



SONORAN HEIGHTS

ELEMENTARY SCHOOL

Continuous Improvement Plan

SCHOOL NAME:

Sonoran Heights Elementary

PRINCIPAL'S NAME:

Andrew Frazier

SCHOOL YEAR:

2019-2020

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principle 2.6	<p>Primary Need: 2.6 - Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.</p>
	<p>Root Cause: Differentiated staff choice for professional learning. Providing professional development with additional time to implement new learning. All appropriate staff are provided opportunities with time for collaboration. Open mindset to professional learning opportunities that are provided.</p>
	<p>Needs Statement: Design and implement appropriate staff development established on evidence based data with ongoing feedback.</p>
	<p>Desired Outcome: Our campus will design and implement appropriate and differentiated staff development planned through evidence based data with ongoing feedback.</p>

SMART Goal:
Impact:
-By May of 2020, Math and ELA AzMerit overall scores will increase by 5% compared to 2019 through implementation of focused, differentiated professional learning opportunities.
-By May of 2020, Math and ELA Benchmark scores will increase with each benchmark. Benchmark growth from benchmark one to benchmark two will increase 2% minimum per grade level. Benchmark three data will show an increase of 3% minimum per grade level.

Process: By May of 2020, we will use our monthly school choice days providing a variety of learning opportunities for staff based on evidence based data.

Strategy #1: Describe the Strategy	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
Survey and analyze data from instructional staff to determine	Data Driven Decisions	Create survey, send out and analyze data determine staff needs.	Instructional Cabinet	Begin - Survey and analyze data by the end of August. During-implem ent choice professional learning once a	Current - 2.11 Goal - 2.50	Professional learning and choice sessions based on data. Staff will train others based on expertise.		Observation data School PD Site

professional learning needs.				month beginning in September, Provide ongoing feedback and data review				
Strategy #2: Describe the Strategy	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
Determine and develop professional learning choices for staff to participate that align with mission, vision and Active Mind and Body Signature Program.	Identifying site level resources to provide on-going PD. Establishing pd and ongoing support beyond pd learning.	Admin will provide two to three sessions.	Team members who show strength in various areas that are identified as areas of need. Staff members on the alternative protocol.	August - May	Current - 2.11 Goal - 2.50	Monthly PD on early release days developed from data. WestEd		Classroom observations PD Framework Growth in student data(benchmarks) Active Mind and Body activities during and after school day
Strategy #3: Describe the Strategy	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
Ongoing feedback and analyzing data	Monitor and adjust professional learning based on staff and student data.	Review and analyze schoolwide benchmark assessments to drive new professional learning.	Instructional Cabinet Teachers Admin/TLS Interventionist	September - May	Current - 2.11 Goal - 2.50	WestEd HMH Signature Program focus		Walk through documents CES IAssess

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Principle 2	<p>Primary Need: 2.7 Collaboration</p>
	<p>Root Cause: Campus concerns fall under four categories. Teacher concerns include too much to cover and stretched too thin, lack of peers in the same content area, and teacher retention/turnover. Time concerns include no common prep for vertical alignment and PD allotted elsewhere. Resource concerns include PD is not applicable to all those in attendance, it is not aligned to the curriculum, and there is insufficient training with regards to adopted curriculum. System concerns are a lack of structure for vertical alignment. The faculty felt it was necessary that these newly structured PDs include an intended goal or outcome.</p>
	<p>Needs Statement: Vertical alignment and/or subject cohorts meetings need to be scheduled regularly and must include an agenda with a common goal.</p>
	<p>Desired Outcome: Instructional staff will meet vertically once a quarter and in subject cohorts to meet the needs of all students through the use of a structured agenda.</p>

SMART Goal: By the end of May 2020 instructional staff will have met four times in vertical teams/subject cohorts.

Impact:

-By May of 2020, Math and ELA AzMerit overall scores will increase by 5% compared to 2019.

-Students will be better prepared for the AzMerit due to seamless transitions between grade levels to ensure standards are not overlooked.

-By May of 2020, Math and ELA Benchmark scores will increase with each benchmark. Benchmark growth from benchmark one to benchmark two will increase 2% minimum per grade level. Benchmark three data will show an increase of 3% minimum per grade level.

Process: Set meeting times, develop an agenda, discuss goals, put into practice, and reflect on outcomes.

Strategy #1: Describe the Strategy	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
Establishing quarterly cohort/vertical alignment meetings.	Meeting Date Set-up	Principal will schedule alignment meetings during each quarter based on availability in the PD calendar.	Principal	Dates must be set by mid-first quarter.	Staff will need to meet with admin to discuss the focus	Staff will be responsible for submitting PLC notes. Admin in turn will read notes and respond verbally or via email.		

	Meeting Agendas	The agenda outlines the topic for discussion, the goal, resources necessary, and follow-up to measure success.	IC Team	1 week prior to first meeting	Staff will need allotted time to meet with their counterparts.	To add, cohorts/vertical teams will be constructing consistent formative assessments and have the data from those to compare and contrast with one another.		
	Discussion of Goals	The cohort/vertical team will determine the most important skill/standard to focus on.	cohort/vertical team members	once per quarter in the meeting	Time allocated for staff to collaborate	Team reflection documents		
	Put into Practice	The cohort/vertical team will apply what was decided in the meeting in their classrooms.	cohort/vertical team members	ongoing during the school year	Time allocated for staff to collaborate	Agendas Assessment analysis		
	Reflect on Outcomes	The cohort/vertical team will reflect on application and success of goal, whether additional goals or modifications need to be made.	cohort/vertical team members	ongoing during the school year	Time allocated for staff to collaborate	Reflection sheets		

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	Primary Need: A plan to create and use common assessments to evaluate the effectiveness of the curriculum.							
	Root Cause: Not all students at Sonoran Heights are reaching one year's growth based on state testing data.							
	Needs Statement: 4.6 Effectiveness of Curricula							
	Desired Outcome: Teachers will administer checks for understanding at a minimum of twice a month.							
SMART Goal: Grade level PLCs will track the use of curriculum, resources, and instructional strategies to evaluate the effectiveness of the curriculum by evaluating assessments and create an action plan in response to meet students' needs twice a month. Impact: -Teachers will use effective instruction and curriculum based on analysis of student data through assessment. -By May of 2020, Math and ELA Benchmark scores will increase with each benchmark. Benchmark growth from benchmark one to benchmark two will increase 2% minimum per grade level. Benchmark three data will show an increase of 3% minimum per grade level. Process: Create structure of teachers tracking instructional strategies and use of curriculum during class periods. Based on data, teachers modify class instructional time and resources that are proven to be successful in their class.								
Strategy #1: Describe the Strategy	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
Create common assessments with other schools	Common Assessments	Teachers will meet with district PLCs to create and assess	Ezra Sanchez Andrew Frazier Castonia McKnight	August 2019-May 2020		Galileo training		Benchmark and Common Formative

		common assessments							
		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 #2: Describe the Strategy	Teachers will work collaboratively within PLCs to evaluate the effectiveness of curriculum.		Teachers will meet weekly to analyze data, upcoming standards to be taught, and discuss how to meet the needs of all students at their highest level.	Ezra Sanchez Andrew Frazier Castonia McKnight	August 2019 - May 2020		Best PLC practices		Documents in Schoology
Strategy #3: Describe the Strategy	Teachers will use data	Action Step Title Movement of Students Based on Needs	Describe the Action Step Teachers will meet collaboratively in PLCs to evaluate data. Teachers will create a plan to allow for student movement based on student needs (remedial or enrichment).	Person Responsible Teachers Admin/TLS Interventionist	Timeline August 2019 - May 2020	Professional Development Needed Benchmark analysis days and afternoons	Data/Evidence to Collect PLC documentation Assessment analysis		