Continuous Improvement Plan

SCHOOL NAME: Mountain View School
PRINCIPAL'S NAME: Gail Miller
SCHOOL YEAR: 2021-2022

Required Components:

Integrated Action Plan (IAP)
**Mountain View School Integrated Action Plan (IAP)**

**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.

**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.

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

**Science Goal:** The overall percent passing for fourth and eighth grade students will increase by 7% as measured on the state assessment.

**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.

**Culture and Climate Goal:** 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.

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<th>Professional Learning Communities (PLCs)</th>
<th>Professional Development</th>
<th>Accountability</th>
<th>Clarity and Consistency</th>
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<td>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.</td>
<td>Math instruction will be a focus.</td>
<td>Leadership will participate in PLCs</td>
<td>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.</td>
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<td>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. Protocols are utilized.</td>
<td>Job embedded coaching will be provided regarding best practices in a PLC, classrooms, and STEAM cohorts.</td>
<td>Leadership will utilize the Dysart Instructional Plan Observation Protocol to provide feedback on Depths of Standards, Assessment and Instruction.</td>
<td>The school community will develop a common language of instruction and assessment to ensure clarity and consistency throughout the campus with students and staff.</td>
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<td>Teachers work in personalized STEAM cohorts based on the STEAM Immersion assessment. Teachers will work collaboratively in PLCs to incorporate social emotional needs in the planning process. As a PLC team, teachers are identifying and celebrating student leadership in and out of the classroom. Teachers will embed Digital Citizenship activities into weekly leadership lessons.</td>
<td>Focus on DOK levels, assessment, questioning strategies and instructional alignment. Self selected PLCs to build leadership capacity and increase teaching effectiveness in STEAM education. Teachers work in personalized STEAM cohorts based on the STEAM Immersion assessment. STEAM literacy will be increased through the use of the Engineering Design Process. School leadership commits to research and learning. The trainer of trainers model is being utilized to provide staff professional development. Collaboration with PBIS/Restorative Practices network will continue throughout the year. KOI Grant recipient for 3 year professional development on PBIS.</td>
<td>Teachers will be tracking student behavior. PBIS/Restorative Practice Leadership Team meet once a month to analyze data sources.</td>
<td>Staff is reinforcing positive student behavior through a ticket system and utilizing the Lion Leader Code of Norms. Consistent language is utilized. Affective Language and specific questions being utilized.</td>
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