Continuous Improvement Plan

SCHOOL NAME: Sonoran Heights Elementary
PRINCIPAL’S NAME: Andrew Frazier
SCHOOL YEAR: 2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan
### Principle 2.6

#### Primary Need:

2.6 - Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.

#### Root Cause:

- Differentiated staff choice for professional learning. (Rubrics, check for understanding, tech resources)
- 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.
- Method of instruction is altered due to underlying circumstances

#### Needs Statement:

Design and implement appropriate staff development established on evidence based data with ongoing feedback.

#### Desired Outcome:

Our campus will design and implement appropriate and differentiated staff development planned through evidence based data with ongoing feedback to build teacher confidence and fluency with new instructional method/practice.

#### SMART Goal:

**Impact:**

By May of 2021, based on a staff survey, teachers will grow an average of 2 points on a 5 point scale that measures confidence in using FLVS curriculum.

By May of 2021, based on a staff survey, teachers will grow an average of 2 points on a 5 point scale that measures confidence in using the Schoology platform.

**Process:** By May of 2021, we will use initial survey results by planning professional development opportunities that are differentiated based on teacher need.

<table>
<thead>
<tr>
<th>Strategy #1: Describe the Strategy</th>
<th>Action Step Title</th>
<th>Action Step Description</th>
<th>Person Responsible</th>
<th>Timeline Begin-Completion Dates</th>
<th>ESSA Evidence Rating</th>
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<tbody>
<tr>
<td>Survey and analyze data from instructional staff to determine professional</td>
<td>Data Driven Decisions</td>
<td>Create survey, send out and analyze data determine staff needs.</td>
<td>Instructional Cabinet</td>
<td>Begin - Survey and analyze data by the mid-September. During-implement choice professional learning once a month at the end</td>
<td>Current - 2.11 Goal - 2.50</td>
<td>Professional learning and choice sessions based on data. Staff will train others based on expertise.</td>
<td>Survey(BOY, MOY, EYO) School PD Site</td>
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<tr>
<td>Strategy #2: Describe the Strategy</td>
<td>Action Step Title</td>
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<td>Determine and develop professional learning choices for staff to participate that align with the needs of teachers.</td>
<td>Monitor and adjust professional learning based on staff data.</td>
<td>Review and analyze schoolwide progress for iSchool and in-person benchmark data.</td>
<td>Instructional Cabinet Teachers Admin/TLS Interventionist</td>
<td>September - May</td>
<td>Current - 2.11 Goal - 2.50</td>
<td>WestEd HMH Signature Program focus</td>
<td>Walk through documents CES IAssess</td>
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### Principle 2: Effective Teachers and Instruction

**Primary Need:**
2.5 Our teachers have a strong understanding of types of assessment.

**Root Cause:**
Adapt instruction in real time during a lesson to meet student needs

Structure for students to advance to higher level content, no limit with advancement in mathematics

**Needs Statement:**
Provide checks for understanding during an instructional lesson

Students having the ability to move at own pace (personalized learning)

Formative assessments by unit with a pre and post test option

Monitoring and tracking of student data

**Desired Outcome:** Students learning to their ability level and to be challenged in the content area of math.

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**SMART Goal:** By the end of May 2021 students who are demonstrating proficient or exceeding standards at grade level will have the ability to advance grade levels in mathematics.

**SMART Goal:** By the end of May 2021 staff will implement daily checks for understanding and common formative assessments for their students.

**Impact:**
- By May of 2021, Math 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 2021, Math 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.

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<td>Develop structure for mathematics academic advancement.</td>
<td>Align unit content.</td>
<td>Meet with vertical team, grade above and below to align content and unit standards.</td>
<td>Vertical teams</td>
<td>Set by the end of first quarter.</td>
<td>Staff will need to meet with admin to discuss the focus</td>
<td>Pacing guides and curriculum maps aligned.</td>
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<td>Create common formative assessments.</td>
<td>Galileo based with DOK levels form 1-3. Pre and post tests for units.</td>
<td>Grade level teams</td>
<td>During the year</td>
<td>Staff will need PLC time allotted time to meet to create assessments.</td>
<td>Galileo assessments created and data stored in ATI.</td>
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<td>Develop criteria for advancement</td>
<td>Math PLC determines criteria.</td>
<td>Math Teacher</td>
<td>Set by the end of first quarter.</td>
<td>Train staff on criteria</td>
<td>Document stating criteria and</td>
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and student tracking. Students earns a 90% or higher on the pretest. All data is based on assessments and not other assignments.

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<td>Develop structure for daily checks for understanding through WestEd.</td>
<td>Gather initial data and provide PD.</td>
<td>Admin, TLS and WestEd consultant gather walkthrough data using WestEd check for understanding form. Use data to guide PD for staff.</td>
<td>WestEd TLS Admin</td>
<td>October-December</td>
<td>Initial Check for Understanding PD for all staff, then provide choice options throughout the year on early release days.</td>
<td>Classroom observations WestEd Tracking Doc. Professional Development</td>
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<td>Track teacher and student data.</td>
<td>Ongoing walkthrough data collection using WestEd document. Track and monitor grade level formative, benchmark assessments and RtI.</td>
<td>Teachers Admin TLS WestEd</td>
<td>November-May</td>
<td>Immediate teacher feedback after walkthroughs. Choice and designated PD for staff.</td>
<td>Walkthrough Data Response to Intervention Benchmarks Assessments</td>
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Primary Need: Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.

Root Cause: Due to remote learning for the 2020 4th quarter and 2021 1st quarter, there is a need for interpersonal relationships built between staff and school students/families to continue the environment that Sonoran has built.

Needs Statement: Maintain and further develop strong relationships between families, students, staff, and administration.

Desired Outcome: Adapt in person activities to meet social distancing guidelines and safety protocol to continue Sonoran Heights strong positive culture between stakeholder groups.

**SMART Goal:** Throughout the 2020-2021 school year, leadership, staff, students, and families will work together to maintain and further develop strong relationships by adapting monthly culture building activities for a virtual environment.

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### Action Steps

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| **Creating Safety Alternatives** | Staff Sunshine Committee plan out activities and events for the year. Ex:  
- Love Cart to staff  
- Weekly staff recognitions  
- Fiesta Fridays  
- Get to know you games | Admin & TLS Sunshine Committee | August 2020- May 2021 | Safety Protocols | Professional Development Event Calendar Staff Survey |
| **Creating Safety Alternatives** | NJHS and Student Council develop new activities and adapt previous ones. Ex:  
- Spirit weeks  
- Dances  
- Assemblies  
- Reading buddies  
- Awards | NJHS Student Council Admin | September 2020- May 2021 | Safety Protocols | PTA Calendar Event Attendance Surveys |