



COUNTRYSIDE
ELEMENTARY SCHOOL

Continuous Improvement Plan

SCHOOL NAME:

Countryside Elementary School

PRINCIPAL'S NAME:

Marcianne Hessler

SCHOOL YEAR:

2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principle 2 and 3	<p>Primary Need:</p> <p><i>Our teachers plan and implement targeted interventions for all students.; ESS Subgroup population must pass state testing with a proficient rating or higher.</i></p> <p>Purposeful and intentional planning and implementation of targeted interventions for individual students based on data is crucial for student success on state testing. Additionally, use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments is also mandatory.</p>	
	<p>Root Cause:</p> <p>Most teachers lack knowledge/ expertise in planning and implementing purposeful targeted interventions in Tier 1, 2 and 3 for ESS students. Our PBS Level C students struggle with test taking, test anxiety, and being presented with the expectation of completing a task. Our students do not understand the true reason, value and purpose of testing. Changing the mindset and focusing on our culture of achievement is still in its preliminary stages.</p>	
	<p>Needs Statement:</p> <p>A targeted, systematic support system with professional development and support for teachers in order to meet the needs of the ESS subgroup and all students.</p>	
	<p>Desired Outcome:</p> <p>A formal, well designed systematic approach for individual student interventions based on standards to be implemented school wide to improve outcomes for all students within Tier 1, 2 and 3 instruction.</p>	
<p>SMART Goal:</p> <p>At least 25% of our ESS students will score at least a proficient rating on the AZ Merit Exam for ELA and Math. At least 25% of our ELL students will score at least a proficient rating on the AZ Merit Exam for ELA and Math. At least 60% of our entire population, grades 3-8 will score at least a proficient rating on both ELA and Math on the AZMerit exam.</p> <p>Impact: (AzMerit) Increased proficiency scores and increased individual growth for every student.</p> <p>Process:</p>		

<p>Strategy #1: Describe the Strategy (Narrative):</p> <p>We will provide teachers with differentiated professional learning opportunities. (Focus on WestEd/district Walk-Thru protocols)</p>	<p>Action Step Title</p>	<p>Describe the Action Step (Narrative)</p>	<p>Person Responsible (Name and Organizational Role)</p>	<p>Timeline Begin-Completion Dates</p>	<p>ESSA Evidence Rating</p>	<p>Professional Development Needed</p>	<p>Program/Funding Tags</p>	<p>Data/Evidence to Collect</p>
	Professional Development	*TLS's research and plan in consultation with principals.	Admin., TLS	Start of the year-May 24th		Continued work with WestEd		Created PD materials, planning agendas
	Professional Development	*PD School Choice Days will be scheduled throughout the year for teachers to work on their greatest area of instructional need based on WestEd/district walk-thru protocol	Admin, Instructional Cabinet	Start of the year- May 24th		Continued work with WestEd		PD calendar
	Professional Development	Teachers will engage in researching, implementing, reflecting, and refining their area of need throughout the year.	Admin, TLS, Instructional Cabinet, Teachers	Start of the year-May 24th		Continued work with WestEd		Teacher collected evidence of research articles, implementation plans, reflection forms, samples of work/student work.
<p>Strategy #2: Describe the Strategy (Narrative):</p> <p>We will highlight the importance of maximum performance of students on benchmarks and state exams with all stakeholders.</p>	<p>Action Step</p>	<p>Describe the Action Step (Narrative)</p>	<p>Person Responsible (Name and Organizational Role)</p>	<p>Timeline Begin Completion Dates</p>	<p>ESSA Evidence Rating</p>	<p>Professional Development Needed</p>	<p>Program/Funding Tags</p>	<p>Data/Evidence to Collect</p>
	Professional Development-	Continue PD's on culture of achievement and restorative	Admin, TLS, Instructional Cabinet	start of Year-May 24th		Continued Restorative Practices Training (ie- IIRP)		Created PD materials, planning agendas

		practices with teachers						
	Communication	Highlight Benchmark testing with stakeholders via emails, weekly autodialers, teacher newsletters, website. Educate stakeholders how assessments drive informed, targeted instruction.	Admin, all teachers	start of year-May 24th				Artifacts of communication sent home to families
	Student Reflection	Students will track academic progress in their Individual Student Data Folders. They will also track goals and reflect on their progress.	Classroom teachers/ Students	After each Benchmark/ major class assessment				Student data folders and reflection
	Communication	Continue Quarterly awards for academics-add PR push for state assessments and recognition	Admin/ staff/ teachers	Quarterly				Document tracking recipients of awards for academics and character.
	Family Engagement	Host quarterly Family Nights to highlight academics, arts, topics of community	Family Engagement and Outreach committee/admin	Quarterly			Title I Family Engagement funds	

		interest/needs-guest speakers						
Strategy #3: Describe the Strategy (Narrative): WestEd work with Student Academic Conversations								
	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
	Professional Development	Professional development trainings in conjunction with WestEd to focus and plan for Student Academic Conversations	Admin, TLS, WestEd supports, teachers	August-May		Continued work with WestEd		Detailed lesson plans
Professional Development	Professional development training in conjunction with WestEd to analyze quality of Student Academic Conversations in lessons.	Admin, TLS, WestEd supports, teachers	August-May		Continued work with WestEd		Detailed lesson plans; walk-thru observations/coaching conversations	

Strategy #4: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible	Timeline Begin-	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
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WestEd work with Assessment of Learning			(Name and Organization al Role)	Completion Dates				
	Professional Development	Professional development trainings in conjunction with WestEd to focus and plan for Assessment of Learning	Admin, TLS, WestEd supports, teachers	August-ongoing		Continued work with West Ed		Detailed Lesson plans; Common Formative Assessments; Student samples
	Professional Development	Professional Development training for rubric creation aligned with standards/objectives.	Admin, TLS, WestEd, teachers	August-ongoing		Continued work with WestEd		Rubrics, evidence of student learning, detailed lesson plans
	Student reflection	Students will track progress and reflect on feedback from rubrics completed by teacher	Classroom teachers/students	August-ongoing				Student folders/ reflections/ rubrics with feedback from teachers
	Student Reflection	Teachers create concept learning guides for units	Classroom teachers/ students	August-May				Concept learning guides/ student reflection
Strategy #5: Describe the Strategy (Narrative): Teachers will implement Tier 2 interventions via small group instruction.	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organization al Role)	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Professional Development	Professional Development trainings for implementation of small	Admin, TLS, classroom teachers	August-ongoing		Local trainings related to small group instruction	Title I/ M&O	

		group instruction				planning and implementation		
	Professional Development	PLC time focused on analyzing student data to plan for small group instruction.	Admin, TLS, classroom teachers	August-ongoing				
Strategy #6: Student Success Tutors will work with 7th and 8th grade students in the bottom 25% and nearing proficiency during before/after school tutoring.	Student Engagement	Students will track progress and reflect on feedback from rubrics completed by teacher	Admin/ School Data Improvement Coordinator/Student Success Tutoring Coordinator	November-March			Title I	Pre-test (August), Benchmark I data (October), Benchmark II data (December), Benchmark III data (February)
	Student Reflection	Students will attend tutoring sessions with their Success Tutors for ELA and Math Students, with the help of their Student Success Tutors, will track their progress of identified standards/skills	Student Success Tutors/School Data Improvement Coordinator	November-March			Title I	Student Data Folders, Tutoring lesson plans, Check for Understanding, Student Reflections

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

		<p>this will directly impact AZMerit ELA.</p> <p>Process:</p>	<p>this will directly impact AZMerit ELA.</p> <p>Process:</p>	<p>this will directly impact AZMerit ELA.</p> <p>Process:</p>	<p>this will directly impact AZMerit ELA.</p> <p>Process:</p>	<p>this will directly impact AZMerit ELA.</p> <p>Process:</p>	<p>Process:</p>
	<p>Students</p>	<p>Students will continue to apply critical thinking and analysis skills in media literacy.</p>	<p>Teachers and Students</p>	<p>August 2020-May 2021</p>			

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

SMART Goal: Our teachers will demonstrate proficiency with our new curriculum, Florida Virtual, to strengthen their knowledge and pedagogy with the new curriculum.

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates	Professional Development Needed	PD	Program Funding Tags
Teachers will explore and implement new curriculum, participating in PD's and PLC discussions.	Professional Development	PD's will be designed and implemented for teachers to receive training for new curriculum,	Administration, TLS, District Content Specialists	August 2020-May 2021	Teachers will attend PD's at school and district.		
	Professional Development	TLS will provide coaching and support for grade level PLC's and individual teachers.	TLS	August 2020-May 2021	TLS will attend district level training.		
	Professional Development	PLC's will conduct curriculum discussions and share instructional practices and implementation.	Teachers, ADMIN, TLS	August 2020 -May 2021			

SMART Goal: 75% of our targeted middle school parents will engage with their student learning via planned Family Engagement activities and events.

Process:

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	Professional Development Needed	PD	Program Funding Tags

Family Engagement Committee will plan and implement Family Engagement events and activities			(Name and Organizational Role)				
	Communication	Committee will plan and implement at least 3 Family Engagement Nights.	Committee, Admin	August 2020-May 2021			
	Communication	.Parents and Students will receive various methods of communication inviting them to attend.	Committee, Admin	August 2020-May 2021			
	Students/ Parents	Parents and students will engage in Family Engagement events and activities.	Committee, admin, students, families	August 2020 -May 2021			