



Continuous Improvement Plan

<i>SCHOOL NAME:</i>	Dysart Elementary School
<i>PRINCIPAL'S NAME:</i>	Dr. Ashley Longoria
<i>SCHOOL YEAR:</i>	2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<p>Principle 1- Effective Leadership</p> <p>Principle 5- Conditions, Climate, Culture</p>	<p>Primary Need: (head of fishbone)</p> <ul style="list-style-type: none"> 1.4 Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs. 5.5 Our school offers services to fully support the academic and social needs of students.
	<p>Root Cause:</p> <p>Lack of communication between stakeholders to develop close relationships and outdated systems/processes/campus to meet the needs of all learners.</p>
	<p>Needs Statement: (tail of fishbone)</p> <p>Leadership needs to provide effective communications and consistent systems to ensure all stakeholders meet our communities needs and interests, and to develop campus wide systems, processes, and update on furniture to meet the needs of all learners.</p>
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <ul style="list-style-type: none"> More opportunities for families and community members to be educated on DES goals and opportunity to share their input More events to connect staff and families with community Updated furniture, processes, and systems to meet the needs of all learners.

SMART Goal:

Using the input of all stakeholders, Dysart Elementary School will update furniture and systems campus wide as well as organize four virtual events (highlighting arts, academics, and athletics) that merge the community with learning opportunities to connect staff and families with the community throughout the 2020-2021 school year.

Impact: (AzMerit)

Math Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 10% on grade level math standards as measured by state assessment.

ELA Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 10% on grade level ELA standards as measured by state assessment.

Writing Goal: 100% of 3rd-8th grade students will increase at least one point value per three categories as measured by the state assessment rubric.

Science Goal: The overall percent passing for fourth and eighth grade students will increase by 10% as measured on the state assessment.

Process:

Strategy #1: Describe the Strategy (Narrative):	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/Fun ding Tags	Data/Evidence to Collect
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<p>Create a shared mission, vision, and values for all students, staff, families, and community members aligned signature vision of Community Leadership and PBIS expectations school-wide.</p>	<p>Identify PBIS Coordinator</p>	<p>Coordinate the implementation of PBIS across campus, seek professional development for teams, attend all KOI trainings</p>	<p>Susan Kntuson</p>	<p>June-June</p>		<p>Koi Training</p>	<p>2213.6112 PBIS Coordinator Stipend</p>	<p>Meeting Notes Decrease behavior office referrals Increase attendance Improve academics Climate Surveys</p>
	<p>Meet with Instructional Cabinet to collaboratively develop our mission, vision, and core values</p>	<p>Meeting Agenda here</p>	<p>Principal AP TLS</p>	<p>June-July 2020</p>		<p>Creating a vision/mission in small groups</p>	<p>None</p>	<p>Meeting Notes</p>
	<p>Analyze information from the June meeting and draft two options for mission, vision, and core values.</p>	<p>Two options to the Instructional Cabinet. The Instructional Cabinet will vote on their choice.</p>	<p>Principal</p>	<p>June- July 2020</p>		<p>None</p>	<p>None</p>	<p>Google Form Developing Mission/Vision Google Responses Developing Mission/Vision</p>
	<p>Rebrand DES as a PBIS school</p>	<p>Order banners with new mission, vision, values, Ensure it is on everything we do</p>	<p>Principal</p>	<p>July-August</p>		<p>None</p>		<p>Mission/Vision Folder Directories</p>
	<p>Revisit, review and continue deeper dive of shared mission/vision/values aligned to our PBIS</p>	<p>Conduct summer planning and professional development for both Instructional Cabinet (20 teachers*23 hours) and professional development for all teachers on Tier 2 PBIS (50 teachers * 6 hours)</p>	<p>Principal AP TLS PBIS Tier 1 & 2 Team</p>	<p>May- June 2021</p>		<p>PBIS Schoolwide PD</p>	<p>2210.6116</p>	<p>Agenda Minutes</p>

	Branded reinforcements/incentives for PBIS prizes	Purchase incentives/reinforcements with Dysart Eagle branding for students who Exceed Expectations who Exceed Expectations	PBIS Coordinator Admin III Principal	August-June 2021		None	1000.6610 PBIS Incentives-Lanyards (500), Backpacks/Earbuds (200), Boardgames/books/gadgets.	PBIS App Weekly Winners Decrease of behavior referrals Increase attendance
	Use PBIS App from the district for awarding Eagle Bucks and scan ID barcodes to add incentives	Rent an ID maker and print ID's for each student with a barcode. Scan barcode for awarding Eagle Bucks to students exceeding expectations within our PBIS App	Family Outreach Admin III	January-June 2021		PBIS App Training	2410.6442 Rental of ID Machine 1000.6610 ID Tags	PBIS App Weekly Winners Decrease of behavior referrals Increase attendance
	Develop LEAD teams (Leadership, Empowerment, Achievement, Dedication) for campus wide community service projects for further branding on campus	Homerooms will sign up to use the outdoor classroom to develop the space, design branding locations, support, empower, and demonstrate what it means to LEAD on campus	TLS Team Leads Admin	January - May 2021			1000.6731 Outdoor classroom (picnic tables, benches, trash cans with branding)	iExplore lessons Photos of projects in place Community communication

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Strategy #2: Describe the Strategy (Narrative): Develop before and after school programs to foster a culture of greatness, partner with families, improve attendance, decrease behavior	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
	Identify staff to provide before/after school programs to students	Identify interests of students, identify staff interests/expertise. Pay staff stipend to run programs before and after school	TLS	December-May 2021		None	2210.6116 Club Coordinator Stipend	Google Sheets garnering interests
	Identify needs of each club/program	Purchase items for each program based on need	Admin III	January-May 2021		None	1000.6731 mirrors, barres (dance club), TV's for cafeteria for scrolling announcements (communication s club), Sports equipment (physical conditioning club), cheer mats (cheer and spirit club)	Decrease behavior referral Increase school attendance Decrease tardies Culture of greatness
Strategy #3: Describe the Strategy (Narrative): Organize at least four events that merge the community with learning opportunities.	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
	Literacy at Home	<ul style="list-style-type: none"> Purchase Scholastic books K-8 to 	<ul style="list-style-type: none"> Family Outreach Specialist 	<ul style="list-style-type: none"> October-Fall 		None	Title Budget: 2190.6600 Family	<ul style="list-style-type: none"> Google Form sent home

<ul style="list-style-type: none"> ● Literacy at home (academics) ● Virtual Fine Arts Night 		<p>send home with students</p> <ul style="list-style-type: none"> ● Align books with monthly theme on campus ● Purchase bookmarks to send home with the families that have strategies for literacy at home to use with their monthly Scholastic book. (bookmarks will be provided to parents at pick up and drop off, as well as sent home with students who walk/ride the bus). 	<p>communicate this to families</p> <ul style="list-style-type: none"> ● Admin III order books and bookmarks ● Teachers provide ideas for book titles (will discuss in IC) ● Teachers ensure every students receives a book ● Teachers include information in their weekly email blast ● Admin will share monthly theme with teachers ● Data Specialist to collect feedback from parents 	<ul style="list-style-type: none"> ● November - Celebrate Social Studies ● December- Winter ● January- New Year ● February- Kindness ● March- Celebrate Science ● April- Celebrate Math ● May- Summer 			<p>Engagement(funding to purchase the books and paper for bookmarks)</p>	<p>to families to complete/check off which literacy strategies they tried that month</p>
	<p>Event # 2 (Idea Spring Festival in person dependent upon pandemic)</p>	<ul style="list-style-type: none"> ● Stakeholder teams meet to plan Spring Festival events that include: <ul style="list-style-type: none"> ● Arts ● Academics ● Family strategies at home to prepare for state testing ● Community vendors 	<ul style="list-style-type: none"> ● Team leads ● Family Outreach Specialist to communicate with families via Facebook/Auto-Dialer ● Admin to post on Community Schoology 	<p>No later than January</p>			<p>2190.6600 Family Engagement</p>	

		<ul style="list-style-type: none"> • Family Activities • Set a date for Spring Festival (ideally prior to April) • Facilities Request • Communicate with community • Stuco to match Spirit Week leading up to the event 						
Strategy #4: Describe the Strategy (Narrative): <ul style="list-style-type: none"> • Communicate with families consistently 	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
	School communication weekly with families	<ul style="list-style-type: none"> • Auto-dailers/ email messengers/text message • Post same announcement on Schoology Community Page • Emailed to staff via zz. 	<ul style="list-style-type: none"> • Admin • Family Outreach Specialist • Admin III 	<ul style="list-style-type: none"> • Weekly, every Friday 				<ul style="list-style-type: none"> • Auto-Dialer Folder • Schoology Community Page
	Teacher communication weekly with families	<ul style="list-style-type: none"> • Teacher's email to families every Sunday Evening (via messenger or Gmail). • Teachers include school-wide auto-dialer in their email. 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Weekly, every Friday 				<ul style="list-style-type: none"> • Infinite Campus Contact Log

	Increase Facebook engagement	<ul style="list-style-type: none"> Start celebrations and highlights of what we are doing on campus (Exceptional Eagle Staff Award, Monthly Bulletin Board Themes, etc.) Use a device that makes it easy to take photos and post on social media. 	<ul style="list-style-type: none"> Family Outreach Specialist 	At least weekly				<ul style="list-style-type: none"> Facebook Page
Strategy #5 Describe the Strategy (Narrative): <ul style="list-style-type: none"> Prepare for middle school transformation Action Step Title	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
	Determine furniture coming from El Mirage	Collaborate with El Mirage Elementary to determine what furniture will be moved over to our campus	Admin	January		None		<ul style="list-style-type: none"> Meeting minutes
	Pick an area on campus to update furniture using flex seating to ensure a middle school climate	Meet with leadership to identify area on campus to update using flex seating	Leadership team	January - June		None, time to complete survey	1000.6731 Flexible Furniture	<ul style="list-style-type: none"> Google Form Catalog of furniture purchased
	Create an outdoor classroom space for students to foster a culture of greatness and community leadership, demonstrating PBIS expectations	Purchase furniture and activities for the outdoor classroom. Empower students to take the lead on maintaining the area	Admin Classroom Teachers iExplore PBIS Coordinator	December-May 2021		Training for iExplore teacher and team leads to foster and use the outdoor classroom	1000.6731 Outdoor classroom furniture, outdoor equipment	<ul style="list-style-type: none"> Purchase orders Training/PD

	Transform Dysart Elementary school into an effective and functional Middle School	Meet with the Middle School Transformation Committee to discuss, plan and implement changes throughout campus.	Admin TLS Teachers	April-June 2021		None	2213.6116 Middle School Transformation Committee	<ul style="list-style-type: none"> ● Meeting Minutes ● Campus Transformation
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INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principle 2- Effective Leaders & Instruction	<p>Primary Need: (head of fishbone)</p> <ul style="list-style-type: none"> 2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities. 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff. 4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.
Principle 3- Effective Organization of Time	<p>Root Cause:</p> <ul style="list-style-type: none"> There isn't a systemic coaching cycle to support teachers through PD
Principle 4- Effective Curriculum	<p>Needs Statement: (tail of fishbone)</p> <ul style="list-style-type: none"> Structures and systematic approaches to ensure all staff feel empowered throughout our school's PD and PLC opportunities
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <ul style="list-style-type: none"> Teachers decide on goals they would like to pursue to drive PD Coaching cycles would be tailored to teacher-set goals

SMART Goal:

At Dysart Elementary School, a minimum of 5 professional development opportunities will have an element of choice, driven by teacher interest and supported through followup coaching cycles.

Impact: (AzMerit)

Math Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 10% on grade level math standards as measured by state assessment.

ELA Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 10% on grade level ELA standards as measured by state assessment.

Writing Goal: 100% of 3rd-8th grade students will increase at least one point value per three categories as measured by the state assessment rubric.

Science Goal: The overall percent passing for fourth and eighth grade students will increase by 10% as measured on the state assessment.

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizationa l Role)	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
Clearly communicate and share the professional								

development calendar with staff.	Create professional development calendar	Professional development calendar will inform staff members on time and dates	Leadership	July-May		None	None	Calendars
	Share it out in multiple modes of communication, and share it often. Shared on Schoology, Eagle Express, LEAD time, DES Master Calendar	Staff members will be informed in a variety of forms of communication on professional development	Leadership	August-May		None	None	Staff Emails Calendars Eagle Express
	Provide 2 WestED training on remaining components (Check for Understanding and Academic Conversations), in addition to training on all components for new staff.	Professional development calendar will inform staff members on time and dates	Leadership	July-May		None	None	Calendars Walk through protocol
Strategy #2: Describe the Strategy (Narrative): Train the staff on PBIS Tier 1, 2, and 3 and support through follow up coaching and support systems	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizationa l Role)	Timeline Begin -Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Receive Tier 1 training as a new team from KOI	Attend training as a PBIS Tier 1 team on Tier 1.	PBIS Coordinator Tier 1 PBIS Team	August-May 2021		Koi PBIS Tier 1 Trainings	None	Meeting Minutes
	Train all staff on Tier 1 PBIS over summer	Conduct whole staff training, Instructional Cabinet Training,	PBIS Coordinator TLS PBIS Tier 1 Team	April-June 2021		Create PBIS Tier 1 Training	2210.6116 60 Teachers, 11 IC members, PBIS Staff	Meeting Minutes Agenda PD's

		PBIS Tier 1-3 team Trainings					develop, 6 hours	
Strategy #3: Describe the Strategy (Narrative): Implement coaching cycles around teacher's individual goals/ choice PD sessions	Staff determine area/goal for instructional practice	Use BOY conferences to collect teacher's IPDP goals.	All teachers	August-Mid Sept.		Evaluation cycle PD at the beginning of the year	None	Data from teacher IPDP goals
	Staff attend PD geared towards their IPDP goal area.	Based on goal, teacher attends PD break out session designed to further their practice	All teachers	October - May		None	None	iLearn rosters for which sessions were attended by which teachers
	Staff signs up for observation feedback.	Based on staff interest, they will sign up for a coaching cycle.	All teachers	October-May		None	None	Sign up spreadsheet
	Coaches observe the teacher and provide feedback.	Based on teacher selected times, the coach will observe and provide feedback along with collaborative next steps and follow up coaching.	Alt. Team	October-May		None	None	Observation notes and next steps
Strategy #4: Describe the Strategy (Narrative): Continue WestED Professional Development School Wide (Checks for Understanding and Academic Conversations)	Deliver Checks for Understanding PD	Present CFU WestED PD to staff. Follow up with coaching cycles on the strategy.	Admin TLS	October-May		Checks for Understanding WestEd		WestEd Walkthrough Protocols Coaching Cycle scripting Weekly Data shared with teachers
	Deliver Academic Conversations PD	Present Academic Conversations WestED PD to staff. Follow up with coaching	Admin TLS	October-May		Academic Conversation WestEd		WestEd Walkthrough Protocols Coaching Cycle scripting

		cycles on the strategy.						Weekly Data shared with teachers
Strategy #5: Describe the Strategy (Narrative): Grow professional knowledge between administration team	Coaches observe teachers, instruction and provide feedback to improve their practices.	Present professional development based on the needs of the teachers.	Admin TLS Data Specialist Lead Interventionist	January-January			2410.6810 ASCD Membership for four staff, Principal, AP, PBIS Coordinator, TLS	Coaching Cycle scripting Weekly Data shared with teachers

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principle 6- Family and Community Engagement	Primary Need: (head of fishbone) 6.3 Our school engages families in critical data-informed decisions that impact student learning.
	Root Cause: Our school has not built the capacity in teachers, parents, or students which has led to no expectations of collaboration.
	Needs Statement: (tail of fishbone) We need to create a system through professional development to make it possible for parents, teachers, and students to collaborate through data.
	Desired Outcome: (Needs statement restated in a positive) Teachers, parents and students (all stakeholders) collaborate on student learning through the use of data

SMART Goal:

At Dysart Elementary School, teachers, parents, and students will collaborate on student learning through the use of data during the February student-led Parent/Teacher Conference.

Impact: (AzMerit)

Math Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 10% on grade level math standards as measured by state assessment.

ELA Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 10% on grade level ELA standards as measured by state assessment.

Writing Goal: 100% of 3rd-8th grade students will increase at least one point value per three categories as measured by the state assessment rubric.

Science Goal: The overall percent passing for fourth and eighth grade students will increase by 10% as measured on the state assessment.

Process:

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Developmen t Needed	Program/Funding Tags	Data/Evidence to Collect

<p>Implement a system for students and teachers to track and analyze their data in the classroom</p>	<p>School to share school wide Math and Reading goals</p>	<p>Participants will: Teachers will develop in writing grade level and classroom academic goals for math and reading that align to our school-wide goals. Teachers will describe the connection between school wide goals, grade levels goals, classroom goals, and individual student goals. Craft and create Scoreboard</p>	<p>Admin Data Specialist TLS</p>	<p>October 19th</p>		<p>Full Staff Aligning Academics PD</p>	<p>*Poster paper *Ink *Laminate *Markers for writing on the poster paper Bulletin Boards</p>	<p>Schoolwide Data Boards Grade Level Data Boards Classroom Data Tracking Student data notebooks</p>
	<p>Bi-Monthly Checks for Understanding on Standards within each module covered that month with Florida Virtual</p>	<p>Determine standards by module, and then align modules to months. Create CFA's for each grade level in Math and Reading to be given monthly. Meet with each grade level via prep connect to review data, and track proficiency toward goals created in 10/19 PD</p>	<p>Admin Data Specialist TLS Teachers</p>	<p>October-April</p>		<p>10/29- CFA review, data tracking, etc. 12/2- Review Nov. CFA Data 1/14- Review Dec. CFA Data 2/10 Review Jan. CFA Data 3/11 Review Feb. CFA data</p>		<p>Prep Connect Meeting Agenda</p>
	<p>Monday is Data Day in classrooms</p>	<p>All classrooms would spend time on Mondays working on student data notebooks. During this time, teachers would also pull small groups related to student goals. Students with Behavior contracts to</p>	<p>All teachers Intervention ESS Leadership FOS</p>	<p>October 29th 12-13 Mondays until February Conferences</p>		<p>Prep connect: How to organize a 30 minute data session</p>	<p>1000.6643(classroom supplies and student binders)</p>	<p>Student notebook pages</p>

		<p>review progress with the teacher and FOS.</p> <p>Provide teachers the student notebooks and classroom supplies to review data in the classroom</p>						
Teachers track student data on monthly CFA's	Teachers would collect and track data based on the priority standards they had taught during the first quarter.	Teachers Data Specialist	August-September		Prep Connect: How to develop a tracking system	None	Teacher data notebooks	
Students set goals based on their academic need	Students will identify academic needs that align to priority standards, and create goals	students/teachers	August-May		Prep Connect: leading students through goal setting	None	Student notebook pages	
Students track and collect evidence on their progress on their goal and can utilize a student agendas.	<p>Students will create a tracking system (scoreboard/tracking chart) to support with collecting data on their goal</p> <p>Students will track behavior progress with data collection.</p>	<p>students/teachers</p> <p>FOS</p>	August-May		Prep Connect: facilitating student data tracking	2190.6610 (supplies for data notebooks and pocket folders/student agendas)	Student notebook pages	
Students and teachers share goal with families	<p>Teachers will develop a system where students communicate their goals and progress with families.</p> <p>Teachers will collaborate with students to communicate</p>	<p>teachers/students</p> <p>teachers/students</p> <p>FOS</p>	August-May		Prep Connect: facilitating data sharing	None	Student notebook pages	

		behavior progress with families.						
	Student-conferences in February	Students will share their collected data and yearly progress through student-led parent teacher conferences.	students/teachers	February		Prep Connect: What does a student-led conference look like	Title Budget: 2190.6600 Family Engagement	Attendance sheets from teachers