

## Castlio Elementary 17-18 School Improvement Plan

### ACHIEVEMENT

**1 YEAR GOAL:**

By the end of the 2017-2018 school year, Castlio Elementary will make a 1% growth in total MPI for both ELA and Math as measured by the MAP assessment.

Castlio Elementary			
	2016 MPI	2017 MPI	2018 MPI
<b>Academic Achievement - ELA</b>	402.6	409.8	413.9
<b>Academic Achievement - Math</b>	395.5	408.1	412.18
<b>Subgroup Achievement - ELA</b>	356.1	358.9	362.4
<b>Subgroup Achievement - Math</b>	338.8	346.8	350.2

**1 YEAR GOAL - UPDATE/ADJUSTMENTS:**

**SMART STRATEGY # 1 AND MEASUREMENT:**

80% of students will show mastery on grade level identified priority standards in Math and ELA by the conclusion of the 2017-2018 school year.

Castlio students will see a 5% increase in cohort data on grade level identified priority standards in Math and ELA by the conclusion of the 2017-2018 school year.

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**Person Responsible for Reporting Progress: PLC's, EDC's and Administrators**  
**Progress Metric: Grade level common assessments:**  
     **ELA: Aims, Assessment Wall, Mastery Connect Grade Level Data, District Reading Summative**  
     **Math: Formative Assessments through Envisions, Mastery Connect Grade Level Data, District Math Summative**

**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: 17/18 Grade level goals**  
 We will have 70% of kindergarten students meeting district expectations reading at level A at the end of 1st quarter. We will monitor this goal using the assessment wall and district sight word assessment. Data will be tracked in Mastery Connect.

**Kindergarten ELA:**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	63%		X	65% met
Q2				
Q3				
Q4				

**80% of kindergarten students will achieve mastery of district expectations of understanding the relationship between numbers and quantities as measured by Envisions Topic assessment and grade level common assessment.**

**Kindergarten Math:**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	48%	Semester goal		53%
Q2				
Q3				

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Q4				
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**1st Grade ELA: 80% of first grade students will score an 80% or above on priority standard RF.14B, Read with sufficient accuracy and fluency to support comprehension, as measured on sight word formative assessments by May 2018.**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	80.08%	X		
Q2				
Q3				
Q4				

**1st Grade Math: 80% of first grade students will score an 80% or above on priority standard 1.OA, Using addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, as measured on formative assessments by May of 2018.**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	na	na	na	na
Q2				
Q3				
Q4				

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**Second Grade ELA: 80% of students will show mastery on priority standard RL2.10 by the end of year.**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	79%		X	60%
Q2				
Q3				
Q4				

**Second Grade Math: 85% of students will show mastery on priority standard 2.OA.B.2, fluently add and subtract within 20 using mental math strategies at the end of the year.**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	84.2%		X	
Q2				

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Q3				
Q4				

**Third Grade ELA: Priority Standard RI/RL.3.10 (read and comprehend informational texts and literature at the high end of grades 2 - 3 text complexity band independently and proficiently.) - 70% of students will be in the advanced/proficient range in Lexile. Goal met second quarter. We increased our goal to 75% 12/2017.**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1 (70%)	68%		X	44%
Q2 (70%)	70%	X		55%
Q3 (75%)				
Q4				

**Third Grade Math: Priority Standard 3.OA.5 - (Understand properties of multiplication and the relationship between multiplication and division.) 50%of students will score mastery/near mastery on the district benchmark assessment.**

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	29%		X	67%
Q2				

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Q3				
Q4				

**Fourth Grade ELA:** 80% of the students will show mastery on priority standards RL4.1 and RI. 4.1 (refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text) as measured by the benchmark summative assessment by May 2018.

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	63.6 %		x	45%
Q2				
Q3				
Q4				

**Fourth Grade Math:** 80% of students will show mastery on priority standard 4.NF.B.3 (understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ ) as measured by the benchmark summative assessment by May 2018.

	% Met	Goal Met	Goal Not Met	Super Subgroup
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Q1	13.6 %		x	0%
Q2				
Q3				
Q4				

**Fifth Grade ELA:** 65% of students will show mastery on priority standards RL.5.10 & RI.5.10: by the end of the year, read and comprehend literature, including stories, dramas, and poetry, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity, as measured by assessment wall by May of 2018.

	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	61%		X	24% Mastery
Q2				
Q3				
Q4				

**Fifth Grade Math:** 50% of students will show mastery on standard 5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g. by using visual fraction models or equations to represent the problem, on summative assessments by May 2018.

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	% Met	Goal Met	Goal Not Met	Super Subgroup
Q1	1.48%		X	0% Mastery
Q2				
Q3				
Q4				

ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<p>1) Qtr. 1 - All teachers will lead their classroom in setting at least one class behavior and at least one whole class academic goal at the beginning of the first quarter.</p> <p>Qtr. 2 - <u>Primary teachers</u> will lead their classroom in setting whole class behavior and academic goals; these goals will be monitored weekly.</p> <ul style="list-style-type: none"> <li>• <u>Intermediate teachers</u> will lead their classroom in setting individualized learning goals; these goals will be monitored weekly.</li> </ul> <p>Qtr. 3 - All teachers will lead students to develop individual learning goals to be monitored weekly.</p> <p>Qtr. 4 - All students will generate and monitor an independent learning goal, monitored weekly.</p> <p><b><i>(Learning at Home-Key 4)</i></b></p>		



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2) Families will be invited to set learning goals at home with their students.		
<p><b>SMART STRATEGY # 2 AND MEASUREMENT:</b>            Teachers will teach the intended curriculum as evidenced by indicator 3.1 on the NEE evaluation tool with an avg score of a 6 by the end of the 2017-2018 school year.</p> <p><b>Person Responsible for Reporting Progress: Administrators</b>  <b>Progress Metric: NEE building data report</b></p>		
<p><b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>  <b>Qtr. 1:</b>  <b>10/23/17: Indicator 3.1 was scoring with an average of 6.5</b>  <b>Qtr. 2:</b>  <b>Qtr. 3:</b>  <b>Qtr. 4:</b></p>		
<b>ACTION STEPS:</b>	<b>TIME LINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) NEE data will be shared with staff members to show progress on indicator 3.1.	Quarterly	
2) Teachers will communicate to all parents at a minimum of once a month what curriculum is being taught in the classroom. <i>(Communicating- Key 2)</i>		

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<p><b>SMART STRATEGY # 3 AND MEASUREMENT:</b>                  Increase the percentage of walkthroughs containing QFIC objective <u>PLUS ONE</u> from <u>18.4%</u> in 16-17 to <u>30%</u> by the end of the 17-18 school year.</p> <p><b>Person Responsible for Reporting Progress: Administrators, CITW Trainers</b>  <b>Progress Metric: Walkthrough data</b></p>		
<p><b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>                  Qtr. 1:  <b>10/23/17:</b>  <b>QFIC Objective: 33%</b>  <b>QFIC Plus One: 80%</b>                  Qtr. 2:                  Qtr. 3:                  Qtr. 4:</p>		
<b>ACTION STEPS:</b>	<b>TIME LINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) CITW trainers will provide PD to staff via district PD days		
2) PLCs will discuss McRel implementation following district PD.		
3) CITW trainers and administrators will complete quarterly walkthroughs		

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### SMART STRATEGY # 4 AND MEASUREMENT:

Castlio will make a 5% increase in READING cohort data as measured by the District Data Trigger Sheet.

**Person Responsible for Reporting Progress:** Administrators, Lit Coach, EDCs, PLCs

**Progress Metric:** Gates Assessment (Yearly), Assessment Wall, District Reading Summative, AIMSWeb

### SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

#### GATES Assessment Cohort Data:

<u>Castlio</u>	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
3rd Grade	79.7%	77.6%	83.7%	75.3%	84.9%	77.9%	87.2%	79.5%
4th Grade	75.6%	75.7%	84.1%	88.6%	83.1%	80.9%	81.1%	80.0%
5th Grade	82.4%	74.1%	80.7%	84.0%	87.3%	82.1%	85.7%	82.8%

#### Percentage of Students Meeting or Exceeding Quarterly Expectations on Assessment Wall

	Q1	Q2	Q3	Q4
Kindergarten	63%			
1st Grade	76%			
2nd Grade	78%			
3rd Grade	74%			
4th Grade	67%			
5th Grade	61%			
Building	70%			

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### Percentage of Students Hitting 2 or More Triggers

	Q1	Q2	Q3	Q4
<b>Kindergarten</b>	NA	47%		
<b>1st Grade</b>	54%	37%		
<b>2nd Grade</b>	27%	22%		
<b>3rd Grade</b>	24%	28%		
<b>4th Grade</b>	30%	27%		
<b>5th Grade</b>	24%	28%		
<b>Building</b>	31%	30%		

Qtr. 1:  
 Qtr. 2:  
 Qtr. 3:  
 Qtr. 4:

### **ACTION STEPS:**

### **TIME LINE**

### **PERSON RESPONSIBLE FOR REPORTING PROGRESS:**

1) PLCs will monitor % of students reading on or above grade level as measured by the assessment wall.

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2) All students will receive Tier 1 instruction in ELA, including participating in a guided reading group.		
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**SMART STRATEGY # 5 AND MEASUREMENT:**  
 Small group literacy instruction with fidelity will increase from 27% in 16-17 to 50% of the time in 17-18 on scheduled literacy class visits.

**Person Responsible for Reporting Progress: Administrator, Lit. Coach**

**Progress Metric: Walkthroughs**

**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:**  
**1st quarter**

Grade Level	# of teachers	Mini-lesson		Independent Reading/Writing		Small Group Reading		Conferences		Read Aloud		Group Share		Classroom Environment	
		#Fidelity	#Classes	#Fidelity	#Classes	#Fidelity	#Classes	#Fidelity	#Classes	#Fidelity	#Classes	#Fidelity	#Classes	#Fidelity	#Classes
K	2			2	2	2	2							2	2
1	5	2	3	2	2	1	1	1	1			1	1	5	5
2	3	1	1	0	1	0	1							2	3
3	3	2	3											3	3
4	2	1	1	2	2			2	2					2	2

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5	2	1	1	1	1	0	1							1	2
1 Q Total	17	7	9	7	8	3	5	5	5	0	0	1	1	15	17
% Implement ation		78%		88%		60%		100%				100%		88%	

Qtr. 2:  
Qtr. 3:  
Qtr. 4:

<b>ACTION STEPS:</b>	<b>TIME LINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Conduct walkthroughs, analyze results and communicate data with staff.		
2) Offer small group literacy supports through coaching cycles, book studies and PLC visits with the literacy team.		

**SMART STRATEGY # 6 AND MEASUREMENT:**  
 100% of Castlio students not meeting grade level benchmarks AT THE END OF EACH QUARTER will be considered for research based interventions ACCORDING TO DATA TRIGGER SHEET.

**Person Responsible for Reporting Progress:** Administrators, Lit Coach, EDCs, PLCs, Data Team  
**Progress Metric:** Gates Assessment (Yearly), Assessment Wall, District Reading Summative, AIMSWeb

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**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:**  
**Qtr. 1: Building data team has met twice and provided PLC's students identified as needing a diagnostic. PLC's have administered diagnostics and met to place students in intervention. Interventions began Oct. 24 grades 1-5.**  
**Qtr. 2: Kindergarten gave diagnostics to identified students and interventions will begin 3rd quarter.**  
 Qtr. 3:  
 Qtr. 4:

ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<b>1) Data teams will analyze district assessment data to:</b> - identify students who do not meet benchmarks on two or more assessments for potential placement in intervention - identify students who no longer are not meeting benchmark on 2 or more assessments for potential removal from intervention		
<b>2) DRA 2 will be given to all students not meeting benchmark on 2 or more assessments in grades 2-5. PASI will be given to all students not meeting benchmark on 2 or more assessments in grades K-1.</b>		

**ATTENDANCE**

**1 YEAR GOAL:**

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Castlio Elementary will maintain attendance percentage of 97.9% or improving from last year (96.8%) as measured by the 90/90 report.										
<b>1 YEAR GOAL - UPDATE/ADJUSTMENTS:</b>										
<b>SMART STRATEGY #1 AND MEASUREMENT:</b> Castlio Elementary will decrease the number of students missing 10% of student attendance days as measured by 90/90 report. At the end of the 2016-2017 school year we had 22 students missing 10% or more of student attendance days. We need to decrease this to 19. <b>Person Responsible for Reporting Progress: Administrators, Counselors, BIS</b> <b>Progress Metric: 90/90 report, Infinite Campus (10+ absences report), Tableau</b>										
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b> <b>90/90 Report 2017-2018</b>										
<b>August</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>March</b>	<b>Apr.</b>	<b>May</b>	
<b>89.7</b>	<b>93.3</b>	<b>94.1</b>	<b>94.3</b>							
As of November 20th, 44 students have an attendance percentage at 90% or below.										
<b>ACTION STEPS:</b>							<b>TIME LINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>		



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<p><b>1)</b> Track daily, monthly and yearly attendance.</p>	<p><b>Ongoing: Weekly, Quarterly, Semester</b></p>	<p><b>Administrator, Counselor</b></p>
<p><b>2)</b> Provide Tier 1 supports (0-10 days): Communicate attendance policy and importance of the attendance to students and parents, respond to every absence, identify data patterns including sub groups, and provide incentives that acknowledge students with perfect quarterly attendance and students who met attendance goals. <i>. (Communicating- Key 2)</i></p>	<p><b>Ongoing</b></p>	<p><b>Administrator, Counselor, Check In/Check out Teachers</b></p>
<p><b>3)</b> Provide Tier 2 supports (10-15 days): Attendance contract/individual goal setting, STAT meeting, reteach attendance policy and teach routines at home. Make contact with families, phone calls and home visits as needed. <i>(Parenting- Key 1)</i></p>	<p><b>Ongoing</b></p>	<p><b>Administrator, Counselor, Special Education Teachers</b></p>
<p><b>4)</b> Provide Tier 3 supports (15+ days): revisit STAT team and nurse, home visits, outside agency referral. <i>(Collaborating with the Community- Key 6)</i></p>	<p>Daily, as needed</p>	<p>Administrators, Attendance Site Council Team, BIS</p>

# Castlio Elementary 17-18 School Improvement Plan

## BEHAVIOR

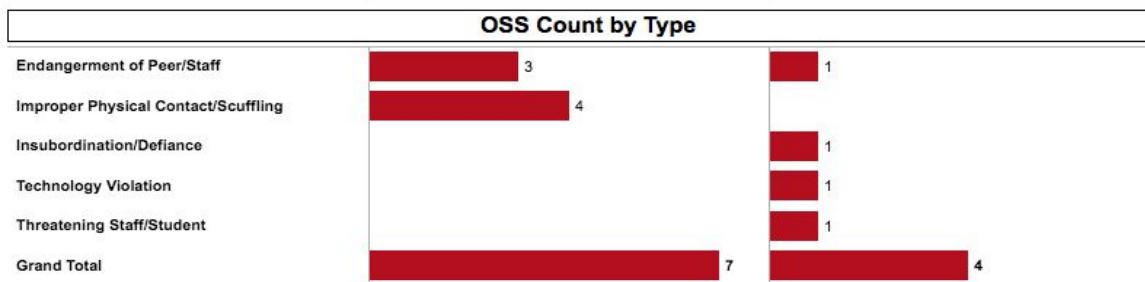
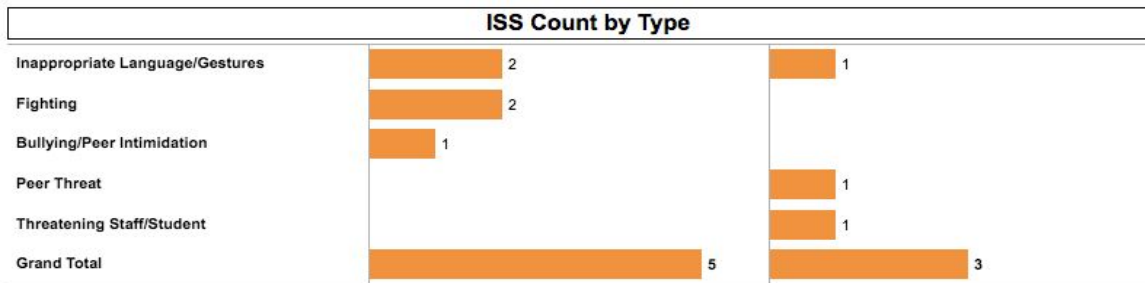
### 1 YEAR GOAL:

- By the end of the 17-18 school year, (School) will decrease the number of incidents of OSS from 12 in 16/17 to 10 in 17/18.
- By the end of the 17-18 school year, (School) will decrease the number of incidents of ISS from 17 in 16/17 to 15 in 17/18.

### 1 YEAR GOAL - UPDATE/ADJUSTMENTS:

2016-2017

2017-2018



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<p><b>SMART STRATEGY #1 AND MEASUREMENT:</b>                  Improper physical contact and inappropriate language accounted for 14 of our ISS and OSS.</p> <ul style="list-style-type: none"> <li>● Decrease the # of incidents of improper physical contact (3) resulting in ISS from 3 to 2.</li> <li>● Decrease the # of incidents of inappropriate language (6) resulting in ISS from 6 to 4.</li> <li>● Decrease the # of incidents of improper physical resulting in OSS from 5 to 3.</li> </ul> <p><b>Person Responsible for Reporting Progress: Administrators, Behavior Team, Counselors</b>  <b>Progress Metric: Infinite Campus, Tableau</b></p>		
<p><b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b></p>		
<p><b>ACTION STEPS:</b></p>	<p><b>TIME LINE:</b></p>	<p><b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b></p>
<p>1. Provide Tier 1 supports for students with 0-2 office referrals by providing the following:</p> <ul style="list-style-type: none"> <li>- Communicate behavior expectations to students and parents twice annually.</li> <li>- Recognize students for following expectations and displaying leadership qualities by announcing daily cougar paws.</li> <li>- Track and monitor behavior data (weekly or monthly).</li> <li>- Give all teachers a “Restorative Menu” to help teachers begin to implement within their classrooms.</li> </ul>	<p><b>Ongoing: Weekly, Quarterly, Semester</b></p>	<p><b>Administrator, Counselor</b></p>

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<ul style="list-style-type: none"> <li>- Use restorative questions with students who have harmed and who have been harmed to work to repair the relationship.</li> </ul> <p><b><i>(Communicating- Key 2)</i></b></p>		
<p>2. Provide Tier 2 supports for students with 3-5 office referrals, 1 incident of ISS or OSS by providing the following:</p> <ul style="list-style-type: none"> <li>- Provide small group interventions based on data to support student needs (social skills, etc)</li> <li>- Provide Check-in and Check-Out/mentoring for students meeting triggers</li> <li>- Provide a time to meet with students who had ISS or OSS prior to student re-entering the classroom with administrator, teacher and/or parent.</li> <li>- Use restorative questions to help set goals or commitments the student can make to correct the behavior that is resulting in the office referrals.</li> </ul>	<b>Ongoing</b>	<b>Administrator, Counselor, Check In/Check out Teachers</b>
<p>3. Provide Tier 3 supports for students with 6 or more office referrals, 2 or more incidents of ISS or OSS by providing the following:</p> <ul style="list-style-type: none"> <li>- Team to meet with student and parent to develop plan for success</li> <li>- Re-entry conference with parents and teacher for students returning from OSS</li> <li>- Continue using restorative questions to revise goals and commitments made by students.</li> <li>- Develop an informal functional assessment</li> <li>- Coordinate outside services to support student</li> </ul> <p><b><i>(Collaborating with the Community- Key 6)</i></b></p>	<b>Ongoing</b>	<b>Administrator, Counselor, Special Education Teachers</b>
<p><b>SMART STRATEGY #2 AND MEASUREMENT:</b></p>		

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Castlio will decrease the % of students who say they have been bullied in the past year by 3%. Current baseline data from 2016-2017 school year was 30% of students felt they were bullied.

**Person Responsible for Reporting Progress: Administrator, Counselor, Behavior Team**

**Progress Metric: Student Survey bullying question**

**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:**

**Qtr. 1:**

August: Counselors review bullying matrix at COC's

**Qtr. 2:**

**Qtr. 3:**

**Qtr. 4:**

**ACTION STEPS:**

**TIME  
LINE**

**PERSON  
RESPONSIBLE FOR  
REPORTING  
PROGRESS**

1) Review the COC at the beginning and middle of the year, specifically focusing on: "What is bullying?" Describing the difference between bullying, teasing, conflict and mean moments.

2) Counselors will teach bullying lessons to students through the classroom guidance curriculum.

**CLIMATE**

## Castlio Elementary 17-18 School Improvement Plan

<p><b>1 YEAR GOAL:</b>                  Castlio will monitor Climate for the 2017-2018 school year using the Staff, Parent and Student surveys.                  No formal goal or action step will be written.</p>
<p><b>1 YEAR GOAL - UPDATE/ADJUSTMENTS:</b></p>

<p><b>SMART STRATEGY #1 AND MEASUREMENT:</b>                  Person Responsible for Reporting Progress: Administrators                  Progress Metric:</p>		
<p><b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>                  Qtr. 1:                  Qtr. 2:                  Qtr. 3:                  Qtr. 4:</p>		
<b>ACTION STEPS:</b>	<b>TIME LINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
<p><b>SMART STRATEGY #2 AND MEASUREMENT:</b>                  Person Responsible for Reporting Progress:</p>		

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<b>Progress Metric:</b>		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>Qtr. 1:</b> <b>Qtr. 2:</b> <b>Qtr. 3:</b> <b>Qtr. 4:</b>		
<b>ACTION STEPS:</b>	<b>TIME LINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS</b>
1)		
2)		
3)		