



SUNSET HILLS
ELEMENTARY SCHOOL

Continuous Improvement Plan

SCHOOL NAME:

Sunset Hills Elementary School

PRINCIPAL'S NAME:

Josephine Tokhi

SCHOOL YEAR:

2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

1.1C How often is the vision of learning reviewed and revised to reflect the current school community?	<p>Primary Need: (head of fishbone) The vision of learning was revised to reflect the needs of the current school community. This has been shared out. The need now is to align what we do to our vision and mission and connect it to everything we do on campus.</p>
	<p>Root Cause: Stakeholders were involved with our revision of the current vision and mission, however we need to align school events to our new mission and vision.</p>
	<p>Needs Statement: (tail of fishbone) Stakeholders need to be engaged in the process of aligning our school events and activities to reflect the revised vision and mission.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) The outcome is to collaboratively revisit activities, events, and purpose behind what we do daily at Sunset Hills and the connection and alignment to the revised mission, vision, and values of our school community.</p>

SMART Goal: Impact: (AzMerit)
 64% of students will show proficiency in English Language Arts as measured by the Spring 2020 AzM2 assessment.
 62% of students will show proficiency in Math as measured by the Spring 2020 AzM2 assessment.
 72% of 4th grade students will show proficiency in Science as measured by the Spring 2020 AIMS assessment.
 85% of 8th grade students will show proficiency in Science as measured by the Spring 2020 AIMSassessment.

Process:

Strategy #1: Describe the Strategy (Narrative): Review and explicitly teach the mission and vision to new staff and students. Review as an entire staff at the beginning of the school year.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Review mission, vision, values with new staff	Present the mission, vision, and values and the process at New Teacher Orientation	Administration, Signature Program Ambassadors, Staff	July 2020		Professional Development New Teacher Orientation		Presentation from New Teacher Orientation
	Review mission, vision, values with entire staff	Review the mission, vision, and values as a	Administration, Signature Program Ambassadors	July 2020		Professional Development First Days Back		Presentation from First Days Back

		staff on first days back.						
	Explicitly teach the mission, vision, and values to students	Explicitly teach the mission, vision, and values to students.	Administration , Signature Program Ambassadors	August 2020		N/A		Lesson Plans from Staff
Strategy #2: Describe the Strategy (Narrative): Assess current events and processes for alignment to the mission, vision, and values and make connections consistently to everything we do on our campus.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Review activities and current school events for alignment and specify the alignment.	Review community roles and PTO events and identify the connection to the mission and vision	Administration , Instructional Cabinet, and PTO	September 2020-November 2020		N/A		Document with Alignment to be maintained for any additional events/activities/processes we have on our campus
	Communication	Communicate the revised values, vision, and mission in multiple formats	Administration , staff, community, public relations	July 2020-May 2021		N/A		New branding of Sunset Hills

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<p>2.1C Do teachers plan rigorous instruction?</p> <p>2.2A Is depth of knowledge evident in lessons?</p> <p>2.7B How often is articulation, across content areas and grade levels, scheduled?</p> <p>3.5B Do regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth?</p>	<p>Primary Need: (head of fishbone) Professional development on instructional best practices, specifically on Depth of Knowledge (DOK), instructional and assessment alignment, and academic conversations through horizontal and vertical professional learning communities.</p>
	<p>Root Cause: Professional development on research-based instructional best practices started in 2019-2020 with planning instruction aligned to standards at the correct level of complexity and academic conversations and this will continue into the current year. Vertical articulation with vertical PLCs has not been consistent.</p>
	<p>Needs Statement: (tail of fishbone) Job-embedded professional development on standards at the correct level of complexity and appropriate pacing and academic conversations and opportunities for purposeful articulation.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) The desired outcome is to provide professional development on the correct level of complexity and appropriate pacing and academic conversations using West Ed training and coaching, and to plan for data-driven, purposeful articulation.</p>

SMART Goal: Impact (AzMERIT)
 64% of students will show proficiency in English Language Arts as measured by the Spring 2020 AzMERIT assessment.
 62% of students will show proficiency in Math as measured by the Spring 2020 AzMERIT assessment.
 72% of 4th grade students will show proficiency in Science as measured by the Spring 2020 AIMS assessment.
 85% of 8th grade students will show proficiency in Science as measured by the Spring 2020 AIMSassessment.

Strategy #1: Describe the Strategy (Narrative): Identify the areas of focus needed for training on research based instructional best practices to provide training on in year 2 partnership with West Ed. Action Step Title	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Identify areas of focus for West Ed training using data from walk throughs and student achievement data	Complete West Ed walk throughs to determine areas of focus.	Instructional Cabinet, Administration, and West Ed Coach	August 2020		Professional development review of correct level of complexity and pacing and academic conversations.	N/A	Cabinet Members, Jackie Older (TLS), Administration, West Ed Coach

						Professional development on checks for understanding and student engagement		
	Provide professional development on checks for understanding and student engagement	Ongoing professional development on Mondays, prep connects, and/or job embedded opportunities during walk through and coaching cycles with administration and/or the teaching and learning specialist.	Administration and Teaching and Learning Specialist	August 2020-May 2021		Professional development needed for checks for understanding and student engagement	N/A	The evidence will be collected during walk through, informal, and formal observation cycles by administration. The evidence will also be collected through the teaching and learning specialist observations using the walk through protocol and follow up coaching conversations with staff.
	Walk throughs with West Ed coach, administration, and Teaching and Learning Specialist	Walk throughs will be coordinated with the West Ed coach, administration, and the teaching and learning specialist	Administration, Teaching and Learning Specialist and West Ed Coach	August 2019-May 2020		Inter Rater Reliability Training for administration and Teaching and Learning Specialist and training for our staff on the protocol and strategies that support the two areas identified as our focus for this school year.	N/A	The evidence will be collected during walk through, informal, and formal observation cycles by administration. The evidence will also be collected through the teaching and learning specialist observations using the walk through protocol and follow up coaching

								conversations with staff.
Strategy #2: Describe the Strategy (Narrative): Research effective means of vertically articulating and plan for vertical articulation meetings across grade levels and content areas.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Research vertical articulation best practices. Seek input from staff on what would purposeful vertical articulation look like to them.	Staff survey data, research to review on vertical articulation	Staff and Instructional Cabinet	September 2020-May 2021		Plan to be developed based on research and data	N/A	Disaggregated data from staff survey and research discussions recorded to be used to develop a plan
	Using the data gathered, create a plan for vertical articulation. This will be added to our professional development plan,	Vertical articulation will be planned and consist of a SMART goal and outcomes for the vertical articulation plan. This will be progress monitored and updated as goals are reached and student data becomes available throughout the year.	Instructional Cabinet Members, staff	May 2021		N/A	N/A	The evidence will be vertical articulation PLC agendas and progress reflecting that SMART goals are being met.

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<p>1.2B Does leadership create opportunities for professional growth for all staff members based on walk-through data, formal evaluations, and/or self-reflection, that allows all staff to improve their teaching craft and encourage the development of leadership skills?</p> <p>4.5A Are professional learning opportunities for the staff varied, differentiated?</p>	<p>Primary Need: (head of fishbone) Relevant professional development for our current reality with teacher input that promotes a high level of ownership among the staff.</p> <hr/> <p>Root Cause: Professional development started being planned with all in mind using walk through, informal, and staff reflection data, in the 2019-2020 school year, and this will need to continue and be data based.</p> <hr/> <p>Needs Statement: (tail of fishbone) Staff needs to be engaged in professional development opportunities that are specific to their needs and based on student needs, with staff input provided and varying opportunities offered as a means to differentiate for all and relates to the current reality and use of new materials.</p> <hr/> <p>Desired Outcome: (Needs statement restated in a positive) The desired outcome is developing and presenting professional development that supports learning and implementation of Schoology, Florida Virtual curriculum, and Virtual 95 Percent Group, as this is a need for the current reality and year. Furthermore, a staff development survey will be to use these results along with student achievement data and classroom observation data to plan for professional development offerings that will meet the individual needs of staff and ultimately our students throughout the school year.</p>
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 62% of students will show proficiency in Math as measured by the Spring 2020 AzMERIT assessment.
 72% of 4th grade students will show proficiency in Science as measured by the Spring 2020 AIMS assessment.
 85% of 8th grade students will show proficiency in Science as measured by the Spring 2020 AIMSassessment.

Strategy #1: Describe the Strategy (Narrative): Establish a professional development committee that has grade level representation from all grade levels, specials, and Exceptional Student Service (ESS) members.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Establish a professional development committee	Establish a professional development team that has grade level representation,	Administration	August 2020		N/A	N/A	Professional development committee members list. Cabinet will be the professional

		which will be the instructional cabinet.						development team. Members include: Brittni Mendoza (K), Angela Rockey (1), Kathy Schooler (2), Shelia Kaiser (3), Meagan Church (4), Lisa Chancey (5), Lisa Moberg (6), Dana Thomas (7), Kristen Lynch (8), Randy Badsgard (Specials), Allison Wear and Michelle Poore (ESS), Jackie Older (TLS), Administration
Strategy #2: Describe the Strategy (Narrative): Develop a professional development staff survey.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Create a professional development survey	The Instructional cabinet will create a professional development survey for staff to take.	Instructional Cabinet	August 2020-September 2021		Research on developing effective professional development surveys		Finalized professional development survey. Staff results from a professional development survey. This may need to be given quarterly.

Strategy #3: Describe the Strategy (Narrative): Analyze various forms of data to determine the needs of the staff and create a professional development plan for the school year.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Gather data that would be relevant to planning staff development. This will be based on student achievement data and walkthroughs using the West Ed Protocol	Staff survey data, student achievement data, classroom observation data using West Ed Walk Through Protocol	TLS, administration, and Instructional Cabinet Members	August 2020-September 2021		Plan to be developed based on data	N/A	Quarterly walk through data
	Using the data gathered, create a year-long plan for professional development	The professional development plan will consist of title, description, resources needed (human and other resources), alignment to school-wide goals and our signature program, and opportunities for action research projects.	Instructional Cabinet Members and other staff members that are interested in presenting professional development	August 2020-May 2021		N/A	N/A	The evidence will be a year-long plan for professional development to include alignment to West Ed teaching practices, PBIS and our Signature Program.
	Plan for job-embedded professional development such as peer coaching	Plan for opportunities for teachers to observe other teachers' classrooms as well as gain support from our Teaching and Learning Specialist in all	Staff, Administration, Teaching and Learning Specialist, Peer Mentors	August 2020-May 2021		N/A	N/A	The evidence will be classroom visit opportunities for teachers; Teaching and Learning Specialist data in terms of percentage of coaching, and Peer Mentor data in terms of

		areas of teaching and learning						percentage of coaching
Strategy #4: Describe the Strategy (Narrative): Using the professional development provided to cabinet at the end of the 2019school year on “Visibly Improving Teaching and Learning through Professional Learning Community (PLC) Practices,” teachers will be creating professional growth SMART goals as a PLC that are related to teaching and learning.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Review professional development provided from West Ed on Visibly Improving Teaching and Learning through PLCs.	We will review the professional development with the instructional cabinet and plan for next steps for staff roll out.	TLS, administration, and Instructional Cabinet Members	August 2020-September 2021		Plan to be developed	N/A	Visibly Improving Teaching and Learning through PLC Roll Out Plan
	Implement the professional development and practices of having a PLC SMART Goal and grade level planning on how to reach the goal set as it relates to teaching and learning.	The teacher plans will consist of a SMART Goal that includes a teaching and learning component. This will also include an action plan and a follow up date to review and assess progress to determine any revisions that may need to be made.	Instructional Cabinet and Grade Level PLCs.	Quarterly from November 2020-May 2021		N/A	N/A	SMART Goals, Action Plans, and monitoring will be placed in the Grade Level PLC folders

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<p>5.2A Does staff intentionally foster trusting interpersonal relationships with students and families?</p> <p>5.2C Do adults demonstrate unconditional caring for all students?</p>	<p>Primary Need: (head of fishbone) Using our established school-wide vision to guide school-wide events and increase staff and parent involvement, leading to stronger relationships between school and families. Additionally, there is a need to continue implementation of Tier1 PBIS this school year and develop a Tier 2 intervention program for implementation next school year.</p>
	<p>Root Cause: School-wide events need to be assessed for alignment to the new mission and vision. Relationship training for staff is not in place to support fostering strong relationships with students and with families. Tier 1 school-wide system of behavior intervention is in place and continued implementation will occur. Tier II system of support has not been developed. Social Emotional Learning for staff and students is a need.</p>
	<p>Needs Statement: (tail of fishbone) We need to use our shared vision to align school-wide events to build and foster relationships with families and provide training to staff on building and fostering positive relationships with students and families.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) The desired outcome is to build a positive culture at Sunset Hills through building and fostering positive relationships with one another, students, and families.</p>

SMART Goal: Impact (AzMERIT)

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Strategy #1: Describe the Strategy (Narrative):	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organization al Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
<p>Use our new school-wide vision and assess current events and create new opportunities to bring the community out to our school.</p>	<p>Assess current school-wide events and the alignment to the revised vision. Realign and create new opportunities based on the shared vision</p>	<p>Review of current school-wide events that bring parents and community to our school for alignment to the revised vision, mission, and</p>	<p>Administration and staff</p>	<p>August 2020-July 2021</p>	<p></p>	<p>N/A</p>	<p>N/A</p>	<p>The evidence collected will be the review of existing activities and the addition of new activities that show a direct alignment to the revised mission, vision, and values.</p>

		values. Plan new opportunities for school-side events that align to the shared vision.						
Strategy #2: Describe the Strategy (Narrative): Provide training on relationship building and dealing with challenging situations.	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organizational Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Provide training on de-escalation, composure, and self regulation tools.	Develop and provide training on de-escalation, composure, and self regulation tools.	Staff and administration	September 2020-May 2021		Plan to be developed with professional development for staff.	N/A	Evidence will be professional development on de-escalation, composure, and self regulation tools.
	Provide training on relationship building.	Research training on relationship building such as diversity training or tribes training. Develop training using resources and provide to the staff.	Instructional Cabinet Members, administration	September 2020-May 2021		Professional development plan to be developed for relationship building.	N/A	Evidence will be professional development on relationship building.
	Engage in self-care activities and Social Emotional Learning for ourselves.	Research self-care and social emotional learning activities and create a committee who will design and encourage self-care	Staff and Social Worker	September 2020-May 2021		N/A	N/A	Self care activities that the staff will engage in.

		activities we can share as a staff.						
Strategy #3: Describe the Strategy (Narrative): Implement Tier 1 of PBIS, ROAR, at Sunset Hills. Develop Tier 2 of PBIS this year to implement next year.								
	<i>Action Step Title</i>	<i>Describe the Action Step (Narrative)</i>	<i>Person Responsible (Name and Organization al Role)</i>	<i>Timeline Begin-Completion Dates</i>	<i>ESSA Evidence Rating</i>	<i>Professional Development Needed</i>	<i>Program/Funding Tags</i>	<i>Data/Evidence to Collect</i>
	Continued implementation of school-wide system of Positive Behavior Intervention and Support (PBIS) with ROAR expectations.	Continue to implement expectations, lesson plans, reinforcement systems, and accountability system school-wide. Implement on-line reinforcement system as a pilot school.	Staff and PBIS Team	August 2020-May 2021		Ongoing professional development for Tier 1 for entire staff	Coaching as we implement	Data will be collected on areas of improvement needed. Data will also be collected in the form of Bobcat Bucks for the reinforcement systems, tracking for the accountability system, and review of office discipline referral data.
Develop Tier 2 of PBIS this school year.	Engage in professional development in Tier 2 system and build the system this school year.	Tier 2 PBIS Team	August 2020-May 2021		Professional development needed on Tier 2 systems	\$6,000 from TSI Grant	The evidence collected will be the system for Tier 2 intervention for positive behavior interventions and support.	