CASTLEMONT'S LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

March 29, 2018

Instructional Services
Governing Board Presentation

School Celebrations

- ❖ Renewed commitment to a collaboratively created shared mission and vision
- ❖ Improved collaboration among teams
- ❖ Higher quality work being done as a PLC community and teams creating effective SMART goals
- ❖ All staff trained and implementing Thinking Maps
- ❖ 100% support of a response to intervention schedule
- ❖ RTI implemented in grades 3-5

Campbell
UNION SCHOOL DISTRICT

School Mission and Vision

Mission: *Castlemont is a diverse and caring school community that empowers all students to be collaborative and innovative lifelong learners.*

Vision: *Castlemont Elementary School will be a nurturing, safe, and professional community that supports the social, emotional, and physical development of all students. Curriculum will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring educators who are attentive to the needs of our diverse population. Castlemont will encourage positive parent involvement which will support our school and community. Students will be respectful, productive citizens who think critically, make informed decisions, and act responsibly.*

Road to Response to Instruction (RTI)

April '17 Introduce idea to staff

August

PLC/Collab reboot
7 Stages of Collaboration
New curriculum
New report card

September

Created our Mission and Introduced Essential Standards

October

Finalize Mission Statement
Create CFAs
Pacing Guides
RTI, Excel, ELD Begins

November and December

Analyze CFAs
Collective Goals/Action Plan
SMART GOALS
Shared Vision
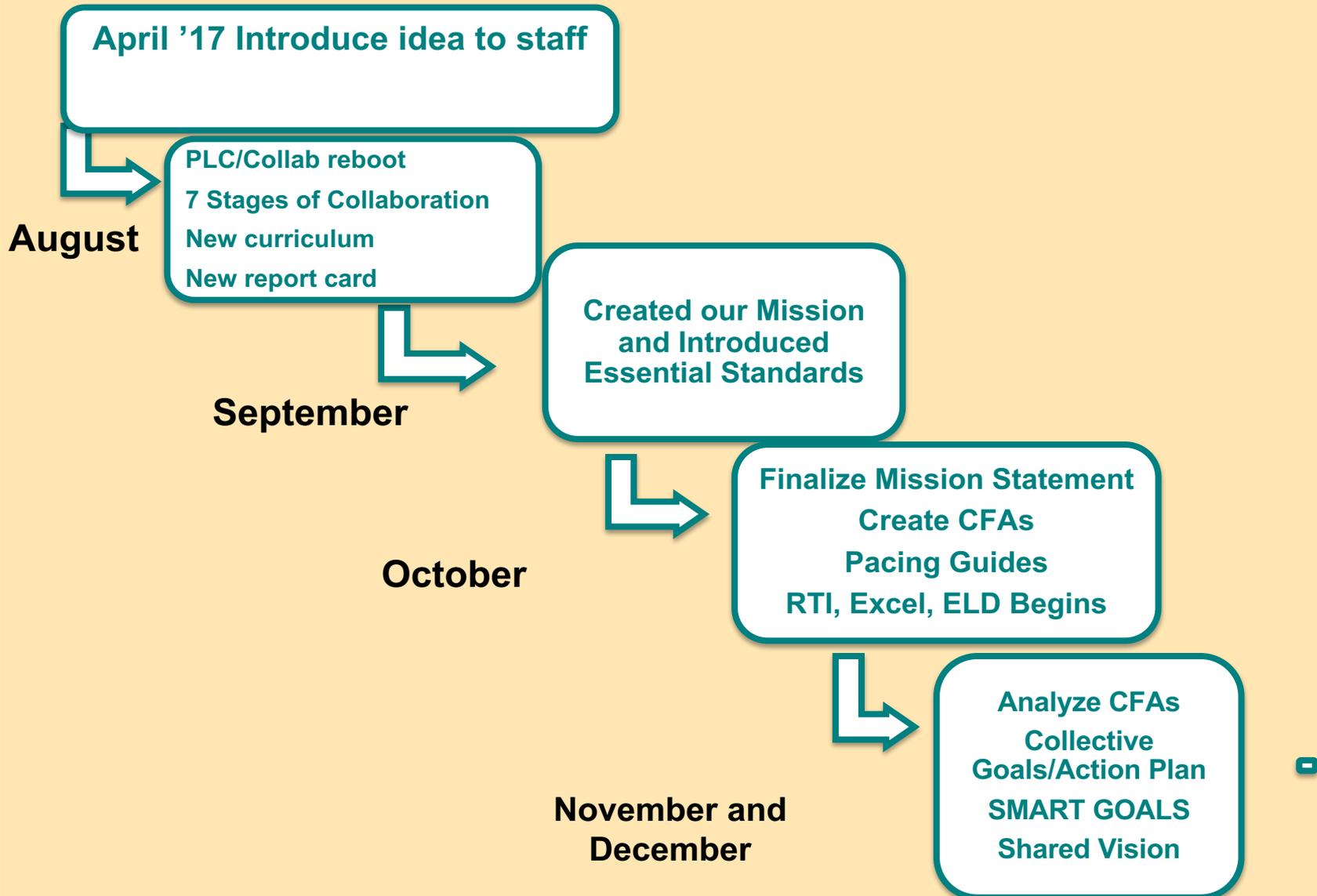
Our Journey Continues

Finalize Shared Vision

Continue refining CFAs

Continue to look at DATA

Begin creation of shared values and collective commitments

Continue to regroup students by standards
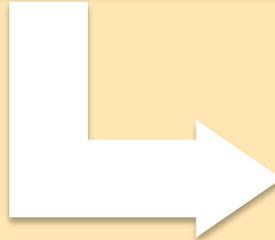
Continue to reflect on instructional practices and how they impact student learning

#1: Ensure High Quality Instruction Aligned to Standards

- ❖ Strategic alignment and fidelity to becoming a Professional Learning Community (PLC)
- ❖ Grade level pacing guides and Learning Targets linked to Essential Standards
- ❖ Creative scheduling to respond to students' needs: RTI and Excel blocks
- ❖ Instructional rounds with teacher teams
- ❖ Immediate mastery oriented feedback to teachers

#2: Ensure All Students Learn at High Levels and Close the Achievement Gap

- ❖ Targeted support for English Learners
- ❖ Reading intervention: LLI, Sonday, etc..
- ❖ Strategic interventions in RTI/Excel blocks
- ❖ Instructional Assistants working with students requiring targeted support
- ❖ Continue to monitor student growth through the Student Study Team (SST) process
- ❖ CKLA being used in Grades 2-3 RTI/Excel

#3: Provide Tiered Supports that Promote Social/Emotional Development

- ❖ Using SWIS Data to determine student need
- ❖ Community Liaison working with families for chronic attendance
- ❖ MFTi, Academic Counselor - Student groups and individual support
- ❖ Playworks- cooperation/good sportsmanship
- ❖ PBIS Safety and Support Personnel

#4: Engage Parents/Guardians in Child's Education

❖ English Language Advisory Committee (ELAC)

❖ Home-School Club (HSC)

❖ Variety of community events

❖ Parent education classes

❖ Increased attendance for enrollment tours

❖ Garden Thursdays

❖ Project Cornerstone ABC Readers

On-Going Progress Monitoring

❖ Consistent review of PLC documents and interventions with feedback provided

❖ Support staff participation in grade level collaboration meetings

❖ Immediate feedback on classroom observations

❖ Student Study Team (SST) data analysis

❖ Work with teams to monitor their SMART goals

❖ ILT meetings held to look at implementation and PLC status (Action Plan)

❖ Loose/Tight expectations closely monitored

❖ Strategic data monitoring: sub-groups

❖ Monitoring of the data story for pre-long term ELs

Next Steps for Areas of Need

❖ Vertical articulation between grade levels
❖ Explicit support in implementation of Excel and RTI components in grades 2-3
❖ Synthetic, structured phonics program in

   grades K-2
❖ Learning Targets TK-5
❖ Professional Development focusing on strategies to support instruction in Integrated ELD