



Continuous Improvement Plan

SCHOOL NAME:

Mountain View Elementary School

PRINCIPAL'S NAME:

Gail Miller

SCHOOL YEAR:

2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Effective Teachers and Instruction: Focus within Tier 1 Instruction and our School STEAM Signature Program	<p>Primary Need:</p> <p>2.1c Teachers Plan Rigorous Instruction 2.2a Depths of Knowledge Evident in Lessons 2.4c Intentional Planning of Questions 2.4f Student to Student Questioning</p>
	<p>Root Cause:</p> <p>Not all teachers effectively utilize PLC time to intentionally plan for these pieces.</p>
	<p>Needs Statement:</p> <p>Teachers need to effectively utilize PLC time to intentionally plan for DOK, questioning, and checks for understanding to ensure rigorous instruction occurs.</p>
	<p>Desired Outcome:</p> <p>Teachers will effectively utilize PLC time to intentionally plan for DOK, questioning, and checks for understanding to ensure rigorous instruction occurs with a focus on Tier 1 instruction and our STEAM Signature Program.</p>
<p>Math Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 7% on grade level math standards as measured by state assessment.</p> <p>ELA Goal: Students in 3rd-8th grade will increase proficiency scores by a minimum of 7% on grade level ELA standards as measured by state assessment.</p> <p>Writing Goal: 100% of 3rd-8th grade students will increase at least one point value per three categories as measured by the state assessment rubric.</p> <p>Science Goal: The overall percent passing for fourth and eighth grade students will increase by 7% as measured on the state assessment.</p> <p>STEAM Goal: 100% of PreK-8th-grade students will use the Engineering Process to engage in STEAM learning opportunities as measured by the STEAM observational tool.</p> <p>In the process, Mountain View School will focus on the following strategies: Alignment of Instruction to Assessments, Intentional Planning for Depths of Knowledge, Intentional Planning of Questioning Strategies, Intentional Planning for Formative Assessments Throughout the Lesson. In PLCs, teachers will demonstrate their understanding of DOK, assessment, and questioning strategies to ensure the planning and alignment of rigorous instruction.</p>	

Strategy #1 Title: Alignment of Instruction to Assessments	Action Step Title	Describe the Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
Narrative: Mountain View teachers will consistently align both instruction and assessment with the AZ state standards and STEAM rubrics to the correct academic level.	Professional Learning Communities (PLCs)	Teachers will work collaboratively in PLCs to develop common formative assessments, lesson plans and instructional strategy implementation. DOK levels and standard analysis will go into the planning and implementation stages of the learning cycle.	Teachers (including interventionists and ESS Support Team), Administrators, Teaching and Learning Specialist		Training on how to facilitate an effective PLC. Training on the use of protocol tools.		PLC minute summaries, lesson plans, data charts, PLC protocol tools, and success criteria/STEAM rubrics
Strategy #2 Title: Intentional Planning for Depths of Knowledge Narrative: Mountain View teachers will intentionally plan for varying levels of DOK in their objectives, lesson delivery, engagement and assessments. Teachers will embed DOK 4 within STEAM units correlated to specific CTE pathways: Business Marketing, Digital Communications, and Engineering.		Research-based classroom instructional methods will be used daily to support personalized classroom instruction for all students including STEAM (Science, Technology, Engineering, Arts, Mathematics) lessons, Project Based Learning, extension and interventions activities, and Collaborative Teaching. Professional development will focus around the content of Math.		August- May August- May August- May	Training on DOK levels, grade level standards, assessments and instructional strategies. Training on STEAM education within differentiated cohort groups. Training and professional learning opportunities with WestED, STEAM Fuse, and DefinedSTEM Training on expectations and use and purpose of the Observation Tool.	N/A N/A N/A	Dysart Instructional Plan Observation Tool, CES Observation Tool, STEAM Observation Tool, and Student Engineering Notebooks Student work samples, Engineering Notebooks, Student product, Presentations, and informal check for understanding, exit slips Goal Setting: Student reflections, self assessment, peer feedback Dysart Instructional Plan Observation Tool, CES Observation Tool, STEAM Observation Tool
Strategy #3 Title: Intentional Planning of Questioning Strategies Narrative: Mountain View teachers will intentionally plan for		Protocols are utilized during PLC work sessions based on the research. Job embedded coaching will be provided					

<p>higher level questioning that lead students to generate questions within their discussions within cross curricular content and STEAM Education.</p> <p>Strategy #4 Title: Formative Assessment</p> <p>Narrative: Teachers will intentionally plan for formative assessment throughout the lesson and STEAM Unit.</p>	<p>Professional Development</p>	<p>regarding best practices in a PLC, classrooms, and STEAM cohorts.</p> <p>Additional, professional development opportunities will cover DOK levels, assessment, questioning strategies and instructional alignment.</p> <p>Additional, professional development opportunities will cover DOK levels, assessment, questioning strategies and instructional alignment.</p> <p>Teachers work in self selected PLCs to build leadership capacity and increase teaching effectiveness in STEAM education.</p> <p>Teachers work in STEAM cohorts based on the STEAM Immersion levels of the STEAM Immersion assessment and design personalized professional development opportunities based on each cohort's constructed SMART goals.</p> <p>STEAM literacy will be increased through the use of the Engineering Design Process.</p>	<p>Teachers (including interventionists and ESS Support Team), Administrators, Teaching and Learning Specialist</p>				
	<p>Accountability</p>	<p>Leadership will participate in PLCs</p>	<p>Teachers (including interventionists</p>				

		Leadership will utilize the Dysart Instructional Plan Observation Protocol to provide feedback on Depths of Standards, Assessment and Instruction.	and ESS Support Team), Administrators, Teaching and Learning Specialist				
	Clarity and Consistency	<p>The school community will develop common language of instruction and assessment to ensure clarity and consistency throughout the campus with students and staff.</p> <p>Students will consistently have access to, and a deep understanding of, the success criterion of the content and grade level standards to be able to identify and demonstrate their own level of mastery.</p>	Teachers (including interventionists and ESS Support Team), Administrators, Teaching and Learning Specialist, and Students	August- May	Training on Teacher Clarity, academic language, success criteria, and standards.	N/A	Dysart Instructional Plan Observation Tool, CES Observation Tool, STEAM Observation Tool

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Conditions, Culture, and Climate	Primary Need: Principle 5.5 School Offers Services to Fully Support the Academic and Social Needs of Students (including all subgroups: EL, ESS, Gifted)
	Root Cause: Not all teachers consistently differentiate to meet the academic and social needs of students.
	Needs Statement: Staff need to implement with fidelity the PBIS and Restorative Practices model to support the academic and social emotional needs of all students.
	Desired Outcome: Staff will implement with fidelity the PBIS and Restorative Practices model to support the academic and social emotional needs of all students.

Safety Goal:

Digital, physical, academic, and social and emotional safety of students will increase as the Mountain View community effectively utilizes behavioral commitments to strengthen the learning environment.

In this process, the Mountain View community will implement the strategies and framework of PBIS/Restorative Practices with fidelity in and out of the classroom to decrease obstacles that would have a negative impact on the learning environment.

Strategy #1 Title: Restorative Practices and PBIS Narrative: Mountain View teachers will implement the processes and procedures of PBIS and Restorative Practices.	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Professional Learning	Teachers will work collaboratively in PLCs to	Teachers (including interventionists and ESS Support	August- May	Training on how to facilitate an effective PLC.	Federal Projects	Discipline Data, Tracking Forms (Incident form), Roaring Praises,

	<p>Communities (PLCs)</p> <p>incorporate social emotional needs in the planning process.</p> <p>As a PLC team, teachers are identifying and celebrating student leadership in and out of the classroom.</p> <p>Teachers will embed Digital Citizenship activities into weekly leadership lessons.</p>	<p>Team), Administrators, Teaching and Learning Specialist, and Social Worker</p>			<p>Training provided by Social Workers on Social and Emotional Learning. Training on PBIS/Restorative Practices.</p>		<p>Rising Lion Leader recommendations MTSS, PNL (contact log), student reflection forms</p>
	<p>Professional Development</p> <p>School administrators attended multiple trainings on Restorative Practices and will continue to develop in this area.</p> <p>The trainer of trainers model is being utilized to provide staff professional development.</p> <p>Collaboration with PBIS/Restorative Practices network will continue throughout the year.</p>	<p>Teachers (including interventionists and ESS Support Team), Administrators, Teaching and Learning Specialist and Social Worker, Partnerships: International Institute for Restorative Practices (iirp), Dr. Smith</p> <p>KOI Institution</p>	<p>August- May</p> <p>2020-2023</p>		<p>Training provided by Social Workers on Social and Emotional Learning. Training on PBIS/Restorative Practices.</p>	<p>Federal Projects</p>	<p>Discipline Data, Tracking Forms (Incident form), Roaring Praises, Rising Lion Leader recommendations MTSS, PNL (contact log), student reflection forms</p>

		KOI Grant recipient for 3 year professional development on PBIS					
	Accountability	Teachers will be tracking student behavior. PBIS/Restorative Practice Leadership Team meet once a month to analyze data sources. Leadership attends PLC meetings.	Teachers (including interventionists and ESS Support Team), Administrators, Teaching and Learning Specialist, and Social Worker	August- May	Training provided by Social Workers on Social and Emotional Learning. Training on PBIS/Restorative Practices.	Federal Projects	Discipline Data, Tracking Forms (Incident form), Roaring Praises, Rising Lion Leader recommendations MTSS, PNL (contact log), student reflection forms
	Clarity and Consistency	Staff is reinforcing positive student behavior through a ticket system. When identifying positive behavior, staff is utilizing Lion Leader Code of Norms. Consistent language is utilized. Affective Language and specific questions being utilized.	Teachers (including interventionists and ESS Support Team), Administrators, Teaching and Learning Specialist, and Social Worker	August- May	Training provided by Social Workers on Social and Emotional Learning. Training on PBIS/Restorative Practices.	Federal Projects	Discipline Data, Tracking Forms (Incident form), Roaring Praises, Rising Lion Leader recommendations MTSS, PNL (contact log), student reflection forms