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| **School Improvement Criteria** | **Coaching Look Fors/Success Criteria** |
| **ELA**   * By 2022, the percentage of students on track or college & career ready on NSCAS-ELA will increase by 5% * Increase 5% of the students identified as meeting or exceeding projected growth on MAP assessment. * Increase the percent of EL students taking ELPA and scoring at a proficient level from 8% to 13%.   **Content Specific Strategy**  **Teachers will design Learning Targets to help students improve their proficiency in Speaking, Writing, Reading, and Listening (SWRL).** | * Evidence of writing includes the use of Sentence Frames, Academic Conversations, and Academic Vocabulary (ex: anchor charts, graphic organizers, word walls, picture dictionary, visuals, cooperative learning structures etc.). * Evidence of writing in student artifacts (ex. exit tickets, journals, cooperative learning structures, respond to reading, writing samples, HMH research projects, etc.) * Students practicing writing while engaged in reading, writing, listening, and/or speaking through activities for the duration of the lesson. |
| **Math**   * By 2022, the percentage of students on track or college & career ready on NSCAS-M will increase by 5% * Increase 5% of the students identified as meeting or exceeding projected growth on MAP assessment.   **Content Specific Strategy**  **Teachers will design Learning Targets to help students improve their proficiency in Speaking, Writing, Reading, and Listening (SWRL).** | * Evidence of writing includes Sentence Frames, Academic Vocabulary, and Math Talk being used (ex: interactive notebooks, whiteboards, anchor charts, graphic organizers, manipulatives, productive struggle, cooperative learning structures, etc.) * Evidence of writing in student artifacts (ex: interactive student notebooks, common assessments, exit tickets, bell work, Zearn, cooperative learning structures, etc.) * Students practicing writing while engaged in reading, writing, listening, and/or speaking through activities for the duration of the lesson. |
| **Science**   * On NSCAS, Castelar will increase the percentage of students identified as “on track” or “college and career ready” by 5% * On MAP, Castelar will increase the percent of students identified as “meeting” or “exceeding” projected growth goals, by 5%   **Content Specific Strategy**  **Teachers will design Learning Targets to help students improve their proficiency in Speaking, Writing, Reading, and Listening (SWRL).** | * Evidence of writing includes Sentence Frames, Science Talk, and Academic Vocabulary being used (ex: anchor charts, graphic organizers, three-dimensional lessons, interactive science notebooks, cooperative learning structures, etc.) * Evidence of writing in student artifacts (ex. common assessments, exit tickets, interactive science notebooks, cooperative learning structures, etc.) * Students practicing writing while engaged in reading, writing, listening, and/or speaking through activities for the duration of the lesson. |
| **MTSSB**   * On SAS and TFI there will be a 5% increase in the use of Effective Classroom Practices and school wide use of specific positive feedback. * 80% of Tier 2 students will successfully fade out of the intervention as measured by Tier 2 data.   **Content Specific Strategy**  **Tier 1:** Consistently focus on schoolwide management strategies using common language across blended or remote settings. This includes teaching specific expected behavior and providing frequent positive reinforcement for expected behavior.  ***Tier 2:*** *Focus on Tier 2 students by using a CICO system with positive feedback after each subject transition.* | * Consistent use of behavior expectations using the common language on school’s behavior matrix. * Positive specific feedback 4:1 * Use of cardinal cash in a blended setting. * Direct instruction of expected behaviors for Tier 2 students * Decrease the number of office and PAC referrals |
| **Attendance**   * By 2022, Castelar will increase the number of students in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days in the year.     **Content Specific Strategy**  Attendance data will be monitored and shared to identify students for intervention and align resources for these students | * Weekly Attendance Team meetings to review attendance data, identify and review students for intervention, and provide additional supports. * Implement Success Mentoring Program to build positive relationships with select students * Establish attendance and Strive for 95 incentives and/or recognition. |

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| **Staff Meeting Dates** | **Grade Level/Team/Department Meeting Dates** |
| Monday, August 30,2021  Monday, September 13, 2021  Monday, September 27, 2021  Monday, October 11, 2021  Monday, October 25, 2021  Monday, November 15, 2021  Monday, November 29, 2021  Monday, December 6, 2021  Monday, January 10,2022  Monday, January 24, 2022  Monday, February 7, 2022  Monday, February 28, 2022  Monday, March 21, 2022  Monday, April 4, 2022  Monday, April 25, 2022  Monday, May 2, 2022  Monday, May 16, 2022 | **Grade Level Meetings:**  September 8, 2021 (pm) & September 92021 (am)  September 22, 2021 (pm) & September 23, 2022 (am)  October 7, 2021 (pm) & October 11, 2021 (am(  October 26, 2021 (pm) & October 27, 2021 (am)  November 9, 2021 (pm) & November 10, 2021 (am)  November 30, 2021 (pm) & December 1, 2021 (am)  December 15, 2021 (pm) & December 16, 2021 (am)  January 12, 2022 (pm)& January 13, 2022 (am)  January 27, 2022 (pm) & January 31, 2022 (am)  February 14, 2022 (pm) & February 15, 2022 (am)  February28, 2022 (pm) & March 1, 2022 (am)  March 23, 2022 (pm) & March 24, 2022 (am)  April 6, 2022 (pm) & April 7, 2022 (am)  April 21, 2022 (pm) & April 25, 2022 (am)  May 4, 2022 (pm) & May 5, 2022 (am)  May 17, 2022 (pm) & May 18, 2022 (am) |
| **District Professional Development Days**  August Curriculum Days (1.0 day) - (To be pre-populated by CIS if appropriate)  October Curriculum Day (1.0 days) - (To be pre-populated by CIS if appropriate)  October Elementary Team Planning Day  Februray Curriculum Day (To be pre-populated by CIS if appropriate)  April Professional Development Day  April Articulation Day  May Professional Development/Teacher Planning  **Building Level Professional Development Topics**  Writing across content areas  How to incorporate anchor chart into writing  Interactive Journaling  Word walls and how to connect them to writing  Using text frames to support writing  Trauma informed instruction  How to implement SWRL into writing  Making writing Kindergarten friendly  How to keep expectations high without watering down the lesson  Apple classroom and how to monitor students while on tech  How to incorporate exit tickets to promote more writing  Writing ideas in math  Connecting math talk to math journaling  Writing great writing mini lessons  Using CLI website/HMH videos/website to support writing instruction  Using Nearpod to support writing across content areas  HMH Resources  Reflext Math  Using SeeSaw to support learning  Self Care for Staff and Students  **MTSS-B Topics**  Re-teaching Procedures and Routines & Building Strong Student Relationships  Frequency, Duration, Intesity while using Cardinal Cash to reinforce behaviors  De-Escalating techniques & Active Supervision | |