

# Lincoln County School District

## Caliente Elementary School

### 2023-2024 School Improvement Plan

**Classification:** 4 Star School

**Distinction Designations:**  
Title I



**Board Approval Date:** December 13, 2023  
**Public Presentation Date:** November 28, 2023

# Mission Statement

Making a difference for every student every day.

## Vision

The vision of the Caliente Elementary family is to promote a learner-centered education in a cheerful, pleasant atmosphere. The students are encouraged to develop artistically, academically, physically, socially, and emotionally; fostering a life-long desire to learn.

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

MAP data results show that schoolwide achievement increased in mathematics from the 58th percentile to the 63rd percentile from Fall 2022 to Spring 2023.

MAP data results show that in Grade 2, all students tested above the 41st percentile in mathematics.

MAP data results show that all grade levels median scores were above the 41st percentile in mathematics.

Map data results show that students in the 3rd, 5th, and 6th grades all met their projected growth or fell within the standard deviation for growth in mathematics for the school year 2022-2023.

Map data results show that students in the 2nd and 5th grades all met their projected growth or fell within the standard deviation for growth in reading for the school year 2022-2023.

The Nevada School Climate survey given to 5th and 6th graders shows increased cultural and linguistic competence, relationships, physical safety, and emotional safety from the school year 2021-2022 to 2022-2023.

### Student Success Areas of Growth

MAP data shows that students in Grades K,1,2, and 4 did not meet their projected growth in reading for the school year 2022-2023.

MAP results show a minimal decrease of 2% in the median percentile schoolwide, in reading from the school year 2021-2022 to 2022-2023.

MAP results show that students overall in grades K, 1, 3,4, and 6 did not meet their projected growth in reading for the school year 2022-2023.

MAP data shows that overall schoolwide students are scoring lowest in vocabulary, foundational skills, and literacy text.

The Nevada School Climate survey given to 5th and 6th graders shows an increase with students feeling negative affects of social media with an increase of 9% from the school year 2021-2022 to 2022-2023.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** CES continues to experience decreasing proficiency rates in reading overall. **Critical Root Cause:** Intervention/Acceleration block not defined in the master schedule. Lack of high-quality Tier 1 instructional materials. Intervention/Acceleration expectations must be clearly defined, communicated, and monitored by the

administrator. PLC/Impact team meetings are happening inconsistently.

## Adult Learning Culture

### Adult Learning Culture Areas of Strength

Teachers facilitate positive classroom experiences and relationships with students.

All teachers mentor students in grades 4-6.

All teachers participate in weekly staff meetings.

### Adult Learning Culture Areas of Growth

Implementing high-quality Tier I reading instruction.

Use the PLT system in the classroom to provide targeted interventions and accelerations.

Consistent Impact Team/PLC meetings.

Analyze reading data to drive instruction.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** RTI systems are not fully utilized to target interventions, and progress monitoring isn't effectively used in all classrooms. **Critical Root Cause:** The MTSS system is new and not all teachers are comfortable using it.

## Connectedness

### Connectedness Areas of Strength

Students are happy to come to school.

Students participate while they are at school.

Parent/Teacher Organization organizes several events for students and families each year.

Teachers had 95% attendance at student-led compacts.

Each classroom has a room parent that supports teachers with classroom activities and holiday celebrations.

Monthly calendars are sent out each month to communicate upcoming activities with parents.

### Connectedness Areas of Growth

Increase parent attendance at assemblies and activities.

Parent/ Guardian parenting classes.

Increase parent participation in district-provided parent nights.

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Parent attendance is low in provided district parent nights and monthly award assemblies. **Critical Root Cause:** Parent perceptions

# Priority Problem Statements

**Problem Statement 1:** CES continues to experience decreasing proficiency rates in reading overall.

**Critical Root Cause 1:** Intervention/Acceleration block not defined in the master schedule. Lack of high-quality Tier 1 instructional materials. Intervention/Acceleration expectations must be clearly defined, communicated, and monitored by the administrator. PLC/Impact team meetings are happening inconsistently.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** RTI systems are not fully utilized to target interventions, and progress monitoring isn't effectively used in all classrooms.

**Critical Root Cause 2:** The MTSS system is new and not all teachers are comfortable using it.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Parent attendance is low in provided district parent nights and monthly award assemblies.

**Critical Root Cause 3:** Parent perceptions

**Problem Statement 3 Areas:** Connectedness



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

## Accountability Data

- State assessment performance report
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information

## Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Teacher evaluation
- Administrator evaluation

**Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

**Support Systems and Other Data**

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Inquiry Areas

Revised/Approved: December 13, 2023

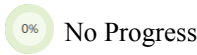
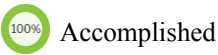
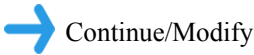

## Inquiry Area 1: Student Success

**School Goal 1:** Increase the overall schoolwide median percentile in reading from 58% (Spring 2023) to 68% (Spring 2024, as measured by the MAP Growth Assessment).

**Evaluation Data Sources:** MAPs reading assessment

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> The administrator will add a PLT block of time to the master schedule for all students in grades K-6.</p> <p><b>Action Step's Expected Result/Impact:</b> More time dedicated to personalized learning will allow all students to make their projected growth in reading.</p> <p><b>Position Responsible:</b> Administrator, teachers</p> <p><b>Identify All That Apply:</b> FRL, IEP</p> <p>- <b>Evidence Level:</b> Moderate</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Improvement Strategy 2 Details	Reviews			
<p><b>Improvement Strategy 2:</b> Impact team meetings will take place bi-weekly to monitor student performance data, check in with the team, make data-based decisions, and determine the next steps for each student.</p> <p><b>Action Step's Expected Result/Impact:</b> Teachers will have data to show student growth through their progress monitoring data. Students will get targeted interventions and accelerations to meet their projected growth in reading. This will help close gaps and increase the median percentile by 10% as measured by MAPS (Spring 2024)</p> <p><b>Position Responsible:</b> Principal, Teachers</p> <p><b>Identify All That Apply:</b> FRL, IEP</p> <p>- <b>Evidence Level:</b> Moderate</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Improvement Strategy 3 Details	Reviews			
<p><b>Improvement Strategy 3:</b> All students will use their data binders and be able to monitor their reading growth goals and monitor their progress during PLT time.</p> <p><b>Action Step's Expected Result/Impact:</b> 85% of students will be at a level 3 or higher on the self-directed learning rubric by tracking their progress in reading and meet their projected growth goal in reading in Spring 2024 as measured by MAPS.</p> <p><b>Position Responsible:</b> Principal, teachers, students</p> <p><b>Identify All That Apply:</b> FRL, IEP - <b>Evidence Level:</b> Moderate</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

## Inquiry Area 2: Adult Learning Culture

**School Goal 1:** As a result of effective PLC practices, by the end of the 2023-2024 school year, 100% of classroom teachers will be able to show progress monitoring data for all students and documentation for interventions and accelerations for all students.

**Evaluation Data Sources:** Classroom walkthrough data, Impact Team/PLC meetings data, Progress monitoring data





Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Teachers will use the MTSS system to track and monitor targeted interventions.</p> <p><b>Action Step's Expected Result/Impact:</b> Teachers will effectively monitor and track student progress, helping them fill in educational gaps and achieve their projected growth.</p> <p><b>Position Responsible:</b> Teachers, Principal</p> <p><b>Identify All That Apply:</b> FRL, IEP</p> <p>- <b>Evidence Level:</b> Moderate</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Improvement Strategy 2 Details	Reviews			
<p><b>Improvement Strategy 2:</b> Teachers will help students track their progress by sharing their progress monitoring data with students to help students become self-directed learners and modify goals as needed.</p> <p><b>Action Step's Expected Result/Impact:</b> Students will manage learning tasks, set goals, and use feedback from the teacher to track their progress to determine if they are on track.</p> <p><b>Position Responsible:</b> Teachers, Principal</p> <p><b>Identify All That Apply:</b> FRL, IEP</p> <p>- <b>Evidence Level:</b> Moderate</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Improvement Strategy 3 Details	Reviews			
<p><b>Improvement Strategy 3:</b> Teachers will use Impact Meeting times to dive into reading data to drive instruction, ensuring they are providing high-quality Tier I reading instruction and use the collected data to implement interventions and accelerations.</p> <p><b>Action Step's Expected Result/Impact:</b> Teachers will better understand driving instruction from data and time for accountability check-ins with fellow teachers to ensure lessons are being driven from the data they collect, resulting in high-quality Tier 1 instruction.</p> <p><b>Position Responsible:</b> Principal, Teachers</p> <p><b>Identify All That Apply:</b> FRL, IEP</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

### Inquiry Area 3: Connectedness

**School Goal 1:** Create a connected culture of community engagement and purposeful communications.

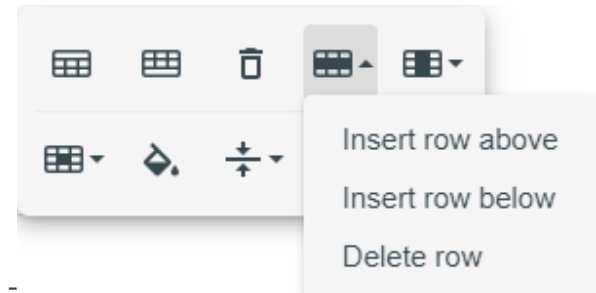
**Evaluation Data Sources:** Staff survey  
 Parent survey  
 Parent sign-in sheets

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Increase attendance at Caliente Elementary's monthly award assemblies.</p> <p><b>Action Step's Expected Result/Impact:</b> Parents will be informed of monthly assemblies and given more information to clear any previous perceptions of monthly assemblies.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Identify All That Apply:</b>            FRL, IEP  <b>- Evidence Level:</b>            Moderate</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Improvement Strategy 2 Details	Reviews			
<p><b>Improvement Strategy 2:</b> Monthly Newsletter to Parents</p> <p><b>Action Step's Expected Result/Impact:</b> Inform parents of the things happening at the school, in the district, and within the community. Increase the number of parents participating in the school events or feeling involved with the school.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Identify All That Apply:</b>            FRL, IEP  <b>- Evidence Level:</b>            Moderate</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
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# Plan Notes

## How to use this page:

- When you are reviewing parts of the plan you can record your notes in the table below. This will not create a notification so if you need quick follow up, send a quick note to the principal.
- Do not include sensitive information such as student or staff names in this notes space.



If more rows are needed. select inside a cell and use the "Row" button in the pop-up menu -

Date	Name	Department	Notes & Feedback	Campus Note
example :  6/ 29/ 23	Sample user	Campus and District Accountability	Welcome to Plan4Learning! Thank you for all that you do to care for our students and staff!	If you have a response or follow up note you can add it here or reach out to the commenter directly!



Date	Name	Department	Notes & Feedback	Campus Note

# School Support Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	MaCall Barnes	Principal
Classroom Teacher	Christina Martinez	Teacher
Classroom Teacher	Makayla Frehner	Teacher
Classroom Teacher	Erica Condie	Teacher
Classroom Teacher	Shai River	Teacher
Classroom Teacher	Kristen Truman	Teacher
Classroom Teacher	Megan Petersen	Teacher
Classroom Teacher	Kris Connor	Teacher
Classroom Teacher	Tamara Etchart	Teacher
Paraprofessional	Laura Tibbetts	Paraprofessional
Paraprofessional	Ashley Carlson	Paraprofessional
Paraprofessional	Brittney Hafen	Paraprofessional