

School Improvement Plan At-A-Glance

Francis Howell School District
2024-2025



Castlio Elementary

<p style="text-align: center;">1</p> <p style="text-align: center;">Teaching & Learning</p>	<p>Increase student achievement in ELA and math on the state assessment, while closing the achievement gap between IEP and non-IEP students.</p> <ul style="list-style-type: none"> ● PLC fidelity within the PLC process aligned to PLC framework with PLC self reflection and feedback provided by administrators <ul style="list-style-type: none"> ○ Unwrapping standards ○ Common formative assessments ○ Data discussion and PLC decisions about next steps ● Kid talk structure in every PLC meeting for first 10 minutes of PLC to discuss students at risk and Tier 1 strategies for students on IEPs ● Recruit teachers to be phonics, math or ELA ambassadors to enhance established teacher peek system where teachers can see high quality instruction in core subject areas and provide teacher peeks and debriefs monthly ● PLC peeks, where PLCs walkthrough to see instruction and debrief after, focusing on instructional strategies observed quarterly ● Provide professional development in math with Ed Plus. Participate in Train the Trainer model for ongoing PD in staff meetings, PD days and PLCs ● Use walkthrough form to gather information on phonics, small group reading and math look fors, utilizing 30 second feedback structure sent to staff after walkthrough, utilize this data to provide PD to individual PLCs
<p style="text-align: center;">2</p> <p style="text-align: center;">Culture & Climate</p>	<p>Increase the number of students who are at school at least 90% of the time and decrease the number of ODR's for physical contact.</p> <ul style="list-style-type: none"> ● Utilize EduClimber thresholds for attendance with SIP attendance data team and counselors to monitor students in each band and provide tiered support utilizing district pyramid of interventions ● Increase attendance communication from classroom teachers, followed by counselors and administrators if needed, including translated communication to families ● Utilize EduClimber thresholds for behavior with SIP behavior team and counselors to monitor students in each band and provide tiered support utilizing care team structure to plan for and implement interventions. <ul style="list-style-type: none"> ○ Students hitting a certain threshold for major office referrals for physical contact will complete targeted intervention with lessons from counselor and/or admin ● Teachers will introduce, practice and implement behavior expectations with students during the first 12 days of school. Teachers will revisit behavior expectations at the beginning of each quarter with reteaching expectations ● Teachers will participate in beginning of the year professional development for behavior to work through and understand behavior systems and supports at Castlio ● SIP Behavior Team will continue to monitor our systems throughout the year to determine if changes or improvements are needed