activity bus. Overburdening of staff members.***

Opportunities: ***More adult education events. Plan parent education events particularly for parents of small children. Partner with United Way and nearby school districts to organize kindergarten readiness events.***

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SWIP – Plan Component Tab

(strategies/interventions)

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

What Works Clearinghouse -(The Institute of Education Sciences)

<table>
<tr><td rowspan="6">1</td><td colspan="2">Area of Improvement</td><td colspan="2">SMART GOAL</td></tr>
<tr><td colspan="2">Math Achievement/Growth</td><td colspan="2">60% of Calder students in grades 3-8 will achieve adequate growth on the 2026 ISAT Math summative assessment.</td></tr>
<tr><td>1</td><td>Strategy
Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?
List each strategy in a separate row</td><td>Evidence Based
Well-designed and well-implemented studies to support the strategy listed</td><td>Measured for Effectiveness
Who will monitor this strategy? How often? Using what tool/assessment/data set?</td></tr>
<tr><td></td><td>Strategy Category:</td><td>Evidence Level:</td><td>Monitoring/Evaluation</td></tr>
<tr><td></td><td>All ISAT eligible students will participate in the practice assessment in the Fall of 2025 to familiarize students with the complexity of assessment questions. Teachers will also utilize the Tools for Teachers page for practice and test prep items.</td><td>Strong Evidence</td><td rowspan="3">Classroom teachers will utilize the ISAT tools on the SDE’s website including the practice assessment and practice questions.

Teachers will facilitate students setting their own ISAT related goals to encourage individual student growth and buy-in.

The building principal will schedule and facilitate the Interim assessment.

Classroom teachers will review their students’ assessment results and adjust their instruction.

The leadership team will analyze the results and the efficacy of the Interims and</td></tr>
<tr><td></td><td>Strategy:</td><td>Cite/Link Evidence to support the Evidence Level chosen:</td></tr>
<tr><td></td><td>All ISAT eligible students will engage in Interim ISATs to familiarize students with the format of the assessment and to support teacher instructional strategies.</td><td>Hattie (Explicit teaching strategies .57, Teacher Clarity .75)</td></tr>
</table>

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				Tools for Teachers in preparing for the ISAT. The summative ISAT results will be used to determine effectiveness of this strategy.
	2	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence Based** *Well-designed and well implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	ISAT will be used to determine effectiveness. Classroom teachers will monitor students' progress monthly by reviewing iReady, ISAT, and Amira data. The leadership team will analyze students' progress and adjust interventions accordingly.
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		Classroom teachers will provide individualized instruction, extension of learning, and interventions for all students by utilizing 1-to-1 technology within the classroom.	Hattie (deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77, technology with learning needs students .57) and Marzano	
	3	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	

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

2	**Area of Improvement**		**SMART GOAL**	
	ELA Achievement/Growth		60% of Calder students in grades 3-8 will achieve adequate growth on the 2026 ISAT ELA summative assessment.	
	1	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		All ISAT eligible students will participate in the practice assessment in the Fall of 2025 to familiarize students with the complexity of assessment questions. Teachers will also utilize the Tools for Teachers page for practice items.	Strong Evidence	Classroom teachers will utilize the ISAT tools on the SDE's website including the practice assessment and practice questions. The building principal will schedule and facilitate the Interim assessment. Classroom teachers will review their students' assessment results and adjust their instruction. The leadership team will analyze the results and the efficacy of the Interims and
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		All ISAT eligible students will engage in Interim ISATs to familiarize students with the format of the assessment	Hattie (Explicit teaching strategies .57, Teacher Clarity .75)	

		and to support teacher instructional strategies.		Tools for Teachers in preparing for the ISAT. The summative ISAT results will be used to determine effectiveness of this strategy.
	2			
		Strategy *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence Based** *Well-designed and well implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	ISAT will be used to determine effectiveness. Classroom teachers will monitor students' progress monthly. The leadership team will analyze students' progress and adjust accordingly.
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
	3	Classroom teachers will provide individualized instruction, extension of learning, and interventions for all students by utilizing 1-to-1 technology within the classroom.	Hattie (deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77, technology with learning needs students .57) and Marzano	
		Strategy *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Instruction/Intervention	- - Strong- -	

SWIP Portal

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

#	**Area of Improvement**		**SMART GOAL**	
	Student Recruitment and retention		The Calder School staff will utilize methods to increase student enrollment and retention by celebrating student achievements in ways that the community can witness.	
	#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*
		Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation**
		Family and Community Engagement		Building principal and leadership team will monitor.
		Strategy:	*Cite/Link Evidence to support the Evidence Level chosen:*	
		Calder will increase online communication to parents and the community utilizing Remind, Electronic Newsletters.	DuFour, Marzano, and Hattie (professional development .41, collective teacher efficacy 1.57	

SWIP Plan Component - Multiple Strategy Template

SWIP – Plan Component Tab Questions

SWIP Portal

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

SWIP – Budget Tab

SWIP Portal

The Annual Budget tab will only appear if funds have been assigned to a school. The items in the budget should be aligned to the prioritized needs and strategies/interventions identified on the Plan Components tab. Allowable Use of Funds Manual

Allocation for (current year)	$16206.00
Carry-over from previous year as of (previous year)	$0.00
Total Allocation	$16206.00

Obj.Code	Description	(Current Year)	
100	Salaries *Include the number of FTEs and PTEs for each position*	Amount	$4500.00
		Description $1000 stipend for each salaried team member (Megan, Renee, Lyssa, Jenny); Hourly rate for other staff members	
200	Employee Benefits	Amount	$0.00
		Description	
300	Purchased Services (non travel)	Amount	$1000.00
		Description Description CDA PLCs At Work Conference 2027 Registration	
380	Travel Expenses	Amount	$5000.00
		Description CDA PLCs At Work	

SWIP Portal

		Conference 2027 travel and hotel; CSI Up Convenings	
400	Supplies & Materials	Amount	$3000.00
		Description	
500	Capital Objects	Amount	$2706.00
		Description	
		Budget Total	$16206.00