



KINGSWOOD
ELEMENTARY SCHOOL

Continuous Improvement Plan

SCHOOL NAME:

Kingswood Elementary School

PRINCIPAL'S NAME:

Jeremy St. Germain

SCHOOL YEAR:

2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

KGWES 2020-2021 Integrated Action Plan

Primary Need #1	<p>Primary Need: Our teachers maintain high academic expectations for all students.</p>
	<p>Root Cause: Stakeholders lack the training, skills, or knowledge to effectively implement interventions for a broad range of academic levels including differentiation and supporting all students with appropriate accommodations and modifications, as well as what this looks like across all settings at Kingswood Elementary School.</p>
	<p>Needs Statement: Teachers will develop relationships with students as learners to support their learning as they progress.</p>
	<p>Desired Outcome: Students display behaviors that demonstrate their commitment to rigorous goals to increase achievement and build self-efficacy.</p>
	<p>SMART Goal: 100% of Kingswood Elementary students will be held to high academic expectations and will increase the number of students who reach proficiency by 10% in both Math and ELA for the 20-21 school year</p> <ul style="list-style-type: none"> ● Kindergarten Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 88% to 98%. ○ ELA - Demonstrate a 10% increase in the percent at "Benchmark" as measured by the DIBELS assessment going from 49% to 59%. ● 1st Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 87% to 97%. ○ ELA - Demonstrate a 10% increase in the percent "Benchmark" as measured by the DIBELS assessment going from 48% to 58% . ● 2nd Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 72% to 82%. ○ ELA - Demonstrate a 10% increase in the percent "Benchmark" as measured by the DIBELS assessment going from 60% to 70%. ● 3rd Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 64% to 74%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 52% to 62%. ● 4th Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 51% to 61%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 43% to 53%. ● 5th Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 33% to 43%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 44% to 54%. ● 6th Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 25% to 35%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 36% to 46%. ● 7th Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 27% to 37%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 38% to 48%. ● 8th Grade Data

- Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 21% to 31%.
- ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 42% to 52%.

Strategy:
 100% of Kingswood teachers will deploy a personalized, guaranteed and viable curriculum in which teachers effectively communicate the intended outcomes, learning intentions, and success criteria expected for instruction.

Action Steps:

- Implement quality Tier 1 instruction that is researched-based curriculum aligned to state standards and the DUSD scope-and-sequence.
 - Lesson plans will be aligned to the Florida Virtual Learning curriculum and will include the four DUSD/WestEd components (Objectives, Academic Conversations, Engagement, DOK).
 - Focus instruction aligned to the Florida Virtual Learning curriculum in both ELA and Mathematics. Teachers will develop, use and interpret the data from teacher created assessments in order for students to be successful on the Common Formative Assessments through Florida Virtual as well as DUSD Benchmark Assessments.
 - Purchase new Chromebooks for student use in the classroom.
 - Chromebook Carts
 - Power Supplies for C-Type chargers for chromebooks currently on campus.
 - Continue to adapt and evolve course offerings for Elective and Special Area classes.
 - Purchase 3D Printer and 3D Printer filament for students learning about current technology available..
 - Implement quality Tier 2 & 3 instruction based on student data, utilizing research-based interventions.
 - After a Gap Analysis of individual assessment/classroom data Intervention lesson plans will be aligned to the individual needs of students and will include the four DUSD/WestEd components (Objectives, Academic Conversations, Engagement, DOK).
 - Focus professional development around the DUSD/WestED Walkthrough Protocol(Objectives, Academic Conversations, Engagement, DOK).
 - Teachers will participate in School-wide planning during the school year and summer for 60 staff members up to 8 hours per staff member.
 - Math & Reading Data Days for 3rd - 8th Grade Teachers - This will occur after each benchmark during the school year to provide time to review assessment data, evaluate gaps and gains and plan for next steps.
 - Reading Data Days for Kindergarten - 3rd Grade Teachers - This will occur after the Middle of the Year DIBELS assessment data has been inputted to all time for teachers to review assessment data, evaluate gaps and gains, and plan for next steps.
 - Administration will subscribe to ASCD to further professional development and share current educational topics and research with staff.
 - Focus professional development around best practices in online learning.
 - Students and teachers will maintain individualized student data tracking sheets aligned with priority standards.

Monitoring:

- Teacher Evaluations
- Teacher Individual Professional Development Plans
- Teacher Lesson Plans
 - Florida Virtual School lessons
 - Intervention lessons
- Benchmark Scores
- AZM2, AZSCI, MSA, AZELLA

		<ul style="list-style-type: none"> ○ Individual student work-station dividers will be used to ensure student safety protocols are met and testing security is maintained. ● Walkthrough Protocol Data <ul style="list-style-type: none"> ○ 100% of posted objectives will be written with an intended outcome of student work is at a DOK 2 or higher. ○ 85%+ students participate in authentic learning and produce evidence of learning through the lesson. ○ 85%+ students answer questions or prompts at DOK Level 2 or above. ○ Aligned Checks for Understanding ● Intervention Program Data <ul style="list-style-type: none"> ○ 95% Group assessment data ○ DIBELS data ○ Achieve3000 Data ○ Actively Learn Data ○ SmartyAnts Data ○ Tier 2 Math Intervention <ul style="list-style-type: none"> ■ Mathspace ○ Tier 3 Math Intervention <ul style="list-style-type: none"> ■ Achieve3000 Math Data <p>Evaluating:</p> <ul style="list-style-type: none"> ● Lessons will have an aligned check for understanding. ● Teachers will show evidence of differentiated learning in their classroom. ● Teachers will meet a DOK 2 or higher in each lesson. ● Teachers will post and review the lessons objective. ● Lesson objectives will be written at a DOK 2 or higher and will be aligned to the learning outcome and Arizona State Standard. ● Teachers will engage students in academic conversations. ● Students participate in authentic learning and produce evidence of learning through the lesson at a DOK 2 or higher.
	<p>Strategy: 100% of Kingswood teachers will be data driven to effectively identify, qualify, implement, and reflect on best teaching practices to provide quality instruction to promote student growth.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Providing quality Tier 2 and Tier 3 instruction with appropriate personalized interventions in place and utilizing supplemental curriculum in addition to core curriculum to help close the gap of Tier 1 instruction. ● Utilize Prep Connects to review student data and plan for differentiated instruction including Tier 2 and Tier 3 interventions. ● Response to Intervention Processes and Procedures ● Provide professional development on providing teachers with the skills and knowledge to effectively implement interventions for a broad range of academic levels including differentiation and supporting ESS student accommodations and modifications. ● Provide professional development on what support for struggling learners looks like in their classroom, grade level and content area, to meet the needs of all students. ● Students and teachers will maintain individualized student data tracking sheets aligned with priority standards. <p>Monitoring:</p> <ul style="list-style-type: none"> ● Benchmark Scores ● DIBELS Progress Monitoring

		<ul style="list-style-type: none">● RtI Platform Data● AZM2 & AZSCI● Intervention Program Data<ul style="list-style-type: none">○ Actively Learn Data○ SmartyAnts Data○ Math Space Data○ Achieve 3000 Math Data○ 95% Group PASI & PSI Data○ Achieve 3000 ELA Data● Failure Rates<ul style="list-style-type: none">○ Data around the number of students with an D or F. <p>Evaluating:</p> <ul style="list-style-type: none">● Students identified as needing support through the RTI Process will show growth.● All K- 8th grade students will participate in intervention a minimum of four times per week.● Teachers will provide Tier 2 instruction based on student assessment data.● Students with a grade of an F will have a Failure Reduction Plan written and monitored with short and long term goals.
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Primary Need #2	<p>Primary Need: Based on available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.</p>
	<p>Root Cause: Some teachers don't have the training, skills, or knowledge to effectively implement interventions for a broad range of academic levels including differentiation and supporting ESS student accommodations and modifications. There is also a misalignment of what resources are available and supports look like in the general education classroom to meet the needs of all students.</p>
	<p>Needs Statement: Teachers will provide rigorous learning opportunities for all students, all the time.</p> <ul style="list-style-type: none"> ● 100% of posted objectives will be written with an intended outcome of student work at a DOK 2 or higher. ● 85%+ students participate in authentic learning and produce evidence of learning through the lesson. ● 85%+ students answer questions or prompts at DOK Level 2 or above. ● Aligned Checks for Understanding ● Differentiated instruction to meet individual student needs
	<p>Desired Outcome: Students receive comprehensive lessons designed to meet the needs of all learners.</p>
	<p>SMART Goal: 100% of Kingswood Elementary students will be held to high academic expectations and will increase the number of students who reach proficiency by 10% in both Math and ELA for the 20-21 school year</p> <ul style="list-style-type: none"> ● Kindergarten Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 88% to 98%. ○ ELA - Demonstrate a 10% increase in the percent at "Benchmark" as measured by the DIBELS assessment going from 49% to 59%. ● 1st Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 87% to 97%. ○ ELA - Demonstrate a 10% increase in the percent at "Benchmark" as measured by the DIBELS assessment going from 48% to 58% . ● 2nd Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 72% to 82%. ○ ELA - Demonstrate a 10% increase in the percent at "Benchmark" as measured by the DIBELS assessment going from 60% to 70%. ● 3rd Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 64% to 74%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 52% to 62%. ● 4th Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 51% to 61%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 43% to 53%. ● 5th Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 33% to 43%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 44% to 54%. ● 6th Grade Data <ul style="list-style-type: none"> ○ Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 25% to 35%. ○ ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 36% to 46%. ● 7th Grade Data

- Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 27% to 37%.
- ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 38% to 48%.
- 8th Grade Data
 - Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 21% to 31%.
 - ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 42% to 52%.

Strategy:
 100% of Kingswood teachers will deploy a personalized, guaranteed and viable curriculum in which teachers effectively communicate the intended outcomes, learning intentions, and success criteria expected for instruction.

Action Steps:

- Providing quality Tier 1 instruction that is researched-based core curriculum.
- Provide quality Tier 2 & 3 instruction based on student data, utilizing research-based interventions.
- Focus instruction aligned to DUSD Priority Standards in both ELA and Mathematics. Teachers will implement Common Formative Assessments aligned to Priority Standards using provided Florida Virtual Curriculum assessments.
- Focus professional development around the DUSD/WestED Walkthrough Protocol(Objectives, Academic Conversations, Engagement, DOK).
- Lesson plans will be aligned to priority standards and will include the four DUSD/WestEd components (Objectives, Academic Conversations, Engagement, DOK).
- Students and teachers will maintain individualized student data tracking sheets aligned with priority standards.

Monitoring:

- Teacher Evaluations
- IPDP
- Teacher Lesson Plans
- Benchmark Scores
- AZM2 and AZSCI
- Walkthrough Protocol Data
 - 100% of posted objectives will be written with an intended outcome of student work is at a DOK 2 or higher.
 - 85%+ students participate in authentic learning and produce evidence of learning through the lesson.
 - 85%+ students answer questions or prompts at DOK Level 2 or above.
 - Aligned Checks for Understanding

Evaluating:

- DUSD Priority Standards will have an aligned CFA created with data tracked by students and teachers.
- Teacher lesson plans will have an aligned check for understanding.
- Teachers will show evidence of differentiated learning in their classroom.
- Teachers will teach to a DOK 2 or higher in each lesson.
- Teachers will post and review the lessons objective daily for all students.
- Teacher lesson plans will include an objective written at a DOK 2 or higher and will be aligned to the learning outcome.
- Teachers will engage students in planned academic conversations.
- Students will participate in authentic learning and produce evidence of learning through the lesson at a DOK 2 or higher.
 - 6th - 8th grade Mathematics teachers will make use of individual student whiteboards with grids to increase student engagement and allow for quick assessment of new learning.

	<p>Strategy: 100% of Kingswood teachers will be data driven to effectively identify, qualify, implement, and reflect on best teaching practices to provide quality instruction to promote student growth.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Providing quality Tier 2 and Tier 3 instruction with appropriate personalized interventions in place and utilizing supplemental curriculum in addition to core curriculum to help close the gap of Tier 1 instruction. ● Utilize Prep Connects to review student data and plan for differentiated instruction including Tier 2 and Tier 3 interventions. ● Response to Intervention Processes and Procedures ● Provide professional development on providing teachers with the skills and knowledge to effectively implement interventions for a broad range of academic levels including differentiation and supporting ESS student accommodations and modifications. ● Provide professional development on what support for struggling learners looks like in their classroom, grade level and content area, to meet the needs of all students. ● Students and teachers will maintain individualized student data tracking sheets aligned with priority standards. <p>Monitoring:</p> <ul style="list-style-type: none"> ● Benchmark Scores ● DIBELS Progress Monitoring ● 95% Group Assessment Data ● RtI Platform Data ● State Assessment Data <ul style="list-style-type: none"> ○ AZM2 ○ AZSCI ○ MSAA ● Actively Learn Data ● SmartyAnts Data ● MathSpace Data ● Achieve 3000 Math Data ● Achieve 3000 ELA Data <p>Evaluating:</p> <ul style="list-style-type: none"> ● Students identified as needing support through the RTI Process will show growth. ● All K- 8th grade students will participate in intervention a minimum of four times per week. ● Teachers will provide Tier 2 instruction based on student assessment data.
	<p>Strategy: 100% of Kingswood teachers will actively and collectively participate in a Professional Learning Community (PLC) that is student-centered and focused on</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● The School Leadership Team (Instructional Cabinet) will participate in professional learning about the PLC+ Model for effective PLCs and then implement new learning across the campus in their PLCs. ● The fundamental questions at each PLC meeting are: <ul style="list-style-type: none"> ○ What is it we want our students to know? ○ How will we know if our students are learning? ○ How will we respond when students do not learn? ○ How will we enrich and extend the learning for students who are proficient? ● Teachers will participate in multiple Professional Learning Communities throughout the school year. <ul style="list-style-type: none"> ○ Grade Level ○ Vertical Content Areas ○ Gifted

	providing high levels of learning to all students.	<ul style="list-style-type: none">○ English Language Learners○ PBIS Tiers 1, 2, and 3 <p>Monitoring:</p> <ul style="list-style-type: none">● Grade-level PLC Agendas● Vertical Content PLC Agendas● CFA● Common Objectives● Shared Strategies● Best Practices <p>Evaluating:</p> <ul style="list-style-type: none">● Grade-level and vertical content PLCs will meet with a pre-planned and agreed upon agenda aligned to the 4 PLC Guiding Questions.
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Primary Need #3	Primary Need: Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.	
	Root Cause: It's hard for teachers and staff to be truly reflective about their practice and skills and then change their practice to meet the needs of all students.	
	Needs Statement: Staff invests, actively participates, and engages in quality professional learning opportunities and demonstrates evidence of change in practice.	
	Desired Outcome: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.	
	SMART Goal: 100% of Kingswood teachers will actively participate and engage in high quality and relevant professional learning; the focus of which is the teachers teaching and students learning.	
	Strategy: 100% of Kingswood teachers will actively and collectively participate in Professional Development that is differentiated based on data.	Action Steps: <ul style="list-style-type: none"> ● Teachers will participate in Professional Development centered on the following: <ul style="list-style-type: none"> ○ Content Knowledge and Pedagogy ○ Curriculum Implementation ○ Student Assessment ○ All types of formative through summative assessments ○ Student Engagement ○ PBIS - Classroom Management ○ Effective Data Use ○ Effective Technology Use ○ Signature Programing - Coding & Robotics ○ PLC+ Model for Professional Learning Communities ○ Attend Annual AZ K-12 Teacher Leadership Institute ○ Purchase of professional books, book studies, and professional libraries for teachers resources ○ Learning A-Z subscription ● Teachers will implement new learning based on their participation in Professional Development. ● Instructional Cabinet members will attend a school-wide planning session during the summer to plan for the upcoming school year. This will be for 11 instructional cabinet members and not to exceed 8 hours for each member. Monitoring: <ul style="list-style-type: none"> ● Classroom WestED Walkthrough Data ● Common Objectives ● Evidence of Best Practices ● Common Formative Assessments ● Alignment of formative assessments

		<ul style="list-style-type: none"> ● Student Discipline Data ● RTI Platform Data <ul style="list-style-type: none"> ○ Knight's Watch Data ● Grade-level PLC Agendas ● Vertical Content PLC Agendas ● Teacher Lesson Plans ● Teacher Gradebooks ● Signature Program Events <p>Evaluating:</p> <ul style="list-style-type: none"> ● Classroom observations to observe applied professional development learning. ● Specific feedback to teachers on progress of applied professional development learning. ● Data meetings to reflect on student learning. ● Weekly PLC meetings to support the application of professional development learning. ● Staff will be recognized for implementing new learning.
	<p>Strategy: 100% of Kingswood teachers will actively and collectively participate in a Professional Learning Community (PLC) that is student-centered and focused on providing high levels of learning to all students.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● The fundamental questions at each PLC meeting are: <ul style="list-style-type: none"> ○ What is it we want our students to know? ○ How will we know if our students are learning? ○ How will we respond when students do not learn? ○ How will we enrich and extend the learning for students who are proficient? ● Teachers will participate in multiple Professional Learning Communities throughout the school year. <ul style="list-style-type: none"> ○ Grade Level ○ Vertical Content Areas ○ Gifted ○ English Language Learners ○ PBIS Tiers 1, 2, and 3 <p>Monitoring:</p> <ul style="list-style-type: none"> ● CFA ● Common Objectives ● Shared Strategies ● Grade-level PLC Agendas ● Vertical Content PLC Agendas ● Best Practices <p>Evaluating:</p> <ul style="list-style-type: none"> ● Grade-level and vertical content PLCs will meet with a pre-planned and agreed upon agenda aligned to the 4 PLC Guiding Questions.

Primary Need #4	Primary Need: Our school offers services to fully support the academic and social needs of students.	
	Root Cause: Systematically Kingswood does not have the necessary resources(time, money, people) to invest the time and energy required to acquire the resources and fully meet all stakeholder needs.	
	Needs Statement: The community resources that address the SEL needs of students at Kingswood are not available and or do not exist locally in the community. We will identify, gather, implement needed resources for our students and community.	
	Desired Outcome: Students and families feel confident that their needs, both academic and social, will be met by the school.	
	SMART Goal: 100% of Kingswood students will identify that their academic and social needs are being met as measured by an end of year qualitative survey.	
	Strategy: Kingswood will have a shared culture where all stakeholders will feel valued, heard, and engaged in learning to support the vision and mission of our school.	Action Steps: <ul style="list-style-type: none"> ● Provide opportunities for all stakeholders to be a part of the Kingswood Elementary School community. <ul style="list-style-type: none"> ○ Open ○ Accepting ○ KingswoodStrong ● Provide opportunities for all stakeholders to be heard. ● Identify, create, evaluate, and maintain systems to meet the basic needs of all stakeholders. <ul style="list-style-type: none"> ○ Family Outreach Specialist <ul style="list-style-type: none"> ■ Purchase resources to support stakeholders ■ PBIS Coach ■ Bridge connection between home and school <ul style="list-style-type: none"> ● The first step in this process is providing a student communication folder for each student to have the basic information for the school and provide a method for dissemination of information. ● Identify, create, evaluate, and maintain systems to meet the social needs of all stakeholders. <ul style="list-style-type: none"> ○ School Social Worker <ul style="list-style-type: none"> ■ Multi-tiered SEL ■ Purchase resources to support SEL instruction ■ Provide professional development for staff <ul style="list-style-type: none"> ● Prep Connects ● Early Release Mondays ● Outside vendors (Ricky Robertson) ● Identify, create, evaluate, and maintain a safe school environment. <ul style="list-style-type: none"> ○ Online ○ Building ○ Fire Code

- In Person
- PBIS
- Identify, create, evaluate, and maintain systems to increase family engagement.
 - PTSA
 - Family nights
- Compile a list of all resources available
- Share resources with staff
- PBIS Lesson Plans
- Teachers leading PD
- Committee Roles/Volunteers
- Champion List
- Signature Program Showcases
 - Fall 2020
 - Spring 2021
- Teacher-led Book Studies as part of School Menu Mondays.
- Positive Behavior Interventions & Supports - The Knight's Code
 - The PBIS Leadership Team, composed of Tier 1, 2, and 3 members will participate in school-wide planning for implementation of PBIS best practices and procedures for the school year. This will include 6 teachers working together up to 8 hours each.
 - Materials and supports needed to effectively implement PBIS school-wide for the 2020-2021 school year
 - Rental of ID Maker machine for student ID cards with PBIS Apps code embedded on card
 - Purchase of ID cards to be used as part of the program and provided to every student
 - PBIS Rewards App Subscription - Subscription to the online app and data collection database
 - PBIS Incentives for students; including lanyards, backpacks, earbuds, board games and books for students to purchase using their earned Kingswood Cash from the PBIS Rewards App.
 - APBS Membership for Principal to support with implementation and best practices.
 - Purchase Poster Maker for school plus supplies to create posters.
 - Purchase annual subscription to WeVideo application to assist with student creation of expectations videos. Videos need to be updated annually to meet the Knight's Code and assist teachers in teaching specific school-wide expectations.

Monitoring:

- Create opportunities for stakeholders to be in the building
- Social Worker
 - Tier 1 SEL Instruction - Teaching classes.
 - Tier 2 SEL Instruction - Working with small groups and individual students.
- Family Outreach Specialist
- Referral/Safe Report/PBIS Rewards App Data
- Parent Meetings
 - IEPs
 - Planning for Success
 - 504s
 - Conferences
 - Meet the Teacher Night

- Title 1 Parent Night
 - 21st Century Program
 - PTSA
 - Family Activities
 - Regular Monthly Meetings
 - Volunteer Program
 - Community Partnerships
 - Kingswood Elementary School Site Council
 - Southwest Behavioral Health Referral Data
 - Discipline Data
 - Teacher Interviews
 - Student Interviews
 - Family Survey Data
 - Teacher Evaluations
 - Participation in School Events
 - Signature Program Showcases
 - Fall 2020
 - Spring 2021
 - Polar Express Night
 - STEAM Night
 - Quarterly Award Ceremonies
 - PTSA Events
 - Rachel's Challenge Family Events
 - Participation in planning for parent engagement events.
 - Participation in school Professional Development
 - Written guidelines and procedures for identifying students/families in need and the resources available.
- Evaluating:**
- All stakeholders will share in an environment of open communication, innovation and ownership as evidenced by an end of year survey.
 - Parents and students will share in an environment of open communication, innovation and ownership as evidenced by an end of year survey.

Strategy:
Kingswood will consistently celebrate student, staff and school success in academics and behavior.

Action Steps:

- Opportunities to celebrate are regularly scheduled and built into the yearly calendar
 - Quarterly Honors & Awards Ceremony
 - Teacher Appreciation
 - Friday Shout Outs
 - Birthday Shout Outs
 - Quarterly Pep Assemblies
 - PBIS Recognitions
 - Weekly Draw
 - Monthly Draw
 - Quarterly Draw
 - Yearly Draw
 - Pep Assembly Draws
 - Principal's 200 Club
 - Honorable Knight
 - Data Boards
 - PTSA nights
 - Pass the Knight
- Publicize celebrations across various social media platforms.
 - Facebook
 - Twitter
 - Instagram
 - Autodialers
 - Website

Monitoring:

- #WeAreKingswood (Focus on Kingswood Strong for 2020)
- Kingswood Family
- PBIS
- PBIS Student Team
- Discipline Data
- Honor Roll
- Friday Shout Outs
- Birthday Celebrations
- Pass the Knight Program
- Principal's List
- Intervention Program Awards/Recognitions
 - Achieve3000 Awards
 - Math Intervention Awards
 - Purple Knight Literacy Awards (Growth on DIBELS)
 - SmartyAnts Brag Board

Evaluating:

- Students deserving of academic recognition will be honored.
- Students will be recognized throughout the school year at least one time for various reasons.

		<ul style="list-style-type: none"> ○ Academic ○ Behavior ○ Character ○ Technology ○ Innovation ● Students will be honored for demonstrating positive traits aligned to the Knight’s Code in grades K-3. <ul style="list-style-type: none"> ○ Be Respectful ○ Be Responsible ○ Be Safe ○ Be a Learner
	<p>Strategy: Create and clearly communicate mission, vision, and school information with students, staff, parents and the community</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Parent Communication <ul style="list-style-type: none"> ○ Facebook ○ Twitter ○ Instagram ○ Autodialers ○ Website ○ Marquee ● Teacher Schoology Courses ● School maintains updated information in the front office on a regular basis ● PTSA websites/bulletin board ● Creation or review of the “The 3 A’s” Mission & Vision Statements specific to each “A”. <ul style="list-style-type: none"> ○ Athletics ○ Arts ○ Academics <p>Monitoring:</p> <ul style="list-style-type: none"> ● #WeAreKingswood Program (Focus on Kingswood Strong for 2020) ● Monthly Newsletters ● Parent Communication <ul style="list-style-type: none"> ○ Auto-dialer Scripts ○ Twitter Feed ○ Facebook Posts ○ Instagram Posts ○ YouTube Channel ○ School Website <ul style="list-style-type: none"> ■ Class Websites ● Weekly Teacher Email <p>Evaluating:</p> <ul style="list-style-type: none"> ● Parents/guardians will identify through an end of year survey the multiple methods used to communicate about school happenings. ● Parents/guardians will identify they have been effectively communicated with in various methods about school happenings.

Primary Need #5	Primary Need: Our entire staff participates in professional learning to support effective implementation of adopted curricula.	
	Root Cause: Professional learning opportunities for the staff are varied and differentiated, but not chosen based on data/evidence of need.	
	Needs Statement: Professional learning opportunities for the staff are varied and differentiated and chosen based on data/evidence of need.	
	Desired Outcome: The staff at Kingswood Elementary School will participate in professional learning to support effective implementation of adopted curricula so students are engaged in their learning.	
	SMART Goal: 100% of Kingswood teachers will actively participate and engage in high quality and relevant professional learning; the focus of which is the teachers teaching and students learning.	
	Strategy: 100% of Kingswood teachers will actively and collectively participate in a Professional Learning Community (PLC) that is student-centered and focused on providing high levels of learning to all students.	Action Steps: <ul style="list-style-type: none"> ● Focus professional development around the DUSD/WestED Walkthrough Protocol(Objectives, Academic Conversations, Engagement, DOK). ● Teachers will participate in Professional Development centered on the following: <ul style="list-style-type: none"> ○ Content Knowledge and Pedagogy ○ Curriculum Implementation ○ Student Assessment ○ All types of formative through summative assessments ○ Student Engagement ○ PBIS - Classroom Management ○ Effective Data Use ○ Effective Technology Use ○ Signature Programing - Coding & Robotics ○ PLC+ Model for Professional Learning Communities ● Teachers will implement new learning based on their participation in Professional Development. ● Instructional Cabinet members will attend a school-wide planning session during the summer to plan for the upcoming school year. This will be for 11 instructional cabinet members and not to exceed 8 hours for each member. Monitoring: <ul style="list-style-type: none"> ● Classroom WestED Walkthrough Data ● Common Objectives ● Evidence of Best Practices ● Common Formative Assessments ● Alignment of formative assessments ● Student Discipline Data ● RTI Platform Data

		<ul style="list-style-type: none">○ Knight's Watch Data● Grade-level PLC Agendas● Vertical Content PLC Agendas● Teacher Lesson Plans● Teacher Gradebooks● Signature Program Events <p>Evaluating:</p> <ul style="list-style-type: none">● Classroom observations to observe applied professional development learning.● Specific feedback to teachers on progress of applied professional development learning.● Data meetings to reflect on student learning.● Weekly PLC meetings to support the application of professional development learning.● Staff will be recognized for implementing new learning.
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	<p>Primary Need: Our school offers services to fully support the academic and social needs of students.</p>
	<p>Root Cause: Kingswood Elementary School does not have a written guideline or procedure in place for providing students both academic and social counseling services.</p>
	<p>Needs Statement: Kingswood Elementary School needs to create a system in which student’s academic and social counseling services are available to them on a full time basis while at school.</p>
	<p>Desired Outcome: Students and families feel confident that their needs, both academic and social, will be met by the school.</p>
	<p>SMART Goal: 100% of Kingswood students will identify that their academic and social needs are being met as measured by an end of year qualitative survey.</p>
<p>Primary Need #6</p>	<p>Strategy: Kingswood will have a shared culture where all stakeholders will feel valued, heard, and engaged in learning to support the vision and mission of our school.</p> <ul style="list-style-type: none"> ● Provide opportunities for all stakeholders to be a part of the Kingswood Elementary School community. <ul style="list-style-type: none"> ○ Open ○ Accepting ○ KingswoodStrong ● Provide opportunities for all stakeholders to be heard. ● Identify, create, evaluate, and maintain systems to meet the basic needs of all stakeholders. <ul style="list-style-type: none"> ○ Family Outreach Specialist <ul style="list-style-type: none"> ■ Purchase resources to support stakeholders ■ PBIS Coach ■ Bridge connection between home and school <ul style="list-style-type: none"> ● The first step in this process is providing a student communication folder for each student to have the basic information for the school and provide a method for dissemination of information. ● Identify, create, evaluate, and maintain systems to meet the social needs of all stakeholders. <ul style="list-style-type: none"> ○ School Social Worker <ul style="list-style-type: none"> ■ Multi-tiered SEL ■ Purchase resources to support SEL instruction ■ Provide professional development for staff <ul style="list-style-type: none"> ● Prep Connects ● Early Release Mondays ● Outside vendors (Ricky Robertson) ● Identify, create, evaluate, and maintain a safe school environment. <ul style="list-style-type: none"> ○ Online ○ BuildingFire Code ○ In Person ○ PBIS ● Identify, create, evaluate, and maintain systems to increase family engagement. <ul style="list-style-type: none"> ○ PTSA ○ Family nights

- Purchase of plotter printer to create posters to promote school culture, share mission/vision, school rules, school events
- Compile a list of all resources available
- Share resources with staff
- PBIS Lesson Plans
- Teachers leading PD
- Committee Roles/Volunteers
- Champion List
- Signature Program Showcases
 - Fall 2020
 - Spring 2021
- Teacher-led Book Studies as part of School Menu Mondays.
- Positive Behavior Interventions & Supports - The Knight's Code
 - The PBIS Leadership Team, composed of Tier 1, 2, and 3 members will participate in school-wide planning for implementation of PBIS best practices and procedures for the school year. This will include 6 teachers working together up to 8 hours each.
 - Materials and supports needed to effectively implement PBIS school-wide for the 2020-2021 school year
 - Rental of ID Maker machine for student ID cards with PBIS Apps code embedded on card
 - Purchase of ID cards to be used as part of the program and provided to every student
 - PBIS Rewards App Subscription - Subscription to the online app and data collection database
 - PBIS Incentives for students; including lanyards, backpacks, earbuds, board games and books for students to purchase using their earned Kingswood Cash from the PBIS Rewards App.
 - PBIS WeVideo video announcements
 - APBS Membership for Principal to support with implementation and best practices.

Monitoring:

- Create opportunities for stakeholders to be in the building
- Social Worker
 - Tier 1 SEL Instruction - Teaching classes.
 - Tier 2 SEL Instruction - Working with small groups and individual students.
- Family Outreach Specialist
- Referral/Safe Report/PBIS Rewards App Data
- Parent Meetings
 - IEPs
 - Planning for Success
 - 504s
 - Conferences
 - Meet the Teacher Night
 - Title 1 Parent Night
- 21st Century Program
- PTSA
 - Family Activities
 - Regular Monthly Meetings
- Volunteer Program
- Community Partnerships
- Kingswood Elementary School Site Council
- Southwest Behavioral Health Referral Data

		<ul style="list-style-type: none"> ● Discipline Data ● Teacher Interviews ● Student Interviews ● Family Survey Data ● Teacher Evaluations ● Participation in School Events <ul style="list-style-type: none"> ○ Signature Program Showcases <ul style="list-style-type: none"> ■ Fall 2020 ■ Spring 2021 ○ Polar Express Night ○ STEAM Night ○ Quarterly Award Ceremonies ○ PTSA Events ○ Rachel's Challenge Family Events ● Participation in planning for parent engagement events. ● Participation in school Professional Development ● Written guidelines and procedures for identifying students/families in need and the resources available. ● <p>Evaluating:</p> <ul style="list-style-type: none"> ● All stakeholders will share in an environment of open communication, innovation and ownership as evidenced by an end of year survey. ● Parents and students will share in an environment of open communication, innovation and ownership as evidenced by an end of year survey.
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