Castleview Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

Castleview Elementary

9131 TABORFIELD AVE, Orlando, FL 32836

https://castleviewes.ocps.net

Demographics

Principal: Jonathan Rasmussen

Start Date for this Principal: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Castleview Elementary

9131 TABORFIELD AVE, Orlando, FL 32836

https://castleviewes.ocps.net

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2021-22	2020-21
Grade	A	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Rasmussen, Jonathan	Principal	The principal promotes and maintains student achievement by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, district and state policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members.
Clark, Mary	Assistant Principal	The assistant principal promotes and maintains student achievement by providing curricular and instructional leadership, maintaining overall school site operations; maintaining a safe school environment and a positive behavior system; overseeing the exceptional student education program; and other duties as assigned by the principal.
Knickerbocker, Courtney	Instructional Coach	The Instructional Coach supports new teachers (those who are new to the profession as well as those who are experienced, yet new to the school). She provides instructional support to teachers through professional development in the form of workshops, planning, and coaching cycles. She assists teachers with reviewing data from common assessments to inform the next steps for instruction.
Kaufman, Simone	ELL Compliance Specialist	The ELL Compliance Specialist ensures that all English Language Learners are properly supported so that they have access to comprehensible instruction. She also ensures that all testing, paperwork and meetings are held in order to meet federal and state requirements.
Moehle, Jessica	Teacher, K-12	The Interventionist supports the MTSS process with teachers via training and meetings, as well as teaches small group, push in interventions and progress monitoring for students demonstrating difficulties with Tier 1 instruction.
Williams, Nicole	Staffing Specialist	The staffing specialist ensures that students with disabilities receive the supports necessary to be successful. She also ensures that all testing, paperwork and meetings are held in order to meet federal and state requirements.
Perez-Fernandez, Barbara	School Counselor	The guidance counselor works with students and teachers to provide a safe and welcoming learning environment to support student success.
Wasielewski, Kara	Other	The media specialist supports classroom instruction by identifying digital, print, video, etc. resources for teachers to utilize in standards based instruction

Demographic Information

Principal start date

Wednesday 7/13/2022, Jonathan Rasmussen

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

711

Identify the number of instructional staff who left the school during the 2021-22 school year.

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	6	102	119	126	133	97	0	0	0	0	0	0	0	583
Attendance below 90 percent	3	28	28	26	25	21	0	0	0	0	0	0	0	131
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	3	3	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	26	18	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	16	16	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	18	17	0	0	0	0	0	0	0	38

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/27/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	7	120	113	140	105	136	0	0	0	0	0	0	0	621
Attendance below 90 percent	2	30	26	22	13	20	0	0	0	0	0	0	0	113
One or more suspensions	0	1	1	2	0	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	0	0	7	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	7	120	113	140	105	136	0	0	0	0	0	0	0	621
Attendance below 90 percent	2	30	26	22	13	20	0	0	0	0	0	0	0	113
One or more suspensions	0	1	1	2	0	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	0	0	7	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	56%	56%					57%	57%
ELA Learning Gains	68%							58%	58%
ELA Lowest 25th Percentile	46%							52%	53%
Math Achievement	75%	46%	50%					63%	63%
Math Learning Gains	67%							61%	62%
Math Lowest 25th Percentile	51%							48%	51%
Science Achievement	74%	61%	59%					56%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	39	47	30	35	53	40	50				
ELL	63	70	53	67	64	53	59				
ASN	92	85		86	75		90				
BLK	58	36		42	36						
HSP	65	69	54	71	65	53	64				
WHT	81	64	25	80	70	53	82				
FRL	60	62	35	64	59	39	66				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25			29							
ELL	63	71	72	68	58	50	57				
ASN	92			92							
BLK	58			50							
HSP	66	63	67	65	63	47	58				
WHT	82	67		84	56		87				
FRL	64	59	62	65	59	38	58				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The Students With Disabilities (SWD), English Language Learner (ELL), Economically Disadvantaged (ED), and Black/African American subgroups consistently performed lower than all students in both English language arts and mathematics. The smallest subgroup, SWD, was the lowest performing.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components needing the most improvement are Students With Disabilities, English Language Learners, Black/African American and Economically Disadvantaged subgroups in ELA and mathematics. All students need to improve in text based writing.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors included interrupted schooling due to quarantines and illnesses along with a lack of instructional focus on subgroups. Actions to be taken are to have renewed focus on the subgroups that have the greatest need for improvement, increase teacher training, and stronger implementation of differentiated instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

SWD subgroup showed a 14% increase in ELA proficiency and a 6% increase in Math proficiency. Hispanic students showed a 6% increases in each: ELA learning gains, Math achievement, Math learning gains in the lowest quartile, and science achievement. Economically disadvantaged students showed an 8% increase in science achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increased teacher professional development and a focus on differentiated instruction improved student achievement. Increased use of differentiated instruction strategies in all classrooms also contributed.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we will need to continue to focus on differentiation and scaffolding during whole and small group instruction. Additionally, two interventionists will be pushing into classrooms to provide Tier I support across all grade levels. This year we have also hired an additional VE resource teacher who will be supporting ESE students part time, and Tier II and Tier III students part time.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Continued professional development will occur on differentiation strategies in whole and small group, as well as providing small group scaffolded instruction. Strategies for supporting ESE and ELL students will also be a focus of our professional development this year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

New services implemented this year include hiring a resource teacher to provide services to our ESE students, allowing ESE groups to be even smaller than in previous years. We have also hired two Tier I push-in interventionists to provide support across all grade levels inside of the classrooms.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	While we saw growth in the SWD subgroup on the 21-22 FSA, the group still performed much lower than their non-SWD peers.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will increase the percentage of SWD students scoring proficient or above by 10 percentage points. ELA will increase from 39% to 49%; Math from 35% to 45%; Science from 46% to 56%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Common Formative Assessment, end of unit assessments, and progress monitoring assessment data will be reviewed a minimum of twice monthly to determine student needs and identify additional supports.
Person responsible for monitoring outcome:	Jonathan Rasmussen (jonathan.rasmussen@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative teaming through the PLC process, common formative assessments, and differentiated instruction will all be implemented.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Through regularly monitoring student performance/growth, collaborating on appropriate differentiated supports, and implementing said supports, our staff will meet the needs of all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continuously review multiple measures of data to determine students' needs for instruction.

Person Responsible	Nicole Williams (nicole.williams@ocps.net)

Ensure that all support systems remain fluid such that as students improve or regress, they are provided the level of support that they need.

Person Responsible	Jonathan Rasmussen (jonathan.rasmussen@ocps.net)

Provide training and materials for differentiated instruction in ELA and math.

Person Responsible	Nicole Williams (nicole.williams@ocps.net)

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	While we saw growth in the ELL subgroup on the 21-22 FSA, the group still performed much lower than their non-ELL peers.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will increase the percentage of SWD students scoring proficient or above by 10 percentage points. ELA will increase from 34% to 44%; Math from 49% to 59%; Science from 24% to 34%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Common Formative Assessment, end of unit assessments, and progress monitoring assessment data will be reviewed a minimum of twice monthly to determine student needs and identify additional supports.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative teaming through the PLC process, Commo Formative Assessments, and differentiated instruction will all be implemented.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Through regularly monitoring student performance/growth, collaborating on appropriate differentiated supports, and implementing said supports, our staff will meet the needs of all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continuously review multiple measures of data to determine students' needs for instruction.

Person Responsible	Simone Kaufman (simone.kaufman@ocps.net)

Ensure that all support systems remain fluid such that as students improve or regress, they are provided the level of support that they need.

Person Responsible	Simone Kaufman (simone.kaufman@ocps.net)

Provide training and materials for differentiated instruction in ELA and math.

Person Responsible	Simone Kaufman (simone.kaufman@ocps.net)

#3. Positive Culture and Environment specifically relating to Life Skills	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We will continue to work on strengthening our culture and environment specifically relating to Social Emotional Learning at our school with adults and students. Student Panorama data indicated that school safety is an area for potential growth, with 75% of students responding favorable to this domain.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June of 2023, the percentage of third through fifth grade students favorably answering the Panorama survey question, "How often do you worry about violence at your school" will increase from 54% to 75%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor the number of bullying and harassment discipline referrals that are completed at school as well as the number of threat to others discipline referrals that are written. As students gain social/emotional skills and understand the impact they have on the feelings of others, the number of bullying or harassment and threat referrals will be reduced.
Person responsible for monitoring outcome:	Mary Clark (mary.clark@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	This school year we will increase the delivery of lessons focused on empathy as well as problem solving skills in all grade levels.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	After reviewing our Panorama survey data, it is evident that this is an area for improvement. Students indicated that violence is a concern at school, and the majority of discipline referrals are a result of a threat. Often times, threats are made as a joke or when a student is angry. Using strategies that help students understand how their words impact others will reduce the amount of threats that we have. Additionally, teaching problem solving strategies to our students will encourage students to use their words

when they
become angry or frustrated.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teach specific life skills lessons focused on empathy and problem solving skills.

Person Responsible   Barbara Perez-Fernandez (barbara.perezfernandez@ocps.net)

Provide life skills lessons and activities for teachers to infuse in daily lessons to assist students with self awareness and relationship skills.

Person Responsible   Barbara Perez-Fernandez (barbara.perezfernandez@ocps.net)

Monitor progress toward the goal of reducing discipline referrals each quarter.

Person Responsible   Mary Clark (mary.clark@ocps.net)

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

All Castleview students and staff are sorted into one of four houses. Our house system encourages students to be proud of their school and work hard to earn points for their house. High expectations are placed on all students allowing them to reach their maximum potential. Each week the house leader is announced, and each quarter the overall house winner receives the "Kingdom Cup" along with bragging rights. Families and the community participate in the joy that our house system provides our school community. Our staff members and students wear their house gear on Wednesdays and eat lunch with mixed grade levels in order to foster relationships across the school community.

Castleview Elementary encourages staff to engage in professional learning and fosters an environment of shared leadership. Our staff frequently engages in professional learning and brings that learning back to the school. They actively participate by supporting clubs and before and after school extra curricular activities.

Our stakeholders are invited and encouraged to participate in our monthly School Advisory Council (SAC) meetings where community input supports decision making at our school. During these meetings school wide data is discussed along with budgetary decisions and student and school needs. Additionally, our Parent and Teacher Organization (PTO) meets monthly to plan school and community events. Parent input is provided and the PTO votes on school-wide activities. Castleview welcomes and encourages visitors to volunteer or become a Partner in Education. We welcome stakeholders to be active members in our school community.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Castleview Administrative Leadership Team: Provide the overarching goals for the school year as well as model positive relationships and attitudes, and monitor the culture and environment on a daily basis. A positive school culture includes all stakeholders being involved--staff, parents, students and community members.

Instructional Support Team: Assist teachers in implementing positive behavior support structures and modeling positive relationships and attitudes.

All staff: Implement positive behavior support structures with students and celebrate positive behaviors with parents. Staff will include parents in activities and communicate about their child's successes.