

**School Name:** Castelar Elementary

<p><b>District Intended Summative Outcome:</b> -Increase the use of MTSS-B Essential Components and Effective Classroom Practices to increase learning time and improve classroom behavior. Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard. (District-wide, resolutions decreased by 3% during the 19-20 school year.)</p>	
<p><b>School MTSS-B Goal:</b>  <b>Tier 1-</b> Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 5% in each SAS system: Schoolwide, Non-Classroom and Classroom.  <b>Tier 2-</b> Select a group of pilot teachers to Implement a system for identifying and monitoring students with frequent minor problem behavior incidents. 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard.</p>	
<p><b>Strategies:</b>  <b>Tier 1</b></p> <ul style="list-style-type: none"> <li>• Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices.</li> <li>• Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity.</li> <li>• Attend Tier 1 Trainings.</li> <li>• Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches.</li> <li>• Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.</li> <li>• Staff will consistently follow the school’s Behavior Flowchart to address behavior incidents.</li> </ul>	<p><b>Strategies:</b>  <b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions.</li> <li>• Tier 2 team will meet twice a month to review data and assess student intervention</li> <li>• Identify a Building Coach for Tier 2 who will attend district meetings.</li> <li>• Develop and use a Tier 2 guide and document Tier 2 implementation.</li> <li>• Attend Tier 2 trainings and meetings.</li> <li>• Tier 2 coordinator will connect with facilitators and parents regarding student participation and progress</li> </ul>
<p><b>Success Criteria:</b>  <b>Tier 1</b></p> <ul style="list-style-type: none"> <li>• Staff will teach, model and practice behavior expectations using the lessons and language from the school’s behavior matrix.</li> <li>• Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students.</li> <li>• School-wide acknowledgement system, Cardinal Cash will be used to reinforce student behavior while providing descriptive</li> </ul>	<p><b>Success Criteria:</b>  <b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Team will develop decision rules for Tier 2 nominations.</li> <li>• Staff will assist monitoring and implementing Tier 2 interventions.</li> </ul>

<p>feedback.</p> <ul style="list-style-type: none"> <li>• Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.</li> <li>• Having fewer ODR and PAC referrals</li> </ul>	
<p><b>Progress Monitoring:</b> <b>Tier 1</b> The MTSS-B Tier 1 team will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of Tier 1 practices through annual administration of the Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI).</li> <li>• Use the Behavior Dashboard and other forms of data to determine trends in student behavior.</li> <li>• Cardinal Cash monthly checks</li> </ul>	<p><b>Progress Monitoring:</b> <b>Tier 2</b> The MTSS-B Tier 2 team will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of Tier 2 interventions through the annual administration of the SAS, TFI and DPR.</li> <li>• Use the OPS Tier 2 Dashboard and other sources of behavior data to monitor fidelity of Tier 2 interventions in order to see an increase in appropriate classroom behavior.</li> </ul>
<p><b>Monitor and Adjust:</b> <b>Tier 1</b> The MTSS-B Tier 1 Team will:</p> <ul style="list-style-type: none"> <li>• Review Big Five behavior data and create and monitor monthly Action Plans to increase positive student behavior school wide.</li> <li>• Adjust lesson plans, acknowledgement system and other practices.</li> <li>• Provide on-going professional development based on needs identified by the team.</li> <li>• Monthly Sway, morning note, weekly reminders of the Eight Effective Practices</li> </ul>	<p><b>Monitor and Adjust:</b> <b>Tier 2</b> The MTSS-B Tier 2 Team will:</p> <ul style="list-style-type: none"> <li>• Review behavior data, implementation fidelity and make needed adjustments to the interventions for students in need of Tier 2 supports.</li> <li>• Meet twice monthly to monitor the efficacy of the selected interventions.</li> <li>• Work jointly with the Tier 1 team to provide professional development on Tier 2 interventions.</li> </ul>
<p>Quarterly SIP Review meetings</p> <ol style="list-style-type: none"> <li>Review SIP goals, strategies and PD plan and adjust PD based on the need</li> <li>Review all progress monitoring measures</li> <li>Identify which progress monitoring measures were completed and achieved (provide evidence of success)</li> <li>Identify which progress monitoring measures were incomplete and/or not achieved (provide evidence of effort)</li> <li>Conduct building walk identifying evidence of growth from previous quarter</li> <li>Discuss adjustments needed to the plan</li> </ol> <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> <li>Adjust SIP plan (including PD plan) based on progress monitoring measures, after communicating and receiving input from staff</li> <li>Upload adjusted plan to Instructional Leadership SharePoint</li> <li>Send notes of SIP Review meeting to CIS leadership</li> </ol>	

**Budget/Resource Alignment –**

What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

Elementary School Name: Castelar Elementary School

**District Intended Summative Outcome:**

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments ELA will increase compared to the previous year. *Spring 2019 rate 38%; Goal rate for Spring 2020 46%*

**School ELA Goals:**

**1. NSCAS Summative Goal**

For NSCAS ELA summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 7.6%. *Spring 2019 rate 23.9%; Goal rate for Spring 2020 31.5%*

**2. MAP Interim Assessment Goals**

- a. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 7.2%. *Spring 2019 rate 28%; Goal rate for Spring 2020 35.2%*
- b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 6%. *Spring 2019 rate 39.4%; Goal rate for Spring 2020 45.4%*

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

**Instructional Target: Building a classroom community of active learning across content areas.**

- 1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards (College and Career Ready, Assessment)
- 2. Focus on student needs within groups and provide literacy opportunity for growth (College and Career Ready, Assessment)
- 3. *At the independent level provide a wide variety of engagement activities that are relevant to student learning* (College and Career Ready, Assessment)
- 4. Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act (College and Career Ready, Assessment)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1.	<ul style="list-style-type: none"> <li>a. Lessons and plans align with A+ Curriculum Guides</li> <li>b. Lessons and plans reflect high yield strategies</li> <li>c. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm</li> </ul>	<ul style="list-style-type: none"> <li>a. Evidence observed during coaching visits and lesson plan checks</li> <li>b. <b>80%</b> of students score basic, proficient, or advanced on common assessments and 100% of students show growth in formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>a. As determined by grade level pacing guides</li> <li>b. Fall, Winter, and Spring MAP assessments</li> </ul>	<p>Quarter 1:</p> <ul style="list-style-type: none"> <li>a. Lesson plan checks note teachers using district adopted curriculum guides</li> <li>b. MAP Assessment administered as baseline data</li> <li>c.</li> <li>d.</li> </ul> <p>Quarter 2:</p> <ul style="list-style-type: none"> <li>a. Lesson plan checks note teachers using district adopted curriculum guides</li> </ul>

	<ul style="list-style-type: none"> <li>d. Common formative assessments are selected, administered, and collaboratively discussed</li> </ul>	<ul style="list-style-type: none"> <li>c. <b>5%</b> increase in number meeting growth goals on MAP assessments</li> </ul>	<ul style="list-style-type: none"> <li>c. As determined by classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>b. MAP assessment administrator in January</li> <li>c.</li> <li>d.</li> <li>Quarter 3:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d.</li> </ul> </li> <li>Quarter 4:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d.</li> </ul> </li> </ul>
<p>2. Focus on student needs within groups and provide relevant literacy opportunity for growth during small group and at the independent level</p>	<ul style="list-style-type: none"> <li>a. Benchmark assessments administered according to Testing Calendar</li> <li>b. Running records administered as needed based on student comprehension needs</li> <li>c. Use literacy Continuum as a guide</li> </ul>	<ul style="list-style-type: none"> <li>a. Evidence observed during coaching visits</li> <li>b. 80% of running records show growth</li> <li>c. Evidence of active participation in student work</li> </ul>	<ul style="list-style-type: none"> <li>a. coaching visits</li> <li>b. According to testing calendar</li> <li>c. Discussed one per quarter at GST meetings with literacy facilitator</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 1:                             <ul style="list-style-type: none"> <li>a. Benchmarks appropriately administered</li> <li>b. Data Tracking Document note Benchmark scores</li> <li>c. GST Meeting</li> </ul> </li> <li>Quarter 2:                             <ul style="list-style-type: none"> <li>a. Running Records reviewed at Jan. 6<sup>th</sup> meeting</li> <li>b. Data Tracking Document note running records</li> <li>c. GST meeting – Jan. 6<sup>th</sup></li> </ul> </li> <li>Quarter 3:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> <li>Quarter 4:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> </ul>
<p>3. <b>Tier 2</b> - Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act</p>	<ul style="list-style-type: none"> <li>a. Phonics Mastery Guides taught daily beginning during quarter 1</li> <li>b. Progress monitoring every 5 days</li> </ul>	<ul style="list-style-type: none"> <li>a. Coaching visits show evidence of fidelity 100% of the time</li> <li>b. 100% of participating students show growth</li> </ul>	<ul style="list-style-type: none"> <li>a. Discussed at grade level meetings as needed</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 1:                             <ul style="list-style-type: none"> <li>a. Classroom checks with 100% implementation</li> <li>b.</li> </ul> </li> <li>Quarter 2:                             <ul style="list-style-type: none"> <li>c. Classroom checks with 100% implementation</li> <li>d.</li> <li>e.</li> </ul> </li> <li>Quarter 3:                             <ul style="list-style-type: none"> <li>f.</li> <li>g.</li> </ul> </li> <li>Quarter 4:                             <ul style="list-style-type: none"> <li>h.</li> <li>i.</li> </ul> </li> </ul>

**Monitor and Adjust –**

Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]

1. Review SIP goals, strategies and PD plan
2. Review progress monitoring measures
3. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
4. Identify which progress monitoring measures were not achieved (provide evidence of effort)
5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
6. Conduct building walk identifying evidence of growth from previous quarter
7. Discuss adjustments needed to the plan

After the SIP Review meeting -

1. Adjust SIP plan based after receiving input from staff
2. Upload adjusted plan to Instructional Leadership SharePoint
3. Send notes of SIP Review meeting to CIS leadership

Elementary School Name: Castelar Elementary

**District Intended Summative Outcome:**

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments Math will increase compared to the previous year. *Spring 2019 rate 37.1%; Goal rate for Spring 2020 40%*

**School Math Goals:**

**1. NSCAS Summative Goal**

For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 8.1%. *Spring 2019 rate 18.7 %; Goal rate for Spring 2020 26.8%*

**2. MAP Interim Assessment Goals**

- a. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 7.7%. *Spring 2019 rate 22.8%; Goal rate for Spring 2020 30.5%*
- b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 6.1%. *Spring 2019 rate 38.3%; Goal rate for Spring 2020 44.5%*

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

**Instructional Target: Building a classroom community of active learning across content areas.**

- 1. Engage all students in high-quality tasks that promote problem solving skills through productive struggle (College, Career, and Civic Ready)
- 2. Utilize Common Assessments along with other data sources such as MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Engage all students in high-quality tasks that promote problem solving skills through productive struggle	<ul style="list-style-type: none"> <li>a. Students engage in high-quality tasks</li> <li>b. Teacher self-assessment Survey</li> <li>c. High-quality tasks and discussion in lesson plans and grade level meetings</li> </ul>	<ul style="list-style-type: none"> <li>a. During productive struggle lesson 75-90% of students are actively engaged in the high-quality task.</li> <li>b. Teachers will use student artifacts to determine follow up lessons.</li> <li>c. Review teacher self-assessment survey to determine future professional development</li> <li>d. Grade level notes will reflect collaboration and discussion on high quality task implementation</li> </ul>	<ul style="list-style-type: none"> <li>a. Coaching visits with lesson plan checks</li> <li>b. Quarterly grade level meetings</li> </ul>	Quarter 1: <ul style="list-style-type: none"> <li>a. 50% math coaching walk throughs</li> <li>b. GST Meeting Notes 10-17-19</li> <li>c.</li> </ul> Quarter 2: <ul style="list-style-type: none"> <li>a. Learning walk data</li> <li>b. GL Meeting notes 1-6-20</li> <li>c.</li> </ul> Quarter 3: <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> Quarter 4: <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul>

<p>2. Utilize Common Assessments along with other data sources such as, MAP, ongoing formative assessments, etc. as a part of the instructional process</p>	<p>a. Students progress toward standards on district common assessments b. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm c. Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed</p>	<p>a. 80% of students score basic, proficient, or advanced on common assessment with 100% students showing growth on formative assessments b. 5% increase in number meeting growth goals MAP assessment c. Quarterly grade level meeting agendas reflect time for staff to analyze assessment data</p>	<p>a. As determined by A+ Curriculum Guides for each grade level b. Fall, Winter, and Spring MAP assessments c. 1x per quarter or as determined by timing of assessments</p>	<p>Quarter 1: a. Grade Level Notes 10-17-19 b. MAP administer – Sept. Baseline data collected on data tracking c. Quarter 2: a. GL Notes 1-6-20 b. MAP Assessment - January c. Quarter 3: a. b. c. Quarter 4: a. b. c.</p>
<p><b>Monitor and Adjust –</b></p> <p>Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]</p> <ol style="list-style-type: none"> <li>1. Review SIP goals, strategies and PD plan</li> <li>2. Review progress monitoring measures</li> <li>3. Identify which progress monitoring measures were completed and achieved (provide evidence of success)</li> <li>4. Identify which progress monitoring measures were not achieved (provide evidence of effort)</li> <li>5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan</li> <li>6. Conduct building walk identifying evidence of growth from previous quarter</li> <li>7. Discuss adjustments needed to the plan</li> </ol> <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> <li>1. Adjust SIP plan based after receiving input from staff</li> <li>2. Upload adjusted plan to Instructional Leadership SharePoint</li> <li>3. Send notes of SIP Review meeting to CIS leadership</li> </ol>				



Elementary School Name: Castelar Elementary School

**District Intended Summative Outcome:**

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments Science will increase compared to the previous year. *Spring 2019 rate 56.3%; Goal rate for Spring 2020 62%*

**School Science Goals:**

**1. NSCAS Summative Goal**

For NSCAS Science summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 5.3%. *Spring 2019 rate 46 %; Goal rate for Spring 2020 52%*

**2. MAP Interim Assessment Goals**

- a. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 6.3 %. *Spring 2019 rate 36.8%; Goal rate for Spring 2020 43.1%*
- b. For Spring Science MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5.4%. *Spring 2019 rate 45.6%; Goal rate for Spring 2020 51%*

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

All teachers will utilize the A+ Curriculum Guide, Evidence Statements and the core resource, Elevate science, to plan and deliver instruction based on Nebraska’s College and Career Ready Standards for Science:

- 1. Provide opportunities for students to engage in the Science and Engineer understanding of the Disciplinary Core Ideas and Crosscutting Concepts (College, Career, and Civic Ready)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Provide hands on opportunities for students to engage in the Science and Engineering Practices to demonstrate an understanding of the Disciplinary Core Ideas and Crosscutting Concepts	<ul style="list-style-type: none"> <li>a. Students engage in Science and Engineering Practices</li> <li>b. Common summative assessments administered according to A+ Curriculum Guide</li> <li>c. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm</li> <li>d. Common formative assessments are selected,</li> </ul>	<ul style="list-style-type: none"> <li>a. Evidence observed during coaching visits and lesson plan checks</li> <li>b. <b>80%</b> of students score basic, proficient, or advanced on common assessments and 100% of students show growth in formative assessments</li> <li>c. <b>5%</b> increase in number meeting growth goals and grade level norms from each test administration</li> </ul>	<ul style="list-style-type: none"> <li>a. Ongoing coaching visits and lesson plan reviews</li> <li>b. As determined by grade level pacing guides</li> <li>c. Fall, Winter, and Spring MAP assessments</li> </ul>	<p>Quarter 1:</p> <ul style="list-style-type: none"> <li>a. Lesson plans note use of science curriculum</li> <li>b. Teachers using curriculum guides</li> <li>c. Science MAP assessed – baseline data collected</li> <li>d.</li> </ul> <p>Quarter 2:</p> <ul style="list-style-type: none"> <li>a. LW data collect – not enough visits during science</li> <li>b. Teachers using curriculum guides</li> <li>c. Science MAP assessed – January</li> <li>d.</li> </ul>

	administered, and collaboratively discussed		d. As determined by classroom teachers each quarter	<p>Quarter 3: a. b. c. d.</p> <p>Quarter 4: a. b. c. d.</p>
<p><b>Monitor and Adjust –</b></p> <p>Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]</p> <ol style="list-style-type: none"> <li>1. Review SIP goals, strategies and PD plan</li> <li>2. Review progress monitoring measures</li> <li>3. Identify which progress monitoring measures were completed and achieved (provide evidence of success)</li> <li>4. Identify which progress monitoring measures were not achieved (provide evidence of effort)</li> <li>5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan</li> <li>6. Conduct building walk identifying evidence of growth from previous quarter</li> <li>7. Discuss adjustments needed to the plan</li> </ol> <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> <li>1. Adjust SIP plan based after receiving input from staff</li> <li>2. Upload adjusted plan to Instructional Leadership SharePoint</li> <li>3. Send notes of SIP Review meeting to CIS leadership</li> </ol>				

Please note: These are sample goals to be used in conjunction with the binder. The Wellness Binder should hold the documentation (e.g., agendas, sign in sheets, etc.). Wellness Plans and corresponding documentation should be kept for three years.

**Middle School Name:** Castelar Wellness Plan

Elementary, Middle, or High School versions

**School Improvement Plan Growth Goals  
2019-2020**

**District Intended Wellness Outcomes:**

Increase the number of wellness strategies implemented district-wide by 2%.

**School Wellness Goal Samples: (Please select at least one goal)**

- Provide opportunities for students and families to increase their awareness of healthy eating.
- Increase access to physical activity by offering 15 minutes of activity in addition to scheduled PE time during the school day.

**Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy):**

**Nutrition Standards**

- Compliance with required Smart Snack guidelines (no food sold from midnight to 30 minutes after dismissal that does not meet the Smart Snack requirement, food label entry into [www.healthiergeneration.org/calculator](http://www.healthiergeneration.org/calculator) to determine Smart Snack compliance)
- No food or beverages sold from midnight to 30 minutes after dismissal on a school day unless the food or beverage sold meets the requirement food label entry in [www.healthiergeneration.org/calculator](http://www.healthiergeneration.org/calculator) used to determine Smart Snack compliance

**Nutrition Education:**

- Educate staff, students, and families about food labels (e.g., showing the amount of sugar in a cup of juice, displaying the calories and nutrition in soft drinks and energy drinks, etc.)
- Provide reminders about the benefits of increasing water consumption
- Offer fruit as an alternative to carbohydrate snacks as a treat or snack
- Provide recommended list of healthy snack choices to students, staff, parents, and administrators
- Explain the importance of menu planning and food prep in eating right and avoiding impulse eating
- Discuss alternative food choices that will assist in enjoying celebrations without interfering with healthy eating
- Invite a dietician from OPS or a grocery store to discuss healthier eating with students and/or staff members
- Provide opportunities for families to increase their awareness of healthy eating by having a wellness table at Parent/Teacher Conferences.

**Physical Activity:**

- Provide extra gym/recess time as a reward for good attendance or meeting MTSS-B cardinal cash goals
- Offer recess before lunch
- Establish walking groups for staff and/or students
- PE Teacher provides instruction to school staff on games that include physical activity and can be used with students inside or outside in addition to PE time
- Allow students time for movement throughout the day (e.g., brain breaks)

**School Based Activities that Relate to Nutrition and Physical Activity (i.e., General Wellness):**

- Present general health and wellness information at regular staff meetings (e.g., stress management, benefits of walking, how to read a nutrition label, etc.)
- Promote health and wellness messages in school communications (e.g., school newsletter, website, etc.)
- Plan for a wellness activity at each school family night to promote healthy eating and increased physical activity.

**Success Criteria:**

- Increase number of participants in the school's identified wellness activity
- Increase number of wellness activities offered to students and/or staff members during the school year

**Monitoring Progress: (Documentation should be kept in the Wellness Binder)**

- Agendas, sign in sheets, and meeting minutes from school wellness committee meetings
- Wellness Activity Documentation (e.g., number of staff members who participated in a staff meeting in discussion of a wellness topic.)
- School Family Night sign in sheets to document the number of families attending wellness rotation.
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**Monitor and Adjust:**

- Monthly check
- Monthly newsletter
- Family night attendance
- Opportunities to checkout books from library
- Grab and go breakfast
- PE class and 15 minutes for extra recess
- Brain breaks
- Celebration policies posters posted in each classroom
- Promote and share flyers about after school activities (swimming lessons, soccer teams, etc)

Elementary School Name: Castelar Elementary Attendance GOAL

**District Intended Summative Outcome:**

Promoting and increasing daily student attendance, our district will increase the number of students in the NOT CHRONIC (green) domain by **2%**.

2018-2019 Achievement: 47% Goal Achievement: 49%

**School Attendance Goal:**

Our school will increase the number of students in the NOT CHRONIC (green) domain by **2%**. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.

2018-2019 Achievement: 51% Goal Achievement: 53%

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

- Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, counselors, social worker, and attendance secretary. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Implement Success Mentoring Program (Success Mentors). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- ??? Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
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Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, counselors, social worker, and attendance secretary. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)	<ul style="list-style-type: none"> <li>a. SSLs plan and facilitate weekly attendance meeting</li> <li>b. Attendance Team members attend weekly Attendance Meetings and complete assigned tasks</li> <li>c. Building Leaders attend SSL Facilitated Attendance Meetings</li> </ul>	<ul style="list-style-type: none"> <li>a. Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint.</li> <li>b. Review Chronic Absenteeism by School Dashboard data showing a .25% increase per quarter</li> <li>c. Building administrators review Attendance Dashboard data with Principal Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>a. Weekly</li> <li>b. Quarterly (Nov. 1, 2019, Jan 10, 2010, March 20, 2020, May 28, 2020)</li> <li>c. Quarterly (Nov. 1, 2019, Jan 10, 2010, March 20, 2020, May 28, 2020)</li> </ul>	Quarter 1: <ul style="list-style-type: none"> <li>a. Weekly meeting held</li> <li>b. Assigned tasks completed</li> <li>c. Dashboard reviewed by team</li> </ul> Quarter 2: <ul style="list-style-type: none"> <li>a. Weekly meetings held</li> <li>b. Assigned tasks completed</li> <li>c. Dashboard reviewed by team</li> </ul> Quarter 3: <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> </ul>

				<ul style="list-style-type: none"> <li>c. Quarter 4:               <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> </ul>
<p>2. The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<ul style="list-style-type: none"> <li>a. School Counselors make phone calls to parent/guardian of students who have reached 5 day milestone and document in Student Services contact log</li> <li>b. SAMPLE: Attendance Team Members/Staff work with students and families to remove attendance barriers</li> </ul>	<ul style="list-style-type: none"> <li>a. Review Attendance Dashboard Data during weekly Attendance Team Meeting.</li> <li>b. Review Attendance Dashboard data quarterly at team meetings- Quarter1, Q2, Q3, and Q4</li> <li>c. Review attendance barriers identified by parent/guardians to school counselor and how to address these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>a. Weekly</li> <li>b. Quarterly (Nov. 1, 2019, Jan 10, 2020, March 20, 2020, May 28, 2020)</li> <li>c. Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 1:               <ul style="list-style-type: none"> <li>a. Weekly meetings held</li> <li>b. Contacts made with families</li> <li>c. Meetings with parents</li> </ul> </li> <li>Quarter 2:               <ul style="list-style-type: none"> <li>a. Weekly meetings held</li> <li>b. Contacts made</li> <li>c. Meetings with parents</li> </ul> </li> <li>Quarter 3:               <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> <li>Quarter 4:               <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> </ul>
<p>3. Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<ul style="list-style-type: none"> <li>a. Staff engage daily with students promoting and recognizing attendance</li> <li>b. Teachers/Staff use methods to ensure all students feel welcome</li> <li>c. Teachers provide positive feedback to support daily attendance and promote future attendance</li> <li>d. Daily and Weekly Announcements provide attendance awareness and recognition</li> </ul>	<ul style="list-style-type: none"> <li>a. By the end of the first quarter, 80% of teachers will have a classroom incentive/recognition program and by the end of 3<sup>rd</sup> quarter 90% of teachers.</li> <li>b. SSLs provide professional development quarterly at staff trainings</li> <li>c. Review Attendance Dashboard Data during weekly Attendance Team Meeting</li> </ul>	<ul style="list-style-type: none"> <li>a. Nov. 1, 2019, March 20, 2020</li> <li>b. Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 1:               <ul style="list-style-type: none"> <li>a. Mentors/mentees established</li> <li>b. Mentor train Oct. 24th</li> <li>c. Mentors/mentees meet daily</li> </ul> </li> <li>Quarter 2:               <ul style="list-style-type: none"> <li>a. Mentor train Jan. 6th</li> <li>b. Mentors/mentees meet daily</li> <li>c.</li> </ul> </li> <li>Quarter 3:               <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> <li>Quarter 4:               <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> </ul>
<p>4. Our school will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)</p>	<ul style="list-style-type: none"> <li>a. Staff engage daily with students promoting and recognizing attendance</li> <li>b. Recognition of students' attendance daily and achieving personal goal or Strive for 95 goal.</li> </ul>	<ul style="list-style-type: none"> <li>a. Using the Attendance Dashboard, select students to participate in Attendance Mentor Programs.</li> </ul>	<ul style="list-style-type: none"> <li>a. August 1 (Select students) and monitor bi-monthly.</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 1:               <ul style="list-style-type: none"> <li>a. Perfect Attend. recognized</li> <li>b. Strive for 95 club recognized</li> <li>c. Dashboard reviewed</li> <li>d. Weekly classroom recognition at announcements</li> </ul> </li> <li>Quarter 2:               <ul style="list-style-type: none"> <li>a. Perfect Attend. recognized</li> <li>b. Strive for 95 Club recognized</li> <li>c. Dashboard reviewed</li> </ul> </li> </ul>

				<p>d. Weekly classroom recognition at announcements</p> <p>Quarter 3:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Quarter 4:</p> <p>a.</p> <p>b.</p> <p>c.</p>
<p><b>Monitor and Adjust –</b></p> <ol style="list-style-type: none"> <li>1. Conduct Weekly Attendance Team Meetings and identify barriers to attendance</li> <li>2. Conduct Weekly Attendance Team Meetings and identify students in each domain to support</li> <li>3. Conduct Monthly SSL/Designee training to support district attendance focus</li> <li>4. Monitor and process attendance milestones and County Attorney Referrals</li> <li>5. Ensure fidelity of weekly attendance team meetings through uploading of Attendance Template to Instructional Leadership SharePoint</li> <li>6. SSLs and Administrative staff provide updated attendance awareness and information based on attendance data at all School Staff Meetings and/or Team Meetings</li> <li>7. Counselors Conduct yearly PLP meetings with students</li> <li>8. Social Workers monitor and adjust available resources based on student attendance data</li> <li>9. SSLs attend diversion meetings as requested by Juvenile Assessment Center</li> <li>10. Conduct Collaborative Attendance Improvement Plan meetings with Attendance Team, student, parent/guardian</li> <li>11. SAMPLE: Conduct quarterly meetings with Principal Supervisor to review building progress and put supports in place</li> </ol>			<p><b>Budget/Resource Alignment (Title I schools)–</b></p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>	