



Continuous Improvement Plan

<i>SCHOOL NAME:</i>	<u>Shadow Ridge High School</u>
<i>PRINCIPAL'S NAME:</i>	<u>Michael Hawkins</u>
<i>SCHOOL YEAR:</i>	<u>2020-2021</u>

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal 1

Principle 1.4&6.1	<p>Primary Need: (head of fishbone) Our school needs to increase communication avenues for collaboration between ALL stakeholders to support student learning and meet community needs.</p>
	<p>Root Cause: Lack of consistent systems to communicate school events to our community.</p>
	<p>Needs Statement: (tail of fishbone) Staff needs to be aware, participate in, and effectively communicate opportunities to support students and the school.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) As a school, we will take the necessary measures to make teachers more aware of events to increase staff involvement. In addition, leadership and staff will develop systematic communication channels to gather, set up systems, and disseminate information for how to be involved.</p>

Smart Goal:

Strategy #1: Consistent Communication	Action Step Title	Describe Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
Describe the Strategy (Narrative): Utilize Schoolology as a consistent method of communication between parents and teachers.	Teach the Parents Schoolology uses and notification options.	Schedule a parent night for Schoology, offer help manuals or a screencastify video that would inform parents of their options within Schoology.	Counseling/Teacher Websites	August-May Parent night to be set in-conjunction with counseling		Resources for training parents		parent usage and feedback
	One stop shop for "Communication" on the SRHS webpage	IT approval for a new tab on the page, someone to update/maintain the page, form	IT approval new tab/ SPA to maintain	Monthly updates once its created, depending on timeline from IT		None		parent usage and feedback

		for adding items to the page.						
	Update the website in a timely manner	Communicate to teachers clear instructions on how to request that items be added to the website, who to go to, and what format it needs to be in. Admin use of the website needs to also be consistent	St. Germain, Rodriguez (predominantly)	Monthly updates once it's created, depending on timeline from IT		None		parent usage and feedback
	Is there a way to "subscribe" to an email when updates happen to the website?	IT	IT/SPA potentially run with notifications	Monthly updates once its created, depending on timeline from IT		access to admin tools for campus wide emails		parent usage and feedback
	Checklist for platform use-consistent information on all the different social media outlets and the website.	Create a checklist of platforms that are used.	SPA/Admin to determine checklist, any hands on website to utilize	Schedule Meet with admin to determine checklist, Monthly updates once its created, depending on timeline from IT		None		parent usage and feedback

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Goal 2

Principle 2.6	<p>Primary Need: (head of fishbone) Our teachers and appropriate other staff need to participate in ongoing professional learning opportunities</p>
	<p>Root Cause: In the past, PD was delivered to the staff as a whole. No data was collected to enable trainers to break up groups.</p>
	<p>Needs Statement: (tail of fishbone) Our teachers/staff will participate in ongoing professional learning opportunities when provided</p>
	<p>Desired Outcome: (Needs statement restated in a positive) Our staff and teachers will become actively engaged in campus and district-wide Professional Development to support student achievement and growth by attending differentiated PD trainings.</p>

Smart Goal:

Strategy #1: Personalizing PD 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
<p>We need to personalize PD for teachers and staff in order to meet their needs.</p>	<p>Using Google forms to ascertain PD facilitators and topics.</p>	<p>Put out a Google form where teachers and staff can sign up for a skill where they excel in order to use them to facilitate PDs.</p> <p>Then put out a Google form to sign up for PD opportunities. The facilitators should follow up with their students to add additional PD time (series).</p>	<p>Instructional - Moises Centano</p> <p>Other PDs - depends on the topic.</p>	<p>October 2019 - May 2020</p>				

Strategy 2: Informal feedback from PD.	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
<p>Describe the Strategy (Narrative): Discussing PD pros/cons, what works, data, etc. after PD has taken place.</p>	<p>Conduct informal discussions after PDs have taken place.</p>	<p>The ICs can follow up with their departments about constructive feedback after PDs and then share with the Leadership Team.</p> <p>Relevancy, used it, PD format - teachers/staff should take notes during PD & as they implement the strategies to share at larger department meeting(s) or PLCs.</p> <p>Facilitator can do informal follow up about who is using the strategy or not & why.</p>	<p>IC - department chair.</p>	<p>The Monday after a PD where ICs have department meetings.</p> <p>Monthly cycle.</p>				

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal 3

Principle 4.6	<p>Primary Need: (head of fishbone) We are not reaching ALL of our kids, specifically subpopulation groups.</p>
	<p>Root Cause: Although our campus continues to increase on standardized tests like the AzMERIT, sub-populations on our campus are not increasing at the same rate, if at all.</p>
	<p>Needs Statement: (tail of fishbone) Because all students are not growing, all teachers need to learn and implement strategies to meet every student</p>
	<p>Desired Outcome: (Needs statement restated in a positive) All students will see gains in testing (AZMerit, Benchmarks, AIMS, AP, ACT, SAT) exams including subcategories (ethnicity, socio-economic, second language, ESS).</p>

SMART Goal:

Impact: (AzMerit)

Shadow Ridge will show growth in AzMERIT tested areas by increasing student performance of it's sub-populations...

Process:

Strategy 1 Administration, Counselors, along with other appropriate staff will use a multiple of resources such as; interventions, observations, evaluations, and additional resources to meet all students to increase student performance.	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
	Intervention: Grades, discipline, and attendance	-Counselors set career goals for students -Meet student that are D/F letter grades -Counselors checking on low students more often	Administration, Teachers, and Counselors	Throughout the year				
	Resource (M&O/Capitol, & tax credit)	-Prioritize and allocate money resources	Administration	Beginning of each semester to adjust class sizes				

		-Adjust class sizes for students with most need -Regular classes smaller than honors -Read 180 support		when appropriate Throughout the year				
	Observation & Evaluation	-Instructional round with specific feedback -Discussion of data trends in their class. -Data chats with staff	Administration and Counselors	Throughout the year				
Strategy #2: Data - Using data to assess all students current level of knowledge and targeting individual students	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
	PLC's	PLC members meet on a regular basis and use data to assess student learning. PLC will work to create lessons that target student deficiencies in learning. Standards based tracking of data. Data should drive instruction.	Teachers/PLC members	Throughout year Using periodic assessment data		Yes	TSI	
	Ongoing Assessment	Students will be assessed on a regular basis throughout the year using	Teachers	Throughout year Using periodic assessment data		Yes, pay teachers to design PD on how to effectively use data to make	TSI	

		formative and summative methods to assess learning		including Unit tests, Benchmarks AZMerit Data		appropriate instructional decisions		
	Identifying Students with targeted interventions	Teachers will target students in classes that need additional support. (Small group instruction differentiated teaching and supports). Counselors and teachers will identify students for RTI process Use of Read 180 as a targeted resource	Teachers/ Counselors	Throughout year PLC data analysis. RTI process 4-6 weeks				
Strategy 3: Teachers	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
	PLC's	Differentiate Instruction, Prioritize Standards, Increase Active Student Engagement	PLC Leads and Members	Throughout the year Discussed weekly during PLC meetings				
	Feedback	Get timely feedback from teachers, frequent checks for understanding, share student successes, communicate with students'	Teachers	Throughout the year				

		other teachers to identify student needs						
	Relationships	Talk with students - data conversations, goal setting, targeted conferences, Build positive relationships with students	Teachers, admin, counselors	Daily between teachers and students				