Continuous Improvement Plan

SCHOOL NAME: Kingswood Elementary School
PRINCIPAL’S NAME: Marilee Timbrooks
SCHOOL YEAR: 2021-2022

Required Components:

Integrated Action Plan (IAP)
### Goal 1: 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 2021 - 2022 school year

#### Strategies:
- Implement effective multi-tiered aligned to state standards instruction.
  - Create a school-wide Master Schedule with clearly stated Tier 1, Tier 2 and Tier 3 times.
  - Define multi-tiered approach to instruction.
  - Implement quality Tier 1 instruction that is researched-based curriculum aligned to state standards and the DUSD scope-and-sequence.
  - 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.
  - 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.
- Implement effective pedagogical research-based best practices.
  - Research effective pedagogical best practices.
  - Plan, present and teachers will implement professional learning around best practices.

#### Assess/Monitor:
- Ensure fidelity to master schedule.
- PLC agendas
- Lesson Plans
- RTI Data
- Assessment Data (Benchmarks, AZM2, CFA, DIBELS, PASI, PSI)
- Classroom Walkthroughs
- Analyze summative assessment data.

### Goal 2: 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.

#### Strategies:
- Plan consistent high-quality professional learning and support for all teachers.
  - Review data to determine needs for professional learning through a needs assessment.
  - Research aligned professional learning opportunities to meet the needs of the needs assessment.
  - Create a year-long professional learning calendar.
  - Establish a professional learning committee.
- Provide consistent high-quality professional learning and support for all teachers.
  - Provide professional learning on Monday's during district established times.
  - Provide professional learning 1X per month during a Prep Connect.
  - Professional Learning Committee members will lead sessions based on needs assessment.
  - Professional Learning opportunities will be differentiated based on individual needs of staff.
  - Plan and implement peer to peer observations.

#### Assess/Monitor:
- Ensure teacher lesson plans reflect standards-based objectives and evidence based instructional strategies.
- Administrative walk-throughs
- Professional Learning calendar
- Teacher professional learning survey data.

### Goal 3: 100% of Kingswood students will identify that their academic and social needs are being met as measured by an end of year qualitative survey.

#### Strategies:
- Implement effective safety strategies that address the whole person.
  - Continue to implement a research-based school-wide behavior intervention system.
  - Focus professional learning on SEL standards.
  - Teach SEL to students and community.
  - Create EOP.
  - Create a system to allow for two-way communication with students and community.
  - Provide opportunities for all stakeholders to be a part of the Kingswood community.
  - Identify and create a safe school environment.
  - Identify and create systems to increase family engagement.
  - Opportunities to celebrate are regularly scheduled and built into the yearly calendar.
- Embed safety strategies into all that we do.
  - Ensuring lesson plans have SEL integrated.
  - Ensure school wide discipline practices include SEL.
  - Provide opportunities for all stakeholders to be a part of the Kingswood school community.

#### Assess/Monitor:
- PLC Agendas show evidence of SEL in lesson planning.
- Maintain systems to meet the basic needs of all stakeholders.
- Maintain systems to meet the social needs of all stakeholders.
- Maintain a safe school environment.
- Evaluate our safe school environment.
- Evaluate systems to increase family engagement.
STUDENT ACHIEVEMENT

- Indicator 1.2 Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students within a respectful, professional learning community for all staff.
- Indicator 1.9 Our leadership commits to drive continuous improvement.
- Indicator 2.2 Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices.
- Indicator 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.
- Indicator 2.7 Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students.
- Indicator 3.2 Our school day is organized to maximize well-rounded instruction.
- Indicator 4.4 Our written curricula are accessible for all learners and include culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child.
- Indicator 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.
- Indicator 5.1 Our staff has high expectations for learning for all students.
- Indicator 6.3 Our school engages families in critical data-informed decisions that impact student learning

Primary Need:

Indicator 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.

Root Cause:

Based on all available student data, teachers do not intentionally plan effective instruction that supports every student in meeting rigorous learning goals and administration is not holding teachers accountable with consistent expectations.

Needs Statement:

Administration needs to communicate the consistent expectations for planning and teaching to all teachers.

Desired Outcome:

If consistent expectations are communicated and teachers are held accountable, there will be a positive impact on student achievement.

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 2021 - 2022 school year

- Kindergarten Data
  - Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 76% to 86%.
  - ELA - Demonstrate a 10% increase in the percent at “Benchmark” as measured by the DIBELS MOY assessment going from 27% to 37%.
- 1st Grade Data
  - Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 81% to 91%.
  - ELA - Demonstrate a 10% increase in the percent “Benchmark” as measured by the DIBELS MOY assessment going from 38% to 48%.
- 2nd Grade Data
  - Math - Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 54% to 64%.
  - ELA - Demonstrate a 10% increase in the percent “Benchmark” as measured by the DIBELS MOY assessment going from 51% to 61%.
- 3rd Grade Data
  - 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
  - Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 34% to 44%.
  - ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 46% to 56%.
- 5th Grade Data
  - Math - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 19% to 29%.
  - ELA - Demonstrate a 10% increase in the percent proficient as measured by the State Assessment going from 27% to 37%.
<table>
<thead>
<tr>
<th>Strategy #1: Describe the Strategy (Narrative): Implement effective multi-tiered aligned to state standards instruction.</th>
<th>Action Step Title</th>
<th>Describe the Action Step (Narrative)</th>
<th>Person Responsible (Name and Organizational Role)</th>
<th>Timeline Begin-Completion Dates</th>
<th>Program/Funding Tags</th>
<th>Data/Evidence to Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a school-wide Master Schedule with clearly stated Tier 1, Tier 2 and Tier 3 times.</td>
<td>Admin create Master Schedule  The Master Schedule will be shared out with Instructional Cabinet for feedback  Adjustments to the Master Schedule will be made based on the feedback from the Instructional Cabinet.  Master Schedule to include Special Areas for K-4 and Electives for grades 5-8.</td>
<td>All Staff</td>
<td>April 2021, Ongoing</td>
<td></td>
<td>Walk-through data</td>
<td></td>
</tr>
<tr>
<td>Define multi-tiered approach to instruction.</td>
<td>Admin will define the tiers and human resource roles  Provide professional development on effective multi-tiered approach and how teachers should be grading during various tiers  Teachers will craft lesson plans</td>
<td>PD Team</td>
<td>Ongoing</td>
<td></td>
<td>Walk through data Lesson plans PD Calendar PD Presentations</td>
<td></td>
</tr>
<tr>
<td>Implement quality Tier 1 instruction that is researched-based curriculum aligned to state standards and the DUSD scope-and-sequence.</td>
<td>Lesson plans will be aligned to the district approved curriculum and will include the four DUSD/WestEd components (Objectives, Academic Conversations, Engagement, DOK).  Focus instruction aligned to the district approved curriculum in both ELA and Mathematics. Teachers will develop, use and interpret the data from teacher created</td>
<td>Admin Teachers TLS</td>
<td>Ongoing</td>
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<td>Walk through data Lesson plans Pacing guide</td>
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<tr>
<td>Task</td>
<td>Responsible Party</td>
<td>Duration</td>
<td>Notes</td>
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<tr>
<td>Assessments in order for students to be successful on the Common Formative Assessments through district approved curriculum as well as DUSD Benchmark Assessments.</td>
<td>Admin SIDS TLS Interventionists</td>
<td>Ongoing</td>
<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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<tr>
<td>Purchase new Chromebooks for student use in the classroom.</td>
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<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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<tr>
<td>Power Supplies for C-Type chargers for chromebooks currently on campus.</td>
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<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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<tr>
<td>Implement quality Tier 2 &amp; 3 instruction based on student data, utilizing research-based interventions.</td>
<td>Admin SIDS TLS Interventionists</td>
<td>Ongoing</td>
<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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<tr>
<td>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).</td>
<td></td>
<td></td>
<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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</tr>
<tr>
<td>Purchase Learning A-Z subscription for supporting teachers with additional Tier 2 and 3 literacy resources.</td>
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<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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</tr>
<tr>
<td>Focus professional development around the DUSD/WestEd Walkthrough Protocol (Objectives, Academic Conversations, Engagement, DOK).</td>
<td>Admin PD Committee TLS All Teachers</td>
<td>Ongoing</td>
<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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<tr>
<td>Create PD Committee Differentiate PD based on teacher identified need and specific skills</td>
<td>Admin PD Committee TLS All Teachers</td>
<td>Ongoing</td>
<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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<td>Teachers will participate in School-wide planning during the school year and summer for 60 staff members up to 8 hours per staff member.</td>
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<td>Master Calendar Lesson plans Small group lesson plans Growth Data Walk through data</td>
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<tr>
<td>Math &amp; 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.</td>
<td>Admin TLS SIDS All Teachers</td>
<td>Summer 2021, Ongoing</td>
<td>Title 1 Data Days: 2213.6320 School Wide: 2212.6116</td>
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<tr>
<td>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.</td>
<td>Admin TLS SIDS All Teachers</td>
<td>Summer 2021, Ongoing</td>
<td>Title 1 Data Days: 2213.6320 School Wide: 2212.6116</td>
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<tr>
<td>Administration will subscribe to ASCD to further professional development and share current</td>
<td>Admin Admin Secretary III</td>
<td></td>
<td>ASCD-Principal: 2410.6810 ASCD-A. Principal: 2410.6810 Membership</td>
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</table>
### Strategy #2:
**Describe the Strategy (Narrative):**
Implement effective pedagogical research-based best practices.

<table>
<thead>
<tr>
<th>Action Step Title</th>
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<tbody>
<tr>
<td>Research effective pedagogical best practices.</td>
<td>Form a committee Use data to target areas of needs</td>
<td>Administration Data Specialist TLS Committee Members</td>
<td>July-August, On-going</td>
<td></td>
<td>Agendas Data</td>
</tr>
<tr>
<td>Plan professional learning around the best practices.</td>
<td>Use data from needs and best practices to calendar professional learning opportunities</td>
<td>Administration Data Specialist TLS Committee Members</td>
<td>July-August, On-going</td>
<td></td>
<td>Professional Learning Calendar Survey Data</td>
</tr>
<tr>
<td>Present professional learning about the best practices.</td>
<td>Use all of our resources by identifying &quot;experts&quot;, as well as Instructional Cabinet members to plan, create and present professional learning to staff</td>
<td>Administration Data Specialist TLS Instructional Cabinet &quot;Expert&quot; Teachers</td>
<td>On-going</td>
<td></td>
<td>Professional Learning Calendar Presentations Sign in Sheets PD Effectiveness surveys</td>
</tr>
<tr>
<td>Teachers implement best practices in their daily instruction.</td>
<td>Teachers will attend professional learning opportunities and incorporate new learning into lesson plans</td>
<td>Administration TLS Teachers</td>
<td>On-going</td>
<td></td>
<td>Professional Learning Calendar Lesson Plans Walk-through Data</td>
</tr>
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</table>

### Strategy #3:
**Describe the Strategy (Narrative):**
Monitor Implementation

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<tr>
<td>Ensure fidelity to master schedule.</td>
<td>Verify that the tiers are in the schedules and that teachers are teaching all of them at the assigned times.</td>
<td>Administration Instructional Cabinet TLS</td>
<td>On-going</td>
<td>Master Calendar Walk-through Data</td>
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<tr>
<td>PLC agendas</td>
<td>Focus on data to drive multi-tiered approach to instruction. PLC conversations and agendas center around the PLC 4 Questions.</td>
<td>Instructional Cabinet</td>
<td>On-going</td>
<td>Agendas Data</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Teachers have lesson plans for all 3 tiers aligned to state standards.</td>
<td>Teachers</td>
<td>On-going</td>
<td>Lesson Plans Master Calendar</td>
<td></td>
</tr>
<tr>
<td>RTI Data</td>
<td>RTI goals will drive interventions and support.</td>
<td>Data Specialist Administration TLS Teachers</td>
<td>Carried over from last year, On-going</td>
<td>RTI Minutes and Agendas Student Goals Individual Student Data</td>
<td></td>
</tr>
<tr>
<td>Assessment Data (Benchmarks, AZM2, CFA, DIBELS, PASI, PSI)</td>
<td>Assessment data will drive the decisions we make for instruction.</td>
<td>All Staff Members</td>
<td>On-going</td>
<td>Assessment Data Lesson Plans Master Calendar</td>
<td></td>
</tr>
<tr>
<td>Classroom Walkthroughs</td>
<td>Will show evidence that the master schedule is being followed and teachers have objectives posted written aligned to goals.</td>
<td>Administration TLS</td>
<td>On-going</td>
<td>Walk-through Data</td>
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<tr>
<td><strong>Strategy #4:</strong> Describe the Strategy (Narrative):</td>
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<tr>
<td><strong>Evaluate Implementation</strong></td>
<td><strong>Action Step Title</strong></td>
<td><strong>Describe the Action Step (Narrative)</strong></td>
<td><strong>Person Responsible (Name and Organizational Role)</strong></td>
<td><strong>Timeline Begin-Completion Dates</strong></td>
<td><strong>Program/Funding Tags</strong></td>
</tr>
<tr>
<td>Analyze summative assessment data.</td>
<td>Tier 1 Data</td>
<td>Administration Data Specialist TLS Teachers Students</td>
<td>May-August, On-going</td>
<td>School-wide Data Teacher Data Data Charts Student Goal Folders RTI</td>
<td></td>
</tr>
<tr>
<td>Tier 2 Data</td>
<td>DIBELS PASI PSI A3K Math Actively Learn Student Goal Folders</td>
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<tr>
<td>Tier 3 Data</td>
<td>PASI PSI A3K ELA</td>
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</tbody>
</table>
TEACHER PROFESSIONAL LEARNING

- Indicator 1.9 Our leadership commits to drive continuous improvement.
- Indicator 2.2 Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices.
- Indicator 2.6 Our teachers and appropriate other staff participate in ongoing, applicable professional learning opportunities.
- Indicator 2.7 Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students.
- Indicator 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.
- Indicator 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.
- Indicator 5.3 Our school ensures physical and emotional safety of all students and demonstrates our understanding and appreciation of all cultures, identities, and communities.

Primary Need:

Indicator 2.2 Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices.

Root Cause:

Teachers are not well-versed or knowledgeable of the standards, curricula, and social emotional learning practices or held accountable by administration to the standards, curricula, and social emotional learning practices.

Needs Statement:

We need teachers to commit to continuous improvement and a shared knowledge of standards, curricula and social emotional learning practices to ensure the success of all students.

Desired Outcome:

If teachers receive Professional Learning to increase their efficacy, implementation will be reflected in lesson plans with the end result being increased student efficacy and achievement.

SMART Goal: (Required for all D, F, CSI and TSI schools)

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.

<table>
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<tr>
<th>Strategy #1: Describe the Strategy (Narrative):</th>
<th>Action Title</th>
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<th>Data/Evidence to Collect</th>
</tr>
</thead>
</table>
| Plan consistent high-quality professional learning and support for all teachers. | Review data to determine needs for professional learning through a needs assessment. | Data Sources
- Student Data
  ○ AZM2
  ○ Benchmark assessment data
  ○ PIAI
  ○ PSI
- Teacher Data
  ○ Staff Survey
  ○ Walkthrough
  ○ Staff Evaluations | Administration
TLC
Data Specialist
Instructional Cabinet
Teachers | April-August, On-going | School-Wide and Individual Data Professional Learning Calendar Walk-Through Data CES Data |
| Research aligned professional learning opportunities to meet the needs of the needs assessment. | Use data to create a calendar based on needs to ensure that the needs of staff members are being met. | Administration
TLC
Data Specialist
Instructional Cabinet | July-August, On-going | School-Wide and Individual Data Professional Learning Calendar Walk-Through Data CES Data |
<table>
<thead>
<tr>
<th>Action Step Title</th>
<th>Describe the Action Step (Narrative)</th>
<th>Person Responsible (Name and Organizational Role)</th>
<th>Timeline Begin-Completion Dates</th>
<th>Program/Funding Tags</th>
<th>Data/Evidence to Collect</th>
</tr>
</thead>
</table>
| Create a year-long professional learning calendar. | To include:  
- Early Release Mondays  
- Professional Learning Days  
- NTO  
- Summer Planning Sessions  
- Before/After School Sessions  
- Prep Connects  
- Data Days  
- WestED/95% Group Consultant Days  
- Intervention Programs  
- 17th Annual Teacher Leadership Institute  
- Cognitive Coaching training with AZK12 Center( Feb. 16 - May 19, 2022) | Administration  
TLS  
Data Specialist  
Instructional Cabinet  
Peer Mentors | April-August, On-Going | School-Wide and Individual Data Professional Learning Calendar  
Walk-Through Data  
CES Data  
Certificates of Completion |
| Establish a professional learning committee. | Using staff survey data, create a committee of experts in identified areas of need. Committee will include a range of staff members with experience and abilities. Goal is alignment of the calendar with needs of staff based on student data. Committee will create and lead professional learning throughout the year. | Administration  
TLS  
Data Specialist  
Instructional Cabinet  
Committee Members | May-July, On-going | School-Wide and Individual Data Professional Learning Calendar  
Walk-Through Data  
Lesson Plans  
Master Calendar |

**Strategy #2:**

Describe the Strategy (Narrative):

Provide consistent high-quality professional learning and support for all teachers.

<table>
<thead>
<tr>
<th>Action Step Title</th>
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<th>Timeline Begin-Completion Dates</th>
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</table>
| Provide professional learning on Monday's during district established times. | Based on Professional Learning calendar focus around:  
- Best Practices  
- Engagement  
- Small Group Instruction  
- Data  
- Student-to-Student Conversations  
- Assessment  
- Alignment  
- Definitions of Tiers of Instruction  
- MTSS  
- SEL | Administration  
TLS  
Data Specialist  
Instructional Cabinet  
“Expert” Teachers | On-going | School-Wide and Individual Data Professional Learning Calendar  
Walk-Through Data  
Lesson Plans  
Master Calendar |
| **Provide professional learning 1X per month during a Prep Connect.** | **Based on Professional Learning calendar focus around:**  
- Best Practices  
- Engagement  
- Small Group Instruction  
- Data  
- Student-to-Student Conversations  
- Assessment  
- Alignment | **Administration**  
- TLS  
- Data Specialist  
- Instructional Cabinet | **On-going** | **Professional Learning Calendar**  
- Master Schedule  
- Agendas  
- Lesson Plans  
- Academic Data |
| --- | --- | --- | --- | --- |
| **Professional Learning Committee members will lead sessions based on needs assessment.** | **Using staff survey data, create a committee of experts in identified areas of need. Committee will include a range of staff members with experience and abilities. Goal is alignment of the calendar with needs of staff based on student data. Committee will create and lead professional learning throughout the year.** | **Administration**  
- TLS  
- Data Specialist  
- Teachers  
- Staff | **July-August, On-going** | **Professional Learning Calendar**  
- Master Schedule  
- Agendas  
- Lesson Plans  
- Academic Data  
- Survey Data |
| **Professional Learning opportunities will be differentiated based on individual needs of staff:**  
- Experienced Teachers  
- Content Based  
- NTO  
- Gifted  
- ESS  
- MTSS  
- Engagement  
- SEL  
- DOK  
- ELL Students | **Provide Content PLC Time**  
- Provide Gradelevel PLC Time | **Administration**  
- TLS  
- Data Specialist  
- Teachers | **On-going** | **Professional Learning Calendar**  
- Master Schedule  
- Agendas  
- PLC Agendas  
- Presentations  
- Academic Data |
| **Plan and implement peer to peer observations.** | **Define it.**  
- Create the structure.  
- Allow for teachers to schedule it.  
- Allow staff to do it. | **Administration**  
- TLS  
- Data Specialist  
- Instructional Cabinet  
- Teachers | **On-going** | **Master Calendar Schedule**  
- Feedback form  
- Peer CoachingPD |
### Strategy #3: Describe the Strategy (Narrative): Monitor Implementation

<table>
<thead>
<tr>
<th>Action Step Title</th>
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<tbody>
<tr>
<td>Administrative walk-throughs</td>
<td>Using WestED protocol CES</td>
<td>Administration TLS Data Specialist</td>
<td>On-going</td>
<td></td>
<td>Walk-Through Data CES</td>
</tr>
<tr>
<td>Professional Learning calendar</td>
<td>Update and adjust the professional learning calendar as needed based on new needs that arise.</td>
<td>Administration Instructional Cabinet</td>
<td>April-August, On-going</td>
<td></td>
<td>Professional Learning Calendar</td>
</tr>
</tbody>
</table>

### Strategy #4: Describe the Strategy (Narrative): Evaluate Implementation

<table>
<thead>
<tr>
<th>Action Step Title</th>
<th>Describe the Action Step (Narrative)</th>
<th>Person Responsible (Name and Organizational Role)</th>
<th>Timeline Begin-Completion Dates</th>
<th>Program/Funding Tags</th>
<th>Data/Evidence to Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher professional learning survey data.</td>
<td>Create a committee to create a survey. Use the survey data to drive our Professional Learning Calendar throughout the entire year. Teachers will also be encouraged to seek out their own opportunities to further their learning. (Training, book study, PLC topic, etc.)</td>
<td>Administration Data Specialist TLS Teachers</td>
<td>May-August, On-going</td>
<td></td>
<td>Survey Survey Data Professional Learning Calendar</td>
</tr>
</tbody>
</table>
### SAFETY

- Indicator 1.2 Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students within a respectful, professional learning community for all staff.
- Indicator 1.4 Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.
- Indicator 2.7 Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students.
- Indicator 4.4 Our written curricula are accessible for all learners and include culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child.
- Indicator 5.1 Our staff has high expectations for learning for all students.
- Indicator 5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students and families.
- Indicator 5.3 Our school ensures physical and emotional safety of all students and demonstrates our understanding and appreciation of all cultures, identities, and communities.
- Indicator 6.1 Our school creates and maintains collaborative partnerships among families, communities and school to support student learning.
- Indicator 6.3 Our school engages families in critical data-informed decisions that impact student learning.

#### Primary Need:

**Indicator 5.1** Our staff has high expectations for learning for all students.

#### Root Cause:

High expectations are not implemented consistently in classrooms and across the school.

#### Needs Statement:

Need to provide a physical and emotionally safe school for all by holding everyone accountable.

#### Desired Outcome:

If everyone is held accountable, then the needs of the students, staff and community will be met.

#### SMART Goal:

**Process:** 100% of Kingswood students will identify that their academic and social needs are being met as measured by an end of year qualitative survey.

<table>
<thead>
<tr>
<th>Strategy #1: Implement effective safety strategies that address the whole person.</th>
<th>Action Step Title</th>
<th>Describe the Action Step (Narrative)</th>
<th>Person Responsible (Name and Organizational Role)</th>
<th>Timeline Begin-Completion Dates</th>
<th>Program/Funding Tags</th>
<th>Data/Evidence to Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to implement a research-based school-wide behavior intervention system.</td>
<td>Positive Behavior Interventions &amp; Supports - The Knight's Code</td>
<td>Administration Family Engagement Specialist Data Specialist Social Worker TLS All Staff</td>
<td>On-going</td>
<td>PBIS School Wide: 2210.6116 Materials: 1000.6610 Rental Id: 2410.6442 ID Cards: 1000.6610 PBIS App: 1000.6643 Incentives: 1000.6610 APBS-Principal: 2410.6810 WeVideo: 2580.6737 Poster Maker Supplies: 1000.6610</td>
<td>PBIS Data Referral Data Reward App Usage School Store</td>
<td>PBIS Data Referral Data Reward App Usage School Store</td>
</tr>
</tbody>
</table>
### INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<table>
<thead>
<tr>
<th>Focus professional learning on SEL standards.</th>
<th>Define what is SEL at Kingswood. Use Casel resources to train the staff</th>
<th>Family Engagement Specialist, Social Worker, Leadership Team</th>
<th>July-August, On-going</th>
<th>Presentation Sign-in Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach SEL to students.</td>
<td>Support teachers to schedule time to teach SEL to students.</td>
<td>Leadership Team, Teachers, Social Worker</td>
<td>July-August, On-going</td>
<td>Schedules Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>Have SEL posters in all classrooms. Teachers will plan lessons to teach students about SEL in the beginning of the school year. Teachers will weave SEL throughout lessons year-long.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Description</td>
<td>Assignments</td>
<td>Frequency</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teach SEL to our community.</td>
<td>Consult with the Leadership team. Schedule various parent nights throughout the year. Plan presentations. Present where we are, what our goals are, how we are getting there. Additional information about SEL will be shared throughout the year in Newsletters and Weekly Blasts.</td>
<td>On-going</td>
<td>Family Engagement: 2190.6610 Calendar Presentation Newsletters Blasts</td>
<td></td>
</tr>
<tr>
<td>Create EOP</td>
<td>Use format provided per State</td>
<td>Leadership Team Safety Committee</td>
<td>July</td>
<td>EOP</td>
</tr>
<tr>
<td>Create a system to allow for two-way communication with students and community.</td>
<td>Research different ways to communicate with family and community members that allow for two-way Select a method or methods that we want to try</td>
<td>Leadership Team Family Engagement Specialist Social Worker</td>
<td>July-August, On-Going</td>
<td>Family Engagement: 2190.6610</td>
</tr>
<tr>
<td>Provide opportunities for all stakeholders to be a part of the Kingswood community.</td>
<td>Create a calendar of events for the entire year Share calendar using multiple avenues Invite all stakeholders to participate. Find specific opportunities to solicit volunteers to help support events.</td>
<td>All Stakeholders</td>
<td>On-going</td>
<td>Calendar Invitations Volunteer List</td>
</tr>
<tr>
<td>Identify and create a safe school environment</td>
<td>Share EOP with stakeholders Have monthly Safety Committee meeting various staff Have monthly Safety Committee meetings with a student group.</td>
<td>All Stakeholders</td>
<td>July-August, On-going</td>
<td>EOP Calendar Meeting Agendas Meeting Sign-in Sheets</td>
</tr>
<tr>
<td>Identify and create systems to increase family engagement.</td>
<td>Form a committee Research ways to increase family engagement in a school community</td>
<td>Leadership Team Staff/Committee Family Engagement Specialist Social Worker</td>
<td>On-going</td>
<td>Committee Agendas Copy of plan to increase family engagement Family Engagement Data</td>
</tr>
<tr>
<td>Strategy #2: Describe the Strategy (Narrative): Embed safety strategies into all that we do.</td>
<td>Action Step Title</td>
<td>Describe the Action Step (Narrative)</td>
<td>Person Responsible (Name and Organizational Role)</td>
<td>Timeline Begin-Completion Dates</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ensuring lesson plans have SEL integrated.</td>
<td>Teachers will purposely plan ways to embedded SEL into all content areas, including Electives. TLS will support as needed and provide feedback, as well as suggestions.</td>
<td>Administration TLS Teachers Social Worker</td>
<td>On-going</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>Ensure school wide discipline practices include SEL.</td>
<td>Copy of the SEL Wheel with be placed by the Discipline matrix as reminder to Administration. Students will be shown the matrix during discipline conference as a tool of reflection.</td>
<td>Administration</td>
<td>On-going</td>
<td>Discipline Data PBIS Data Discipline Matrix</td>
</tr>
<tr>
<td>Strategy #3: Describe the Strategy (Narrative):</td>
<td>Action Step Title</td>
<td>Describe the Action Step (Narrative)</td>
<td>Person Responsible (Name and Organizational Role)</td>
<td>Timeline Begin-Completion Dates</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Monitor Implementation</td>
<td>PLC Agendas show evidence of SEL in lesson planning.</td>
<td>Team Leads will create Agendas for every PLC Team Leads will add an SEL section to Agenda</td>
<td>Administration TLS Team Leads Social Worker Teachers</td>
<td>July-August, On-going</td>
</tr>
<tr>
<td></td>
<td>Maintain systems to meet the basic needs of all stakeholders.</td>
<td>Hold Committee meetings (Safety, PBIS, RTI, PTSA, Site Council, IC.) as calendared Reflect and share on systems in place and provide feedback for possible change, noted in Minutes Make changes as needed Continue to monitor system throughout the year</td>
<td>All Stakeholders</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Maintain systems to meet the social needs of all stakeholders.</td>
<td>Hold Committee meetings (Safety, PBIS, RTI, PTSA, Site Council, IC.) as calendared Reflect and share on systems in place and provide feedback for possible change, noted in Minutes Provide additional professional learning opportunities as needed Make changes as needed Continue to monitor system throughout the year</td>
<td>All Stakeholders</td>
<td>On-going</td>
</tr>
</tbody>
</table>

**INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET**

- Provide opportunities for all stakeholders to be a part of the Kingswood school community.
  - Create a calendar of events for the entire year
  - Share calendar using multiple avenues
  - Invite all stakeholders to participate.
  - Find specific opportunities to solicit volunteers to help support events.

- Strategy #3:
  - Describe the Strategy (Narrative):
    - Monitor Implementation
  - PLC Agendas show evidence of SEL in lesson planning.
    - Team Leads will create Agendas for every PLC
    - Team Leads will add an SEL section to Agenda
  - Person Responsible (Name and Organizational Role):
    - Administration
    - TLS
    - Team Leads
    - Social Worker
    - Teachers
  - Timeline Begin-Completion Dates:
    - July-August, On-going
  - Program/Funding Tags:
    - Calendar
    - Sign-in Sheets/Volunteers
    - Weekly Blasts
    - Dial Outs
    - Weekly Knight Report

- Maintain systems to meet the basic needs of all stakeholders.
  - Hold Committee meetings (Safety, PBIS, RTI, PTSA, Site Council, IC.) as calendared
  - Reflect and share on systems in place and provide feedback for possible change, noted in Minutes
  - Make changes as needed
  - Continue to monitor system throughout the year

- Maintain systems to meet the social needs of all stakeholders.
  - Hold Committee meetings (Safety, PBIS, RTI, PTSA, Site Council, IC.) as calendared
  - Reflect and share on systems in place and provide feedback for possible change, noted in Minutes
  - Provide additional professional learning opportunities as needed
  - Make changes as needed
  - Continue to monitor system throughout the year
| Maintain a safe school environment. | Hold Monthly fire drills as scheduled | Hold Quarterly Lockdown drills as scheduled | Meet with Plant Manager Weekly | Meet with Safety Committee Monthly | PD Trainings on Safety Protocols | Student Behavior | Masks and cleaning | Hallway flow and social distancing | Provided feedback and information to Instructional Cabinet Monthly to be shared with Teams | Share vital information an/or provide training during staff meetings as needed | Inform parents via Newsletters and Weekly Blasts about Safety issues, concerns, and or celebrations Administration will be visible throughout the campus during the school day. |

| Maintain systems to increase family engagement. | Ensure calendar of Events is clearly shared and in multiple ways | Ensure flyers are distributed in a timely manner | Ensure teachers are handing out flyers in a timely manner | All Stakeholders | Family Engagement Specialist | Social Worker | On-going |

| Strategy #4: Describe the Strategy (Narrative): | Action Step Title | Describe the Action Step (Narrative) | Person Responsible (Name and Organizational Role) | Timeline Begin-Completion Dates | Program/Funding Tags | Data/Evidence to Collect |

| Evaluate Implementation | Evaluate our safe school environment. | Fire Code | Administration | On-going | Drill Data | Drill Data | Discipline Data | Maintenance Logs | Work Orders |
| Evaluate systems to increase family engagement. | 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. | Family Engagement Specialist | On-going | Survey Data |