

Caldwell Elementary – 2018-2019 SIP Goals and Actions



SIP Goal #1: Attendance

Rationale:

School attendance is critical to a student's academic success. Students that are chronically absent from school miss important instructional time and learning. Missing even one day can make it hard for students to catch up as what they learn tomorrow builds on what they learned today. Currently, 22% of students at Caldwell Elementary are chronically absent.

Intended Outcome:

Caldwell Elementary will improve student attendance by decreasing the number of students absences that miss 10 or more days by 17%.

Action Steps:

- The leadership team will analyze attendance data and identify all incoming students with 10 or more absences from the previous school year.
- Each targeted student will have a member of the leadership team and/or an elective teacher to serve as an "attendance mentor" 4:1 ratio.
- Attendance mentors will connect with their mentees a minimum of three times per week, through one-on one meetings, small groups, before/after schools greetings, etc.
- Teachers will make personal calls to families of at-risk students if a student is absent two or more days in a month.
- Students with perfect attendance and those missing two days or less will be rewarded through drawings, prizes, certificates, etc.
- Daily attendance and tardy data will be posted in the front office and outside (yard sign) as an additional means to communicate with families.
- Students and parents will sign an attendance and engagement agreement.
- Attendance recognition given to classrooms and parents.
- Open-house presentation to parents and families about absences.
- School-wide Attendance Incentives specific for K-2 (TBD) and 3-5(NBA Basketball Game)
- Any student present for 95% or more days will be invited to the Black Top Party – every 9 weeks.

Plan to Monitor Effectiveness:

- Analyze attendance data (total # of days absent) monthly and discuss findings at Leadership team, grade level, and faculty meetings to garner any additional suggestions or interventions.
- Update the list of targeted students each month.
- Use notes and feedback from "attendance mentors"
- Examine the number of students attending the Black Top Party each 9-weeks to identify any trends.

SIP Goal # 2 – Learning Gains:

Rationale:

Overall learning gains in ELA and Math continue below the district and State averages, specifically, in math, overall learning gains were 30% with the learning gains for the bottom quartile 34%. The ELA overall learning gains were 46% with the learning gains for the bottom quartile were 45%.

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Goals and Actions



Intended Outcome:

We will identify our bottom quartile students in both ELA and math based on FSA scores, STAR progress monitoring data and formative assessments and target instruction based on student needs to increase the overall learning gains and learning gains of the lowest quartile by 10% in both ELA and Math.

Action Steps:

- We will improve learning gains in both ELA and Math by providing rigorous standards based instruction, utilizing the district curriculum maps as a resources.
- Instructional coaches and administrators will guide teachers in the continuous practice/cycle of analyzing formative assessments, weekly and quarterly, to revise/refine and target instruction based on student needs during PLCs.
- Classroom walk-throughs and observations will be used for both coaching and evaluations in an effort to identify to the instructional supports needs by the teachers.
 - PLC topics and professional development will be generated from this data and used to identify coaching needs to build capacity within the teachers.
- During Data Day and PLCs, teachers will analyze individual classroom assessment data to identify points needed for learning gains and proficiency levels for each of their students.
- Teachers will utilize the district curriculum maps and provide standards-based instruction.
- Teachers will utilize PLC's to focus groups based on the data and gaps from formative assessments
- Administrative team/Coaches use weekly PLCs to analyze student formative assessment data and revise/refine instruction as needed to provide targeted interventions.
- Karen Bailey will lead PD for teachers to learn how to create assessments and track student growth.
- Use Istation and STAR data to form students small groups in the classroom for the purpose of re-teaching skills and extending/enriching lessons.
- Teachers will participate in professional development from LSI Essentials for Achieving Rigor. - The entire staff will participate in a book study "Creating Conditions for Rigorous Instruction" by Jennifer Cleary, Terry Morgan, and Robert Marzano.
- Use formative assessments to differentiate instruction for extension and remediation.
- Implement daily math fact fluency practice.
- Use flexible grouping based assessment data for each unit of instruction - consistently use instructional strategies that require all students to make their thinking visible –
- Instructional staff (5) will attend Eric Jensen Summer Conference (Out of State)
- Use Florida Ready materials (Reading/Math) for extended learning –
- Paraprofessionals will be used to provide tutoring to students in small groups during math, reading and/or science instruction.
- The reading interventionist will push into classrooms and provide instructional support to our Tier 2 and Tier 3 students.
- The use of effective research-based, high yield strategies/resources that include LSI and IStation will support the planning and delivery of instruction for whole groups and small groups.

Plan to Monitor Effectiveness:

- Teachers will meet in PLCs to discuss students data to collaborate and plan for instruction.
- The School-based leadership team will meet bi-weekly to use school-wide instructional data, (STAR, IStation, etc to review individual student instructional trends and needs.
- Observations and Walk-throughs and feedback will be used to monitor the implementation of instructional strategies, professional development needs of teachers and to drive the topics for PLCs.
- STAR and IStation data will be used to monitor student progress towards the proficiency of standards and growth.
- Weekly assessments will be used to measure student growth and progress towards learning targets.