



Continuous Improvement Plan

SCHOOL NAME: Cimarron Springs Elementary
PRINCIPAL'S NAME: Ginger Richards
SCHOOL YEAR: 2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principles:	<p>Primary Need: 2.2 Our teachers have shared knowledge of the content standards and curricula.</p>
	<p>Root Cause: We are using the FLVS curriculum this year. Teachers taught for the first 6 weeks virtually, then switched to in person classes with the same curriculum. It is new, and professional development on how to teach an online curriculum in person is needed.</p>
	<p>Needs Statement: Training for teachers on how to implement the FLVS DOK at a level 2 or higher DOK using the teacher’s individual and unique character to authentically engage students.</p>
	<p>Desired Outcome: Time will be allotted for training and immediate application of understanding and implementing deeper DOK instruction.</p>

Smart Goal:
 By May 2021, through specific and relevant professional development, 80% of teachers will consistently and with fidelity, plan for and execute higher DOK levels in their teaching and assessments and in student activities to authentically engage students with the FLVS curriculum as measured by walkthrough data and evaluative post conferences.

Strategy 1	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Time during School choice days for levels of teachers to work together on DOK informed objective writing.	During Monday School Choice/PD days, staff will have the opportunity to work w/their grade level and vertically with grade levels to ensure proper DOK.	Admin/TLS	September - May		Ongoing DOK level PD		WestEd Walkthroughs Informal Observations Pre/Post Conferences with teachers and lesson plans.
Strategy 2:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Questioning Strategies to support scaffolding the DOK level.	Teachers will work independently and/or collaboratively (in team leads room) with their team to develop DOK lesson	Admin/TLS/Teacher leads	September - May		Ongoing PD on effective questioning strategies		

		plans/assessments /anchor tasks						
Strategy 3:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Evidence, artifacts, and documentation of deliberate DOK.	Teachers and administrators will collect evidence of DOK and Questioning Strategies being used effectively and with fidelity in classrooms.	Teachers/Admin/ TLS	Septmeber - May		None		WestEd Walkthroughs Informal/Formal Observations Pre/Post Conferences with teachers and lesson plans Student Work

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principles:	<p>Primary Need: 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curriculum ensuring continued improvement of all students. b) Does the school perform a gap analysis between curriculum and instruction and takes action based on analysis? c) Does the school perform a gap analysis between curriculum and instruction and assessment and takes action based on analysis?</p>
	<p>Root Cause: We do not have a whole school plan for teacher, parent, student expectations and actions to be successful in the FLVS curriculum.</p>
	<p>Needs Statement: Cimarron will develop a whole school guiding document (procedure and protocol) to ensure that iSchool students and in person students are getting and offered the support they need to be successful.</p>
	<p>Desired Outcome: Our iSchool students will be on par with the in person students as shown by the AZMerit giving in April.</p>

Smart Goal:

By May, 2021, 80% of teachers will be able to access, analyze, and action plan effectively so that students are able to show mastery of standards as measured by assessment data, i.e. DIBELS, benchmarks, etc.

Strategy 1	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Staff will meet to create a draft of the procedure/protocol	1. This procedure/ protocol will look at parent/ student/ teacher expectations keeping in mind the struggle of technology and aligning time.	Administration/ Teachers	September/October		Review of previous plans and those of other schools		Whole School Plan Teacher Notes PLP log Gradebooks
Strategy 2:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect

	Guidelines and rubric for identifying the students in need for this plan.	Not all students will need to be recommended for this plan due to showing success with academics both in person and those in iSchool. The rubric will capture those students in need of support.	Administration/ Teachers	September - May with a focus on months before AZMerit		PD to review rubric and how to score to determine the students who will be targeted		Student Grades Activity on Schoology Behavior Teacher Grade Books
Strategy 3:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Artifacts and documentation of the plan.	Teachers/ Administration will collect documentation and artifacts of this plan in practice.	Teachers/ Administration	September - May with a focus on months before AZMerit		PD to review rubric and how to score to determine the students who will be targeted		Student Grades Activity on Schoology Behavior Teacher Grade Books

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principles:	Primary Need: 5.5 Our school offers services to fully support the social/emotional (SEL) needs of students
	Root Cause: There is a disconnect between academics and SEL instruction.
	Needs Statement: Cimarron will develop a whole school plan to seamlessly teach SEL/Trauma informed skills alongside/with Academics.
	Desired Outcome: Social/emotional learning skills will be integrated into academic learning which will include a trauma training approach.

Smart Goal:

By May, 2021, 100% of Cimarron Springs’ teachers will implement and teach Social Emotional strategies to students on a weekly basis by deliberate planning of social/emotional learning throughout every content area. As measured by Behavior referral reduction, pre/post conference evaluation discussion, along with implementation plans.

Strategy 1	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
A school wide program to provide students with strategies for social/emotional needs.	PD about Trauma informed training.	Our Staff would need to be trained in ACES (Adverse Childhood Experiences)		October - May		ACES/Trauma Training		PD Schedule and Teacher artifacts with use of ACES
Strategy 2: Professional Development	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Second Step Training	Whole Staff	Social Worker /Administration	1 day training Implementation - September-May		Second Step Training		Schedule of Second Step being taught in classes.
Strategy 3:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Training on identification of student behaviors that manifest to create a need for	Research PD beyond ACES training to keep the manifestation of behaviors in forefront of teachers	Administration	October		Continued		Resources beyond

	SEL/Trauma strategies.	thinking and understanding.						ACES book
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