Continuous Improvement Plan

SCHOOL NAME: Luke Elementary
PRINCIPAL’S NAME: Molly Gillett
SCHOOL YEAR: 2021-2022

Required Components:

Integrated Action Plan (IAP)
Primary Need: (head of fishbone)
1.1 Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.

Root Cause:
Luke does not have a shared vision of academic success for all students.

Needs Statement: (tail of fishbone)
Luke staff needs to create a shared vision for academic success that includes social emotional learning and practices that align with a growth mindset to ensure equitable access for all students.

Desired Outcome: (Needs statement restated in a positive)
Luke staff will create a shared vision for academic success that includes social emotional learning in partnership with all stakeholders so that students are able to increase their achievement on benchmark and AzM2 assessments by 10%.

SMART Goal: (Required for all D, F, CSI and TSI schools)
By the end of the 2021-21 school year, ALL Luke students will successfully access the general education curriculum and increase their mastery on grade level standards as measured by an increase of 10% in grade level ELA and MA from Benchmark 3 data with a minimum achievement of 35% from 2020-21 to 2021-22.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>ELA</th>
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</thead>
</table>
| K (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 82% to 92%.
| 1 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 45% to 55%.
| 2 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD ELA Benchmark going from 50% to 60%.
| 3 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 68% to 78%.
| 4 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD ELA Benchmark going from 32% to 42%.
| 5 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 25% to 35%.
| 6 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD ELA Benchmark going from 26% to 36%.
| 7 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD Math Benchmark going from 3% to 35%.
| 8 (2021)| Demonstrate a 10% increase in the percent proficient as measured by the DUSD ELA Benchmark going from 29% to 39%.

Strategy #1:
Describe the Strategy (Narrative):
Strong Objective Writing

<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>Action Steps:</td>
<td>Professional Development focusing on objectives and</td>
<td>TLS, Students, Teachers</td>
<td>Aug 21-May 22</td>
<td>West Ed, Corwin PLC+</td>
<td>Lesson Plans with Objectives at DOK 2 and above</td>
</tr>
</tbody>
</table>
Objectives and Teacher clarity provide students with an opportunity to gauge the progression of their learning with clear, measurable steps that both students and teachers can monitor to identify mastery.

**Strategy #2: Describe the Strategy (Narrative):**

Using all available data to identify and intervene in the education of ALL learners

<table>
<thead>
<tr>
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</thead>
</table>
| RTI and PLC Improvements | Action Steps:  
- Teachers will collect multiple points of data (behavior, academic, attendance)  
- Weekly grade level PLC meetings focused on data with meeting notes  
- Teachers will create data binders for every student and regularly review data and progress on standards  
- Teachers will successfully collaborate during PLC, team meetings and content area meetings to review data, lesson plans, and assessment data to align best practices and common expectations for learning.  
- Professional development will include collaboration up a grade and down a grade to more fully understand the standards and learning expectations for students.  
- Admin, TLS, and data specialist will support  
Monitor Action Steps  
- Admin team will attend weekly team meetings  
- Admin team will support weekly PLC meetings with grade level bands  
- TLS/Data Specialist coaching  
- Peer Mentor monthly meetings  
- Peer Mentor weekly/biweekly check ins  
- Students in Tier III Interventions will be included in the RTI platform | | Aug-May |  
- PLC Playbook PD for Instructional Leadership Team (TSI Grant)  
- PLC Playbooks (TSI Grant) |  
- Increased understanding of the PLC framework through teacher surveys from PD  
- PLC paperwork will be specific, targeted, and actionable |
vertically articulated professional development/PLC

- Teachers will complete RTI referral paperwork when students fail to make progress in the following areas
  - Academics
  - Behavior
  - Attendance
- Teachers will refer ESS students to RTI for any additional areas of need not currently listed on the IEP
- All students that receive Tier III services will be placed in the RTI platform
- Tier II - Teachers will create Tier II calendars and student groups during weekly PLC time

- Progress monitoring (Acadiance) will be collected by classroom teachers and interventionists
- K-3 reading intervention (95%) will follow a 3 week intervention cycle as monitored by the TLS

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### Strategy #3: Describe the Strategy (Narrative): Student Portfolios and Data Tracking

<table>
<thead>
<tr>
<th>Action Step Title</th>
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<th>Timeline Begin-Completion Dates</th>
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</tr>
</thead>
</table>
| Implement Student Goal Setting/Portfolios/Conferences | Action Steps:
- Students will monitor their own progress alongside teacher
- Students (with the help of teacher) will choose work samples to illustrate learning and standards mastery
- Teachers will share student data with parents during fall Parent Teacher Conferences
- Teachers will facilitate Student-led conferences in the spring | Monitor Steps:
- Students will be able to talk about their learning using individual goals as framework to discuss progress and target areas of need
- Teachers will provide detailed, data-informed information about students during RTI and Data Meetings | Aug-May | • Building PD
• Luke administration will provide the necessary resources for student data binders. (Building funds) | Evaluation:
- Student binders will be available for administrative review prior to fall and winter conferences |

Modified IAP Worksheet/October 10, 2018
<table>
<thead>
<tr>
<th>Growth Mindset</th>
<th>Luke will adopt a Growth Mindset in Grading Procedures</th>
<th>Action Steps:</th>
<th>Teachers</th>
<th>Aug-May</th>
<th>Evaluation Action Steps:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>● Luke administration will provide more professional development on growth mindset.</td>
<td>● Teachers</td>
<td>● Spinitar printing materials and supplies (Title Funds)</td>
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<td>● Student goal setting - students will be taught how to write strategic SMART goals based on areas of strength and areas of need</td>
<td>● Administrator</td>
<td>Every student will have and maintain a data binder</td>
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<td>● The school community will adopt schoolwide beliefs around multiple intelligences and growth mindset, with common language around student ability and perseverance.</td>
<td>● Students</td>
<td>Student led data conferences</td>
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<td>● Luke staff will communicate this shared belief system with families and include our shared language with families to create a stronger school-home partnership for learning</td>
<td></td>
<td>Student survey on ability and belief</td>
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<td>● Luke will use informational posters displaying Growth Mindset ideals throughout the school.</td>
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<td>● Luke administration will check-in with teachers quarterly during PLC and benchmark data dives to discuss student data binders and student growth.</td>
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</tbody>
</table>

Modified IAP Worksheet/October 10, 2018
Primary Need: (head of fishbone)
2.3: Based on all available student data, teachers intentionally plan instruction that supports every student in meeting in rigorous learning goals by differentiating instruction and implementing Universal Design for Learning

Root Cause:
Teachers do not have the proficient knowledge or experience in the areas of UDL, differentiation, Culturally Relevant Teaching practices and multiple intelligences.

Needs Statement: (tail of fishbone)
Luke needs to provide more professional development on UDL, differentiation, and Culturally Relevant Teaching practices in addition to adopting schoolwide practices around multiple intelligences.

Desired Outcome: (Needs statement restated in a positive)
Luke teachers will use UDL to internationally plan rigorous and differentiated learning tasks to meet the needs of all learners so that students are able to demonstrate proficiency on common formative assessments provided weekly.

SMART Goal: (Required for all D, F, CSI and TSI schools)
By December 2021, all teachers will plan and share lessons that include the following best practices
- The objective is aligned to the curriculum scope and sequence and the appropriate standards;
- Students can state the intended learning outcome and participate via authentic engagement;
- Students produce evidence of learning at DOK 2 or higher and the work is appropriate to master grade level standards (including differentiated options);
- ALL students exchange ideas orally and respond to the ideas of others, justifying ideas with evidence; and
- Students are involved in authentic assessment that yields feedback for areas of improvement.

to improve the quality of instruction and raise student achievement in the areas of ELA, Math and Science as measured by a minimum of 10% growth from Benchmark 3 in 2021 to Benchmark 3 in 2022.
as measured by the Instructional Leadership Team reviewed lesson plans and feedback to teachers.

<table>
<thead>
<tr>
<th>Strategy 1: Describe the Strategy (Narrative): WestEd To improve instructional practices school wide, teachers need a clear, shared understanding of lesson plan design in alignment with the WestEd framework</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>
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<tr>
<td>Improved Lesson Planning and Delivery of Instruction</td>
<td>Action Steps: ● Administration will provide monthly professional development on WestEd Framework- Standards, Objective, and Alignment ● IC will develop common lesson planning templates for K-2, 3-5, and 6-8 that explicitly outlines the “I do, We do, You do” in alignment with grade level standard ● PLC will focus on 4 essential questions on student learning ● Professional development sessions will spiral content (learn, do, reflect model)</td>
<td>Monitor Action Steps: ● TLS, Dean, DIS, Admin review lesson plans weekly</td>
<td>Aug-May</td>
<td>PLC Playbook (TSI Grant) PLC Playbook PD (TSI Grant)</td>
<td>Evaluation: ● Quarterly Data Sweeps ● PD Survey data ● Lesson plans and feedback notes ● PLC meeting notes ● Collect survey data (exit tickets) from teachers after each professional development session</td>
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### Strategy #2: Peer Review of Lesson Plans and Learning Walks

**Implementation of Learning Walks**

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</table>
| Action Steps:     | - Admin will create a lesson plan feedback document  
                   - Teachers will link weekly lesson plans by Wednesday for the following week.  
                   - Administration will select at random a lesson plan and review with the leadership team during a Monday planning meeting.  
                   - Instructional Cabinet members will review lesson plans bi-weekly and provide peer feedback  
                   - Teachers will participate in learning walks across the building twice a year.  
                   - IC Teachers will use the SWIVL technology to film model lessons for review with staff during PD. | Instructional Cabinet  
                   - Admin  
                   - TLS  
                   - Peer Mentors | Aug-May |  | Evaluation:  
                   - Completed learning walk schedule  
                   - Recorded model lessons  
                   - Improvement in lesson planning  
                   - Weekly lesson plan review during Monday Admin Team meeting to provide Lesson Plan Feedback  
                   - Completed IC lesson plan feedback document |

### Strategy #3: Incorporating Differentiated Instruction Schoolwide

<table>
<thead>
<tr>
<th>Action Step Title</th>
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| Action Steps:     | - Teachers will assign students learning style assessments and will gain a better understanding of their learning style.  
                   - Teachers will differentiate their classroom instruction and assessment strategies to support diverse learning needs of every student and build differentiated activities into their lesson plans  
                   - Teachers will collaborate with special education teachers to ensure the needs of every student are met.  
                   - Luke administration will provide professional development on differentiation. | Administration will review lesson plans for best teaching strategies and differentiation  
                   - Team meeting notes and PLC minutes will reflect differentiation and spiraled instruction for students  
                   - Benchmark 1 and 2 data dive reflections  
                   - CFA data and action step communication | Aug-May |  | Evaluation Action Steps:  
                   - Benchmark 3 data review and evaluation  
                   - CFA data through FLVS  
                   - AZM2 data review and evaluation |
**Primary Need:** (head of fishbone)

3.2 Our school day is organized to maximize well rounded instruction.

**Root Cause:**

Our schedule does not maximize the instructional day for a well-rounded instructional program.

**Needs Statement:** (tail of fishbone)

Luke needs a schedule that prioritizes reading blocks k-3, provides time for SEL instruction, allows ESS students to be served without missing core instruction in ELA or Math, and allows interventionists access to students for Tier 3 services.

**Desired Outcome:** (Needs statement restated in a positive)

The Luke master schedule reflects the mission, vision, and core values of the school that optimizes instructional time across all content areas, including SEL curriculum so that students have access to quality instruction, resources, interventions and other necessary supports to increase student achievement by 10% on benchmarks and AzM2.

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

By fall 2021, Luke will build a master schedule that prioritizes the delivery of special education services and title intervention services, while maintaining continuous periods of time for core instruction as measured by a complete schedule that allows teachers to provide instruction in alignment with student needs.

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<tr>
<th>Strategy #3: Describe the Strategy (Narrative):</th>
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<th>Person Responsible (Name and Organizational Role)</th>
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</table>
| Collaborate with staff to build a schedule that best supports the specific focus areas of the grade level. | IC Summer Schedule Retreat | Action Steps:  
• Build a master schedule that prioritizes specialized instruction, intervention services, and continuous core instruction time.  
• Build a master schedule that prioritizes specialized instruction, intervention services, and continuous core instruction time during in-person learning.  
• Follow the AZ guidelines for schedule creation.  
• Collaborate with special education to create periods of time for SDI.  
• Collaborate with Title Interventionists to create periods of time for Title services.  | Administration  
Instructional Leadership Team | April-June | | Evaluation Action Steps:  
• Review Tier 3 service groups and class lists |

Modified IAP Worksheet/October 10, 2018
4.5 Our entire staff needs to participate in professional learning to support effective implementation of adopted curricula.

Root Cause:
Luke is currently without a differentiated PD schedule for teachers. The one size fits all model does not support all staff and their areas for growth.

Needs Statement:
Luke needs to provide an array of learning opportunities for staff that is specific to their professional needs.

Desired Outcome:
Teachers will be supported through targeted professional development based on classroom walkthrough data with the Dysart Protocol rubric for best teaching practices, feedback from Peer Mentors, Certified Evaluation data and informal peer observations.

SMART Goal:
By December 2021, Luke Professional Development will include differentiated options for staff that meet the designated professional growth areas of teachers as determined by data as evidenced by the Annual PD Calendar and the differentiated options for professional growth.

<table>
<thead>
<tr>
<th>Strategy #1: Describe the Strategy (Narrative): Differentiated Professional Development</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>
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</table>
| PD Expansion | Action Steps:  
- Teachers will participate in differentiated professional development  
- Teachers will provide feedback on area of focus for PD topics  
- PD Providers will model best teaching practices by building the “I do, We do, You do” model into the PD. | Monitor Action Steps:  
- Teachers will complete an exit ticket survey after each session. | Aug-May | Building PD | Evaluation Action Steps:  
- Administration will review the PD calendar with IC |

<table>
<thead>
<tr>
<th>Strategy #2: Describe the Strategy (Narrative): Teachers Leading Teachers</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>
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</table>
| Teachers as Leaders | Action Step:  
- IC Members will create PD inventory survey and distribute to staff prior to the 2021-22 school year  
- Instructional Cabinet Members will develop and lead PD for staff | Instructional Cabinet | Aug-May | Building PD | PD Calendar and Agendas, ilearn registration |
Primary Need: (head of fishbone)
5.1 Our staff has high expectations for learning for all students.

Root Cause:
Luke does not have a shared vision around the learning process, student growth and student achievement, especially for students whose patterns of learning differ from the norm.

Needs Statement: (tail of fishbone)
Staff need to hold all students accountable for learning at high levels, everyday.

Desired Outcome: (Needs statement restated in a positive)
Staff will create a culture of high expectations for all students that is based on student growth and overall achievement.

SMART Goal: (Required for all D, F, CSI and TSI schools)
By February 2022, all staff will use student data as a growth metric and be able to share student progress with families during student-led conferences.

<table>
<thead>
<tr>
<th>Strategy #1:</th>
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<tbody>
<tr>
<td><strong>Describe the Strategy (Narrative):</strong></td>
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<tr>
<td>Build School Culture that is inclusive, relationship-based and culturally responsive.</td>
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<tr>
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</table>
| Identify systems for building academic skills for college and career readiness | Build College and Career Readiness | ● Teachers will focus on STEM integration at grades 5-8  
● Teachers will use interactive notebooks for Math 5-8  
● Teachers will create hands-on science experiences for students K-8  
● Teachers will create inquiry-based learning activities  
● Expansion of STEM activities before and after school  
● Create a Maker Space in the school library to enhance STEM educational opportunities and provide a designated space for STEM Club meetings.  
● Host family STEM nights  
● Teachers 5-8 will implement Major Clarity program | Admin, IC leads, Peer Mentors, 5-8 Teachers | Aug-May | Maker Space  
Furniture purchase (Title Budget) | Administrative observation of curriculum implementation  
Completion of STEM Maker Space |

<table>
<thead>
<tr>
<th>Strategy #3: Describe the Strategy (Narrative):</th>
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</table>
| Implement SEL Instruction | Action Step:  
● Examine Restorative Practices  
● Added opportunities for relationship building with students during school and through after school clubs  
● Staff PD in Positive Behavior strategies  
● Collaboration with Social Worker and Second Step Program  
● Print posters highlighting the principles of Restorative Practices and display throughout the school | Monitor Action Step:  
● Administrative observation of social worker and teacher collaboration | Aug-May | Spinitar Printer Supplies (Title) | Evaluation Action Step:  
● Administrative observation of curriculum implementation |
Primary Need: (head of fishbone)
6.1 Our school needs to create and maintain positive collaborative partnerships among families, communities, and school to support student learning.

Root Cause:
Luke does not have a family engagement plan to overcome the location of a non-neighborhood school.

Needs Statement: (tail of fishbone)
Luke needs to create stronger partnerships with families through structured instructional programming and community events for the school.

Desired Outcome: (Needs statement restated in a positive)
Families will play a greater role in the education of their students and partner more closely with teachers and administrators to share information and support student achievement.

SMART Goal: (Required for all D, F, CSI and TSI schools)
By the end of 2020-21, Luke will create strong working relationships with families and the community through stronger partnerships with the PTSA, Site Council and community volunteers within the school as measured by an increase of 20% in membership in the Luke PTSA, an increase of 20% in the number of parent volunteers working at Luke school and a parent satisfaction survey.

<table>
<thead>
<tr>
<th>Strategy #1: Describe the Strategy (Narrative): Luke will further develop the SOAR acronym and the Jet Tag recognition program</th>
<th>Action Step Title</th>
<th>Describe the Action Step (Narrative)</th>
<th>Person Responsible (Name and Organizational Role)</th>
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<tbody>
<tr>
<td>Positive Behavior Expansion</td>
<td>Action Steps: ● All staff will participate in PBIS student recognition activities daily, weekly and monthly. ● PBIS Leadership will develop a scope and sequence for PBIS weekly focus activities ● Administration will hold a back to school “Behavior” night for families ● We will link the PBIS focus to PTSA events ● PBIS posters</td>
<td>Monitor Action Steps: ● PBIS data tracking system recording the number of tickets provided by teachers</td>
<td>Aug-May</td>
<td>Title 1 PBIS Poster fund</td>
<td>Evaluation Action Steps: ● PBIS data by student, teacher ● Referral data</td>
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<thead>
<tr>
<th>Strategy #2: Describe the Strategy (Narrative): Luke will form a closer relationship with the PTSA to</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>
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<tbody>
<tr>
<td>Expansion of PTSA</td>
<td>Action Items: ● In partnership with teachers, Luke administration will hold monthly PTSA family nights ● Administration will work with PTSA to hold 2 major fundraisers a year</td>
<td>Monitor Action Steps: ● PTSA will meet regularly with administration to discuss upcoming school events</td>
<td>Aug-May</td>
<td>PTSA</td>
<td>Evaluation Action Steps: ● Teacher participation will increase at PTSA and other family engagement nights</td>
<td></td>
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</tbody>
</table>
### INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<table>
<thead>
<tr>
<th>Strategy #3: Describe the Strategy (Narrative): Teachers will build stronger relationships with families through looping and positive communication.</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>
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<tbody>
<tr>
<td>Build stronger relationships</td>
<td>● Luke staff will build relationships with families through increased positive communication, looping at every grade level and extracurricular opportunities. ● Weekly E-Blasts ● Grade-level newsletters ● Classroom students of the week ● Monthly Family events on campus through PTSA</td>
<td>● Grade Level IC leads ● Administration ● TLS ● Data Specialist</td>
<td>July-May</td>
<td>Building Focus</td>
<td>● Award Assembly Schedule ● Concert/Performance Schedule ● PTSA Family Night Schedules ● Weekly E-Blast monitoring ● Teacher retention and grade level assignments</td>
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### Strategy #4: Describe the Strategy (Narrative): Increase Parent Communication | 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 |
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<tbody>
<tr>
<td>Increase Parent Communication</td>
<td>● Luke Elementary will increase parent communication in a variety of forms ● Luke Elementary will increase family involvement in school events. ● A variety of means of communication will be utilized. ● Parent access to Parent Portal will increase. ● Teachers will track parent communication with fidelity in the PLP ● Teachers will make a total of positive phone calls each month ● Teachers will update parents on D and F letter grades bi-weekly ● Informational parent nights (Title Family Engagement)</td>
<td>All Teachers Principal TLS</td>
<td>July-May</td>
<td>Social Media Accounts Teacher Newsletters</td>
<td>● Parent surveys ● Administrative observation ● Parent communication logs ● PLP notes ● Parent sign-in ● Parent teacher conferences</td>
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<tr>
<td>Action Step Title</td>
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<tr>
<td>Increase Family Engagement</td>
<td>● Luke Elementary School will host multiple family engagement opportunities.</td>
<td>Teachers Principal PTSA</td>
<td>July-May</td>
<td>Social Media PTSA Newsletters</td>
<td>Attendance at Parent Nights, views on social media and newsletter</td>
<td></td>
</tr>
</tbody>
</table>