



Continuous Improvement Plan

SCHOOL NAME:

Riverview Elementary School

PRINCIPAL'S NAME:

Stephanie Lawrence

SCHOOL YEAR:

2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 1

Primary Need 1:	<p>Primary Need: All students need to pass AZM2, and AIMS Science (grades 4 & 8), including the subgroups of ELL and ESS.</p>
	<p>Root Cause: 1. Limited time for the ELL interventionist to discuss needs of specific students in Gen Ed 2. There is low student efficacy 3 ESS & Interventionists (Reading, Math & ELD) need more training and resources on how to support grade level standards 4.Lack of technology resources at the PreK-3 level, perpetuating the equity gap 5.Gen Ed needs training and resources in modifying work for ESS students and working with the language barriers of ELs 6.Student have a learning proficiency gaps in ELA and Math 7. Teachers need resources that support the academic needs of all students and differentiate work</p>
	<p>Needs Statement: There is a lack of training and resources available for ESS teachers, Interventionists (Reading, Math & ELD) and Gen Ed teachers to adequately and consistently address individual student academic needs.</p>
	<p>Desired Outcome All teachers have the resources and training to ensure that all demographics of students will be making at least one year's growth in both ELA and Math.</p>

Smart Goal: We will increase the percentage of students in all subgroups that achieve a label of proficient or higher in ELA and in Math by 10% and decrease the percentage of students that fall in the minimally proficient range in ELA and Math by 10% as measured by AzM2.

Impact: (AzM2, AIMS Science)

Process:

Strategy 1 Develop a system and provide resources that can be used to increase overall proficiency of the ESS populations as measured by the AzM2 by 5%	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Schedule half day planning sessions each quarter	The admin team will schedule time each quarter for teams to work together to plan lessons that align with the work the school is doing with West Ed. The teams will be grouped by grade levels for grades K-5 and by vertical content teams for grades 6-8 for	Admin Sec III-- Funding substitutes Administration-- Establishing the schedule TLS-- Facilitating the planning time	Ongoing				Calendar of half day planning sessions; artifacts of planning

		quarters 1 and 2, but by grade level for grades 3-8 for quarter 3. The ELL and ESS teachers will also be included in the planning sessions						
	Purchase resources that equip teachers to create modified lessons for the ESS students	The administration will seek the input of the ESS department to determine what resources are needed or wanted to assist instruction. The team will consider resources like IXL and NewsELA to determine if licenses would benefit.	Administration; ESS Team					
	Provide on-going professional development to all teachers to support them in developing and implementing lessons for students with a special emphasis on ESS students	The administration, TLS, and ESS department will work together to plan professional development opportunities for the staff to learn strategies for differentiation.	Administration; ESS Team; TLS					Professional development calendar
	Implement West Ed Consultant suggested instructional strategies	As we work with the West Ed Consultants, we will be implementing strategies with emphasis on checks for understanding that they suggest to increase student achievement for all subgroups	West Ed Consultant; Administration Team; Teachers					

Strategy 2: Develop a system and provide resources that can be used to increase overall proficiency of the ELL population as measured by the AzM2 by 10%	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Provide on-going professional development to all teachers to support them in developing and implementing lessons for students with a special emphasis on ELL students.	The administration, TLS, and ELL LAM will work together to plan professional development opportunities for the staff to learn strategies for differentiation.	Administraiton; TLS; LAM					
	Implement West Ed Consultant suggested instructional strategies	As we work with the West Ed Consultants, we will be implementing strategies that they suggest to increase student achievement	West Ed Consultant; Administration Team					
Strategy 3: Develop a system and provide resources that can be used to increase overall proficiency of the student population as measured by the AzM2 by 10%	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Schedule half day planning sessions each quarter	The admin team will schedule time each quarter for teams to work together to plan lessons that align with the work the school is doing with West Ed. The teams will be grouped by grade levels for grades K-3 and by vertical content teams for grades 4-8. The ELL and ESS teachers will also be included in the planning sessions	Admin Sec III-- Funding substitutes Administration-- Establishing the schedule TLS-- Facilitating the planning time					Calendar of half day planning sessions; artifacts of planning
	Implement West	As we work with	West Ed					

	Ed Consultant suggested instructional strategies	the West Ed Consultants, we will be implementing strategies that they suggest to increase student achievement	Consultant; Administration Team					
	Professional development	Professional development will include learning walks, etc.	Teachers, Administration, TLS					
	Teacher Choice Professional Development	Teachers will be given the opportunity to choose a professional development for themselves. School will support options that will include webinars, book studies, etc.	Teachers, Administration, TLS					
Strategy # 4: Describe the Strategy (Narrative) Develop a system and provide resources that can be used to decrease the percentage of students labeled minimally proficient as measured by the AzM2 by 10%	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Implement Tier II instruction to target student learning	We will systematically track and regroup students based on Tier I and Tier II instructional data	Data Improvement Specialist-- Prepare the data and help the teachers restructure the groups Classroom Teachers-- Use data to restructure groups					
	Students will develop WIGs	The Academic Alignment Action Team will develop a process for students to set their own goals and track their progress toward those goals.	Academic Alignment Action Team					

	Provide professional development on Tier II platforms	The school will provide professional development on the new Tier II and Tier III online platforms as needed by the faculty	TLS; Data Improvement Specialist					
	Provide resources that support student learning	The school will provide instructional resources that support student learning including the purchase of IXL, NewsELA and Chromebook technology devices and carts specifically PreK-3rd grade	Admin Sec III, Admin, Teacher input					

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 2

Primary Need 2:	<p>Primary Need: There is a high percentage of students with absences totaling more than 10% of the school year.</p>
	<p>Root Cause: 1.Students' social emotional well being need are not being met and contribute to absenteeism 2.There is a need to partner with families to connect current educational practice to future success. 3.Alternatives are needed to keep students connected to schools even when at home. 4.There are not enough resources to allow for home learning when students need to be home. 5. Students and parents need education and resources that connect learning to pathways in HS and beyond with civic responsibility 6. Parents and students need opportunities (both in and out of school) to connect with real world career paths.</p>
	<p>Needs Statement: There is a need for a systemic approach to address student social emotional well being to better connect students to the school community</p>
	<p>Desired Outcome: (Needs statement restated in a positive) Chronic absenteeism has decreased with implementation of a systemic process of connecting students to the school community.</p>

Smart Goal: Decrease the number of students with a high absenteeism rate (defined as being absent 10% or greater of the school year) incidents by 10% in the 2020-2021 school year compared to the 2019-2020 school year.

Impact: (AzM2, AIMS Science, Attendance Rate) Successful matriculation into secondary and post secondary schooling.

Process:

Strategy # 1: Describe the Strategy (Narrative)	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
Increase the visual reminders of Leader in Me strategies around the campus. (See, Hear, Feel model)	See, Hear, Feel	provide resources to Lighthouse teams that support the see, hear, feel model as they build out student driven school initiatives	Lighthouse Action Teams	Aug-May				
	Strategy # 2: Describe the Strategy (Narrative)	Refine the Lighthouse committee jobs	Administration; Lighthouse Team, Admin Sec III	Aug-May				

and infuse student voice into the committees and action items	communicate school pride and initiatives within the school	posters to advertise their action team events that are motivating and engaging						
	Dedicated time in weekly expectations for Leader in Me committee business for both teacher driven committees and student driven committees.	The administration will develop a theme for the school year.	Administration; Lighthouse Team, Admin Sec III	Aug-May				
	Train student lighthouse team and action team leaders	Students will be offered a leadership course through summer school to train action team leaders and the student lighthouse team, who can then become trainers of more students in August	Administration, Lighthouse Team, 21st Century Coordinator	July-May				
	School Wide Theme for year 19-20 that culminates in a showcase for Leadership Day	Provide teacher and action team requested resources and materials for completion of showcase	Administration; Lighthouse Team, Admin Sec III	Aug-May				

<p>Strategy # 3: Describe the Strategy (Narrative) Provide Professional Development for the next stage of LiMe training</p>	<p>Action Step Title</p>	<p>Describe Action Step (Narrative)</p>	<p>Person Responsible</p>	<p>Timeline Begin- Completion Dates</p>	<p>ESSA Evidence Rating</p>	<p>Professional Development Needed</p>	<p>Program/ Funding Tags</p>	<p>Data/Evidence to Collect</p>
	<p>Contact Steven Covey and Kelli Johnson to plan for the training at the beginning of the year for all staff.</p>	<p>Administration will contact Leader in Me and set up trainings for the faculty</p>	<p>Administration; Admin Sec III</p>	<p>July-Aug</p>				
		<p>Pay teachers for their time if training is outside school hours</p>	<p>Administration; Admin Sec III</p>	<p>July-Aug</p>				
<p>Strategy # 4: Describe the Strategy (Narrative) Provide highly engaging rewards connected to attendance</p>	<p>Action Step Title</p>	<p>Describe Action Step (Narrative)</p>	<p>Person Responsible</p>	<p>Timeline Begin- Completion Dates</p>	<p>ESSA Evidence Rating</p>	<p>Professional Development Needed</p>	<p>Program/ Funding Tags</p>	<p>Data/Evidence to Collect</p>
	<p>Action Teams will target attendance</p>	<p>Look for and bring motivational speakers, reward opportunities directly related to the importance of school, social emotional well being, or desired attendance goals</p>	<p>Lighthouse Teams, Admin Sec III, Student Council, Admin</p>	<p>Aug-May</p>				
<p>Strategy # 5: Describe the Strategy (Narrative) Provide engaging activities to promote matriculation into second and post secondary education</p>	<p>Action Step Title</p>	<p>Describe Action Step (Narrative)</p>	<p>Person Responsible</p>	<p>Timeline Begin- Completion Dates</p>	<p>ESSA Evidence Rating</p>	<p>Professional Development Needed</p>	<p>Program/ Funding Tags</p>	<p>Data/Evidence to Collect</p>
	<p>Partner with DHS</p>	<p>Develop a partnership with Dysart High School to bring in speakers to prepare middle school students for the high school experience</p>	<p>Admin Sec III, Admin, Lighthouse Team</p>	<p>Aug-May</p>				
	<p>Explore partnerships with WestMEC and CTE</p>	<p>Talk with Jim Grieshaber to develop a partnership with high school CTE</p>	<p>Admin</p>	<p>Aug-May</p>				

		and WestMEC to encourage middle school students to participate in those activities at the secondary level						
	Field Trips to Post-Secondary Institutions	7th and 8th grade students will take field trips to post-secondary institutions	Admin Sec III, Admin, Team Leads	Aug-May				

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 3

Primary Need 3:	<p>Primary Need 3: (Head of fishbone) Family and Community engagement opportunities are not fully optimized to encourage parent involvement in their student's academic achievement and social-emotional well being.</p>
	<p>Root Cause:</p> <ol style="list-style-type: none"> 1. Not all teachers communicate weekly with families. 2. There is a need to inform families and the community in a timely and consistent manner. 3. There is a need to create multiple types of communication documents. 4. Communication is typically one way (coming from school out to the community). 5. Our community requires various means of communicating school information. 6. There is a need to communicate with our families in Spanish and other languages as needed.
	<p>Needs Statement: (tail of fishbone) We need a robust school-to-home and home-to-school approach which connects both academics and community learning opportunities.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) Through the leader in me student lighthouse teams, student voice has been infused into a robust school-to-home and home-to-school approach that optimizes Family and Community engagement.</p>

Smart Goal: RVS will use a variety of strategies including the Leader in Me Action Teams to increase authentic connections to our community to the school for student academic achievement and social-emotional well being as measured by an increase of 10% in Barriers to Engagement on the annual MRA for Leader in Me over the 2019-2020 school year.

Impact: (AzM2, AIMS Science, Family and Community engagement)

Process:

	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
Strategy # 1: Describe the Strategy (Narrative) Develop a system to communicate school activities and celebrations with the community	Daily Announcements	Daily announcements will be created by students and published for stakeholders to view	Administration; student leadership; Lighthouse Team	August-May				
	Weekly Social Media Blasts	Teams will be assigned weeks where they are responsible for providing one social media post	Administration; Instructional Cabinet; Student Leadership	August-May				

		for the school to send out.						
	Informational Flyers	Create informational flyers letting parents know what is happening on campus and distribute at each event and upload on the website.	Leader in Me Lighthouse Team; Office Staff; Student Leadership	August-May				
	Student Agendas	Teachers will use the student agendas to communicate learning and activities with the community	Classroom teachers; Students	August-May				
Strategy # 2: Describe the Strategy (Narrative) Parental Involvement Activities Narrative: Increase relationships between school and families	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Advertising	Develop and implement a system for advertising parent involvement activities.	Data Improvement Specialist; Lighthouse Team	August-May				
	Dr. Seuss Night	Curriculum-connected resources for Dr. Seuss family night	Student Council, PTO, Lighthouse	August-May				
	Family Dances	Dances for grade bands, small fee to attend to help raise money for the school	Student Council, PTO, Lighthouse	August-May				
	STEAM Night	Purchase supplies for science fair projects; have AZ Science Center come out with their Science on Wheels Program; Robotics	Student Council, PTO, Lighthouse, 6-8 Science Teachers	August-May				

		demonstrations and Star Gazing						
	Game Night	Purchase Math, ELA, Science and SS resources for families to take away with them while attending Game Night (flash cards: both math and sight words)	Student Council, PTO, Lighthouse	August-May				
Strategy # 3: Describe the Strategy (Narrative) Lighthouse Teams: Increase student and parent involvement in the Lighthouse teams for deeper connections to the school	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Leader in Me Home Lessons	Design and communicate with parents a curriculum for Leader in Me that will empower families to extend the social emotional learning that is starting at the school.	Lighthouse Team; Administration	August-May				
	Student Lighthouse Team	Have a student lighthouse team that meets regularly with administration and the staff lighthouse team to communicate progress toward common social-emotional goals and community involvement goals.	Lighthouse Action Team, Student Lighthouse Team	August-May				
	DCC	Have regular meetings between the staff lighthouse team and the DCC to ensure that parents' ideas and	Lighthouse Team; DCC President	August-May				

		recommendations are being received						
	Action Team PLCs	Teachers will gather to connect Leader in Me content to grade level standards and assist in deeper integration of the program. Embedding content into everyday standard work will help our student action teams to narrow the focus of their learning and promote whole child health and 21 century skills for future success.	Lighthouse Team; DCC President	August-May				