



WEST POINT
ELEMENTARY SCHOOL

Continuous Improvement Plan

SCHOOL NAME:

West Point Elementary

PRINCIPAL'S NAME:

Marilee Timbrooks

SCHOOL YEAR:

2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 1

Principles:	<p>Primary Need: (head of fishbone) Principle 1.2 :Effective Leadership Our Leadership Commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.</p>
	<p>Root Cause: Teachers feel that leadership is not recognizing contributions in individuals therefore teachers feel that there is no reason to go above & beyond.</p>
	<p>Needs Statement: (tail of fishbone) Leadership needs to be diligent with regards to building a culture that establishes a culture for learning.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) Leadership will demonstrate a commitment to high expectations resulting in high academic achievement and growth.</p>

SMART Goal: (If the primary need is fixed how will your % proficient be affected?)

50% of the 4th-8th grade students who are currently at minimally proficient on AzM2 reading will score partially proficient on AzM2 reading in the 2020-21 school year.
 50% of the 4th-8th grade students who are currently at minimally proficient on AzM2 math will score partially proficient on AzM2 Math in the 2020-21 school year.

	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
<p>Strategy #1: Title: Support teachers with Planning for Core Instructional Strategies in the classroom (Tier 1)</p> <p>Narrative: Purposeful planning is required in order for students to receive high-quality, scientifically based instruction, differentiated to meet their needs. Some students have different learning styles and learn at different rates. Some students will need more modeling and support than others. Students will be screened on a monthly basis to identify struggling learners who need additional support based on CFA and district benchmarks</p>	<p>Professional Development for Core Reading Instruction With a focus on writing learning objectives aligned to State Standards.</p>	<p>Professional development will be differentiated based on grade level needs to support planning for core reading instruction. Menu choices for professional development will be offered based on needs identified through classroom walkthrough data and classroom assessment data. West Ed will support TLS and administration with use of observation protocols and professional development.</p>	<p>Teaching Learning Specialist Data Specialist Administration</p>	<p>August 2020-May 2021</p>		<p>Attendance Choice menus for students, progress monitor reports, student goal setting sheets</p>
	<p>Weekly lesson plans to include content, process and product objectives and differentiated strategies to support minimally proficient students.</p>	<p>Lesson plans for core instruction will include tier 1 small group for students that need additional support with core skills in reading based on CFA data.</p>	<p>Classroom teachers Teaching Learning Specialist</p>	<p>August 2020-May 2021</p>		<p>Lesson plans</p>

	Coaching and support for teachers with classroom walkthrough observations, modeling and feedback	<p>Improve teacher effectiveness with particular emphasis on increasing the use of highly effective instructional strategies to support students identified as minimally proficient in Reading.</p> <p>Administration and TLS will conduct classroom observations and provide feedback to teachers. Observation refers to direct monitoring of the teacher in the learning environment based on submitted lesson plans.</p>	Teaching learning specialist Administration	August 2020-May 2021		Walk through Schedule West Ed. Observation tool CES observations
	Monitoring: Lesson plans walkthrough scripts					
	Evaluating: Student portfolios that track student growth on priority standards CFA data and benchmark data for minimally proficient students.					
Strategy #2: Title: Small group lesson planning	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
Narrative: Small-group reading is an assisted literary experience in which the teacher supports and guides students on their instructional level before, during, and after reading. The instructional level of students is assessed through teacher observation and ongoing evaluations such as informal reading inventories and formative assessment. This flexible, small-group setting allows the teacher to match students' reading abilities to appropriate reading materials, observe students' reading behaviors, and model	PLC identify students that need support in small group for tier 1 (reteach)	Identify students struggling with specific skill or concept	Classroom Teacher	August-May		Weekly CFA results Weekly small group lesson plans
	Identify students still not making progress in need of additional support (tier 2)	Incorporate skill based, explicit instruction into small group lesson plan. Teachers will help students develop an understanding of the text, and prompts them to apply strategies to monitor and improve their comprehension.	Classroom Teacher	August-May		Test scores after each topic/module/skill is taught
	Provide teachers with a lesson template for small group planning	Teachers plan using template Planning will include a small group which consists of two to six students who are reading on the same level or have the same instructional need.	Classroom Teacher	August-May		Weekly lesson plans

specific reading behaviors and strategies in context.	Screen new students on day 1	Universal screeners Reading	K-3 Interventionist, Reading Interventionist, Instructional Assistant	August-May		Screening results sent to homeroom teacher
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INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 2

Principles:	<p>Primary Need: (head of fishbone) Principle 2: Effective Teachers and Instruction Our teachers do not maintain high academic expectations for all students.</p>
	<p>Root Cause: Having a teacher centered classroom instead of student centered classroom</p>
	<p>Needs Statement: (tail of fishbone) Teachers will plan intentionally using evidence based best practice in a student centered environment.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) Teachers will maintain high academic expectations for all students by planning intentionally using evidence based best practices in a student centered environment.</p>

SMART Goal: (If the primary need is fixed how will your % proficient be affected?)

50% of the 4th-8th grade students who are currently at minimally proficient on AzM2 Reading will score partially proficient on AzM2 Reading in the 20-21 school year.
50% of the 4th-8th grade students who are currently at minimally proficient on AzM2 Math will score partially proficient on AzM2 Math in the 20-21 school year.

	<i>Action Step Title</i>	<i>Describe Action Step (Narrative)</i>	<i>Person Responsible</i>	<i>Timeline Begin- Completion Dates</i>	<i>Professional Development Needed</i>	<i>Data/Evidence to Collect</i>
<p>Strategy #1: Title: RtI: Provide tiers of intervention that are aligned to grade level standards.</p> <p>Narrative: Teachers and students will collaboratively utilize assessment data to plan, drive and evaluate student learning outcomes. The expectation of RTI is that classroom/content-area teachers will serve as RTI first responders' who can proactively identify students with emerging academic or behavioral concerns, provide reasonable individualized (Tier 1) intervention support, and document those classroom intervention efforts.. RtI is</p>	<p>Monthly RtI meetings and professional development</p>	<p>For tier 1, teachers will utilize CFA data to identify students needing support. At level learners will see the teacher in small groups 2-3 times per week.</p> <p>Struggling learners will see the teacher in small groups 3-5 times per week. High level learners will see the teacher at least one time per week. Communicate with the teacher's number of minutes</p>	<p>Classroom teachers K-8 Math Interventionist Teaching and Learning Specialist Data Specialist Administration</p>	<p>August 2020-May 2021</p>		<p>Student data from RtI platform Meeting notes and minutes from RtI meetings</p>
	<p>Core instruction includes schedule for tier 1 small group instruction time in class</p>	<p>For tier 1, teachers will utilize CFA data to identify students needing support. At level learners will see the teacher in small groups 2-3 times per week.</p> <p>Struggling learners will see the teacher in small groups 3-5 times per week. High level learners will see the teacher at least one time per week. Communicate with the teacher's number of minutes</p>	<p>Classroom teachers, Teaching learning specialist</p>	<p>August 2020- May 2021</p>		<p>Weekly lesson plans PLC minutes</p>

<p>a tiered model approach for supporting struggling students and identifying possible learning and behavior needs. In tier 1 all students receive high quality instruction. This instruction is research based and includes differentiation. Tier 2 is for students that are not progressing adequately in the regular, high quality classroom, and provided instruction in a smaller group setting. If a student is still struggling, tier 3 interventions should be implemented that include one on one targeted intervention that speaks to specific skill deficits.</p>		allocated for the math block and tier 1 interventions within the block.				
	Tier 2 intervention blocks 4 times a week	Teachers will collaborate with team members during PLC meetings to create skill based intervention groups based on common formative assessment data and district benchmarks. Teachers and interventionists will deliver tier 2 skill based intervention lessons. Since they are formed around “skill mastery,” these groups are temporary; they meet only until a specific set of skills are mastered. The Data Specialist will support teachers with gathering CFA data and grouping and regrouping of students for intervention.	Classroom teachers, Reading and Math interventionist, Admin, TLS, Data specialist.	Weekly from August 2020 to May 2021		TLS/ Admin Walk Throughs to check that expectations are being met Small group lesson plans
	Tier 3 intervention	At Tier 3 , the goal is remediation of existing academic problems and prevention of more severe problems. The Interventionist will utilize research based instructional strategies and resources to target individual skills needed. Online programs such as Achieve 3000, Study Island and Freckle will be used to collect data on student growth and progress.	Math/Reading Interventionist Data Specialist	Weekly August 2020-May 2021		Monthly reports from Achieve 3000 and Freckle. Student Assessment data from interventionist progress monitoring
	Monitoring: Monthly RtI calendar and minutes in RtI platform PD descriptions in i-learn course registration. Individual student goal portfolios					
	Evaluating: Monthly student progress monitoring Classroom formative assessments Benchmark data scores for students.					

Strategy #2: Title: tier 1 instructional strategies	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
Narrative: In tier 1, all students should receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support based on CFA and district benchmarks. Students have different learning styles and learn at different rates. Some students will need more modeling and support than others.	Implement and Incorporate stations and differentiation strategies for ELA and Math standards and skills.	Teachers will incorporate differentiated stations for each priority standard. Stations will be in place during core instruction while the classroom teacher provides small group instruction for students needing additional support in the core.	Classroom teachers Teaching Learning Specialist Data Specialist	August 2020-May 2021		Lesson Plans CFA data Unit Assessments Benchmark data
	Utilize weekly CFA to assess student progress toward mastery of skills.	Grade level teams will meet weekly to identify priority standards for tier 1, and create common formative assessments for that skill.	Classroom teachers (PLC) Data Specialist	Weekly August 2020-May 2021		Lesson Plans CFA data Unit Assessments Benchmark data
	Learning objectives will be at the DOK 2 level, focused on content, process and product and included in weekly lesson plans.	Lesson objectives will include content, process and product. Content refers to what students will come to know, process is how students make sense of what they come to know and product is evidence of what students have learned. The Teaching learning specialist and peer mentors will be available to support teachers based on their needs.	Classroom Teachers Teaching Learning Specialist	August 2020-May 2021		Weekly lesson plans CFA data
	Priority Standards/ student portfolios and tracking of mastery.	Teachers will conference with students immediately after Unit assessments and benchmark assessments to identify areas of strength and to set goals based on priority standards not mastered.	Classroom teachers Teaching Learning Specialist Data Specialist	August 2020-May 2021		Individual student goal sheets Individual student Priority standards tracking of mastery
	Incorporate personalized learning opportunities for students.	Teachers will utilize menu boards and online resources to support individual student needs during tier 1. Personalized assessments may be created in order for students to demonstrate mastery of skills. Projects and presentations will provide additional opportunities for personalization. Teaching learning specialists will assist teachers as needed with planning and feedback.	Classroom teachers Teaching Learning Specialist Data Specialist	August 2020-May 2021		Lesson plans Choice boards

		Data specialists will assist teachers with monitoring data and individual student needs.				
	Evaluating: Student growth toward 80% mastery of priority standards tracked in student portfolio. Increase in the use of Galileo assessments aligned to the areas of reading for informational text as well as number sense, operations, algebraic expressions and real life application.					

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 3

Principles:	<p>Primary Need: (head of fishbone) Principle 3: Effective Organization of Time</p> <p>Organized time to provide appropriate planning and preparation time, as well as collaboration opportunities for all teachers, staff and administrators to ensure continuous improvement.</p>
	<p>Root Cause:</p> <p>There is not enough time to engage in the continuous cycle of teaching and learning.</p>
	<p>Needs Statement: (tail of fishbone)</p> <p>Time reserved for professional learning communities, data reflection, grade level articulation to analyze data for consistent student growth.</p>
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <p>Students engage in cohesive, effectively planned and well articulated instructional programs across content and grade levels.</p>

SMART Goal: (If the primary need is fixed how will your % proficient be affected?)
 50% of the 4th-8th grade students who are currently at minimally proficient on AzM2 Reading will score partially proficient on AzM2 Reading in the 20-21 school year.
 50% of the 4th-8th grade students who are currently at minimally proficient on AzM2 Math will score partially proficient on AzM2 Math in the 20-21 school year.

	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	Professional Development Needed	Data/Evidence to Collect
<p>Strategy #1: Title: PLC's maintain a focus on learning, teaching and assessment.</p> <p>Narrative: This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence</p>	Common Formative Assessments created during grade level PLC	PLC teams will be configured by grade levels K-8. Utilizing scope and sequence and assessment data, teachers will determine a common objective and lesson plan and create a formative assessment. Objectives required to include content, standard, and how students will demonstrate mastery.	Instructional cabinet members will be responsible for facilitating PLC	August, 2019-2020		Weekly PLC agendas and minutes
	Student goal portfolios/tracking mastery of priority standards	Priority standards will be included in weekly lesson plans.	Classroom teachers, Reading Interventionist, Data Specialist	Administration will review bi-weekly with teachers and provide feedback.		

<p>of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in a PLC.</p>	<p>Data days professional development</p>	<p>Grade level teams will meet following BM 1, BM2, and BM3 to review data points such as DIBELS and benchmark assessments. Action planning will take place to support students.</p>	<p>Administration, Data Specialist</p>	<p>October-March</p>		
<p>Strategy #2: Title: tier 1 instructional strategies for Reading and Math</p> <p>Narrative: Powerful classroom instruction begins with the adoption and use of an evidence-based curriculum, but effective teachers do not simply teach such a program page-by-page in the same way for all students. Rather, they differentiate instruction, providing instruction designed to meet the specific needs of students in the class.</p>	<p>Action Step Title</p>	<p>Describe Action Step (Narrative)</p>	<p>Person Responsible</p>	<p>Timeline Begin-Completion Dates</p>	<p>Professional Development Needed</p>	<p>Data/Evidence to Collect</p>
	<p>Teach essential skills and strategies.</p>	<p>Effective teachers teach skills, strategies, and concepts. Lesson plans will include, identify components in each lesson as a skill, strategy or concept. Core block time is scheduled and protected</p>				
	<p>Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs, incorporating daily small group instruction.</p>	<p>Effective teachers recognize that one size doesn't fit all and are ready to adapt instruction—both content and methods.</p>				
	<p>Provide explicit and systematic instruction</p>	<p>Explicit and systematic instruction with a lot of practice and with teacher support and feedback, including cumulative practice over time. Students should not have to infer what they are supposed to learn. Provide opportunities to apply skills and</p>				

		strategies in reading and writing meaningful text with teacher support.				
	monitor student progress regularly and reteach as necessary.	Don't just "cover" critical content; be sure students learn it—monitor student progress regularly and reteach as necessary. Effective teachers adjust their teaching accordingly to try to accelerate student progress.				
	Monitoring:					
	Evaluating:					
Strategy #3: Title: tier 2 and tier 3 intervention groups Narrative:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	Professional Development Needed	Data/Evidence to Collect
	Utilize intervention materials to provide direct explicit, skill based interventions grades K-8.	Walk to read/March to math model for tier 2 will be incorporated. Students will be grouped based on skill levels and receive direct, explicit instruction provided by grade level teachers and interventionists. Tier 2 has three characteristics that distinguish it from core instruction: 1) it is evidence-based, 2) it consists of small-group instruction, and 3) it involves a clearly articulated intervention implemented with fidelity.				Data board with dates of skill mastery, assessment and regrouping
	Administrative walk through observations with targeted feedback and teacher action plans.	Administration will conduct monthly walkthrough observations during tier 2 instruction and provide individual feedback to teachers.				
	Provide tier 3 intensive intervention for students	Tier 3 students will be identified based on progress monitoring data. Tier 3 students have the largest gaps in learning and need the most intensive support in order to make progress.				
	Monitoring:	Monthly progress notes from interventionists, PLC notes, K-6 literacy data				
	Evaluating:	Benchmark data				

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 4

Principles:	Primary Need: (head of fishbone) Principle 4: Effective Curriculum Curricula (interventions) to accommodate the needs of learners in all subgroups.					
	Root Cause: Not all students have access to curricula to support the use of online curriculum.					
	Needs Statement: (tail of fishbone) Students in all subgroups need technology to access instructional resources.					
	Desired Outcome: (Needs statement restated in a positive) Students will be supported through a variety of opportunities and programs.					
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Students identified as ELL in grades k-8 will be reclassified to the next step in their overall proficiency level as measured by 2020-2021 AZELLA data.					
Strategy #1:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
Title: Supporting teachers with implementation of new EL model for instruction Narrative: 20% of the ELL students were reclassified on 2018-19 AZELLA. Not all ELL students are making adequate progress toward reclassification on AZELLA. The ELP Standards provide prerequisite language skills for English language learners (ELLs) to access academic content. The standards provide the foundational linguistic knowledge for students who are not proficient in English. A strong grammatical foundation is essential in the language acquisition process for	Lesson plans that embed ELP (English Language Proficiency) standards.	The Data Specialist will support teachers with lesson planning, align ILLP standards to ELA core curriculum.	Data Specialist ELL Cluster teachers	August 2020-May 2021		ILLP data -Total English Learners by grade, with PHLOTE Students (potential ELs) , and total RCLs by grade -Students that have been receiving EL services for 4 or more SYs
	Monitor students that have scored proficient on AZELLA throughout the school year (ADE requires two years of monitoring.)	Data specialist will track student benchmark scores to monitor academic progress	Classroom teacher, interventionist, data specialist	August 2020-May 2021		Benchmark data RCL - Reclassified ELs - ELs that have scored Proficient on the AZELLA

<p>ELLs. There is a purposeful overlap of the ELP and the Arizona College and Career Ready Standards language skills. The K-12 English Language Proficiency Standards should be utilized to guide instruction for English language learners. Classroom materials used in ELD instruction reflect content from a variety of academic disciplines including math, social studies, and science.</p>						within the last two SYs
	Monthly meetings with EL cluster teachers	Data specialists will meet with teachers each month to review academic progress of EL students and to share instructional strategies to support classroom instruction.	Data Specialist, classroom teachers	August 2020-May 2021		Monthly meeting agendas
	Monitoring: Monitor implementation of ILLP's towards progress to meet goals.					
	Evaluating: Annual AZELLA data					
<p>Strategy #2: Title: Provide personalized learning opportunities for ELL students.</p> <p>Narrative: Personalized learning is an educational approach that aims to customize learning for each student's strengths, interests, needs and skills. ILLP's are personalized for individual students based on their proficiency level and needs. Academic interventions also provide opportunities for extra support with ELA and ELP standards. Personalized assessment, such as oral assessments, support students mastery of ELP standards.</p>	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
	Personalized Learning with Rosetta Stone	Students will have opportunities to access Rosetta Stone at a minimum of 4 times per week. Mango Languages provides a self-paced learning program that teaches languages through relevant and topical dialogue using the four key components — vocabulary, pronunciation, grammar, and culture — for improving proficiency in another language .	Data Specialist	August 2020 -May 2021		Mango Review system data
	Technology to support personalized learning	Students will have access to chrome books, headphones and mic's on a daily basis. In order for intervention to be effective, students need to have consistent	Administration/Data Specialist/Teachers	August 2020-May 2021		Mango Review system data
	Monitoring progress	Teachers will monitor student progress with formative assessments, summative assessments, DIBELS progress monitoring and benchmark assessments.				
	Evaluating: AZELLA assessment will be administered once a year to determine proficiency level.					
<p>Strategy #3: Title:</p>	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect

Research based curriculum resources to support tiers of intervention Narrative:	Action Step Title Actively Learn for tier 2	Action Step Narrative Support for core curriculum with interactive content that covers short stories, novels, textbook sections, news articles, primary sources, science simulations, and multimedia content aligned to ELA, science, and social studies standards.				
	Achieve 3000 tier 2 and 3	Student subscriptions to support the core curriculum with interactive content that covers math and reading intervention.				

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 5

Principles:	<p>Primary Need: (head of fishbone) Principle 5: Conditions, Climate and Culture Our staff does not create an environment which builds mutual respect among leadership, teachers, students and families.</p>					
	<p>Root Cause: Lack of unified culture that promotes a shared sense of responsibility.</p>					
	<p>Needs Statement: (tail of fishbone) Build trust, increase two-way communication, foster positive relationships and increase motivation</p>					
	<p>Desired Outcome: (Needs statement restated in a positive) Our staff will create an environment which builds mutual respect among leadership, teachers, students, and families, by fostering a culture of trust through increased communication that will establish relationships and improve motivation.</p>					
	<p>SMART Goal: (If the primary need is fixed how will your % proficient be affected?) We will strengthen our campus condition, climate and culture by reducing the number of student discipline referrals in grades K-8 in the areas of physical aggression and defiance/disrespect by 10% from 2020 to 2021.</p>					
<p>Strategy #1: Title: Restorative Practices</p> <p>Narrative: Research shows that restorative approaches can transform student behavior and build healthy school communities.</p> <p>Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are</p>	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
	Training for all staff on basic principles of restorative practices.	Create an Action Plan for additional implementation steps. Incorporate training for new staff. Professional development may include a book study for new staff and more in depth PD opportunities for returning teachers and staff.	Principal, Assistant Principal	August 2020-May 2021		Action Plan for additional implementation steps. Professional Development plan for new staff and returning staff.
	Staff huddles and Classroom restorative circles	We meet monthly with all teachers to continue ongoing staff development in restorative discipline and restorative practices. Our next step is to begin working with students to accept responsibility when they break the rules and help them restore the harm. Our teachers are beginning to	Principal, Assistant Principal, classroom teachers	August 2020-May 2021		Ongoing monthly plan of various aspects of restorative practices to continue staff development

<p>encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.</p>		<p>use circles for a variety of reasons during the week in addition to the check-in and check-out circles.</p>				
<p>Restorative practices consist of three main components. Two components, Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning, are preventative. The third component, Restorative Discipline, is both preventative and responsive.</p>	<p>Create Ready to Learn (RTL) team to assist with implementation, training and monitoring implementation</p>	<p>Create school-wide expectations for the common spaces on our campus and identify levels of inappropriate behavior. Create an incentive program to encourage and recognize appropriate behavior. Create posters to place throughout the campus stating the expectations for the students in our common areas. Expectations for behavior will be modeled and explicitly taught to students.</p>	<p>Principal, Assistant Principal, Social Worker, Classroom teachers</p>	<p>July-September 2020-Create Team/Expectations/ identify behaviors/posters/ model expectations for behavior August-May Incentives program</p>		<p>Team Members Listed Expectations shared Incentive program shared Posters posted around school Behavior expectations modeled by</p>
<p>Our school is in year one of incorporating Restorative Practices, incorporating staff huddles and classroom restorative circles. More work is needed to sustain training for new staff and to reach the next level of implementation, with consistency in all classes utilizing Restorative practices.</p>	<p>Implement Tiers of intervention for Behavior</p>	<p>RTL team will support behavior interventions through Rtl. When tier 1 interventions are not enough support for some students, tier 2 interventions are used. Tier 2 interventions are more individualized than tier 1 and are designed to provide additional support to those students who are not able to be successful with just tier 1 interventions. Some examples of tier 2 interventions would be behavior contracts, check in-check out (CICO), daily behavior form, or mentoring. Tier 3 supports are individualized and specialized interventions. When students with persistent and chronic behavior issues do not respond to tier 1 and tier 2 interventions, more intensive interventions are required. Tier 3 interventions are determined with input from teachers, behavior specialists, and administrators. These interventions are reserved for only the most severe behavior issues and often include a functional behavior analysis by special education staff.</p>	<p>RTL Team, Classroom Teacher, Behavior Specialist, Administrators, Special Education Staff</p>	<p>August 2020-May 2021</p>		<p>Behavior contracts, Check in-check out forms, daily behavior forms</p>
<p>Strategy #2: Title: Incorporate structured play and conflict resolution</p>	<p>Action Step Title</p>	<p>Describe Action Step (Narrative)</p>	<p>Person Responsible</p>	<p>Timeline Begin- Completion Dates</p>	<p>Professional Development Needed</p>	<p>Data/Evidence to Collect</p>

<p>training for staff and students in grades K-5.</p> <p>Narrative: Structured play provides opportunities to create safe and inclusive opportunities for all students such as conflict resolution skills and positive student to student interactions. Incorporating structured play during recess will support the physical, social and emotional development of our students.</p> <p>The power of play is a great community builder which will help build rapport with students and adults with positive play.</p> <p>Empowering our students and staff with the vision and resources to make incremental changes that begin to positively impact not just the recess culture, but the entire learning culture of our school.</p> <p>Impact data from Playworks partners report a 91% increase in academic participation, 83% report a decrease in bullying incidents and 92% report increased cooperation between students.</p>	Play works training for all adults on Campus	Professional trainers will provide on site professional development for staff. The training is active and hands on. Through play, reflection and discussion, participants will learn the importance of play and how to lay the foundation for creating a safe and healthy environment for our students. Participants will walk away learning to immediately implement play opportunities for all students.	Principal will oversee coordination with Playworks AZ director	August 2019		i-learn certificates of participation Action Plan for implementation throughout the school year.
	Provide direct service model with on-site coaching	An experienced Playworks site coordinator is on site for a five day block each month to model and teach strategies, games, and systems to develop and sustain a positive culture for everyone, starting at recess.	Principal and Playworks AZ coach	One full week each month of the 2019-2020 school year.		
	Create recess team and Junior Coach Program	Recess team sustains core playground games, sports, skill building activities and cooperative games during recess throughout the school year. The recess team will also lead the junior coach program throughout the year. Junior coaches will be 4th and 5th grade students that help lead games, resolving conflicts, and serving as role models during recess.	Recess Team Leader Junior Coache	From implementation date until May 2020		List of students trained
	Provide equipment for students to facilitate games and activities	By providing equipment and games students will not find it necessary to look for other ways to entertain themselves or engage in conflicts with others.	Principal	August 2019 and January 2020		Monthly discipline data
	Monitoring:	The Playworks' national impact team provides resources and tools for ongoing assessment, evaluation and implementation.	Principal, Assistant Principal	August 2019- May 2020		
	Evaluating:	Discipline committee will meet monthly to review discipline referrals submitted for physical aggression and defiance/disrespect.	Assistant Principal and discipline committee	Monthly		Monthly discipline data BOY, MOY and EOY comparisons
	Strategy #3: Social Emotional Learning Social Emotional Learning is the process of developing	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed

the self awareness, self control and interpersonal skills that are vital for school, work and life success	Tier I: SEL lessons in classroom	Implementing Second STEP Curriculum (PreK-8). Zones of Regulation could be another option for SEL lessons. Second step committee to help identifying lessons. All staff should be responsible for SEL lesson integration.	Social Worker, Teacher, Assistant Principal, Principal	August 2020-May 2021		
	Professional Development on ACES (Adverse Childhood Experiences)	Ricky Robertson will provide PD as a keynote speaker to staff about ACES. Staff will participate in yearlong PD series about ACES. Staff will receive Building Resilience in Students Impacted by Adverse Childhood Experiences.	Social Worker, Teacher, Assistant Principal, Principal	August 2020-May 2021		

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

GOAL 6

Principles:	Primary Need: (head of fishbone) Principle 6: Family and Community Engagement Positive and goal oriented relationships are not intentionally maintained to heighten parent involvement.					
	Root Cause: We need a structured system differentiated by grade level to intentionally heighten parent involvement in academic goals.					
	Needs Statement: (tail of fishbone) Student achievement is not increasing due to lack of strong partnerships between home and school.					
	Desired Outcome: (Needs statement restated in a positive) Student achievement increases with a strong partnership built between home and school.					
	SMART Goal: Baseline goal: Increase family engagement as measured by attendance at school events with 50% parent participation.					
Strategy #1: Title: Foster a positive school culture and climate by communicating high expectations and increasing opportunities for family engagement. Narrative: Everyone in our community benefits when students achieve. At our school, all community members are welcomed and invited into the school on a regular basis. We work to recruit community members to speak to students and parents on various topics. When businesses and community organizations are seen as true partners with the school throughout the year, they will be more likely to be active and offer additional support	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
	Back to school parent night	Share school wide achievement data and continuous improvement plan goals.	Administration, Social Worker	August 2020		Parent, Teacher and Student compacts
	Coffee with the principal	Quarterly coffee talks with the principal provide opportunities for two way communication regarding progress our school is making toward accomplishing goals set in our IAP. Coffee talks will also provide opportunities for guest speakers to come to talk with parents.	Administration	Quarterly August, October, January and March		Attendance sheets Coffee talk agendas and minutes
	Quarterly Community Events	Invite parents to participate in academic as well as enrichment events. Curriculum Night and Math Night are exceptional ways for keeping families informed of standards and new teaching strategies. Make and take activities will be included in family events. We will also incorporate events where parents come to view their	Community Outreach Leadership Team Administration	Quarterly August 2020 - May 2021		

and services without being asked.		child's art work, science experiments, and unique projects they may not have an opportunity to see on a regular basis otherwise. Events will be planned for students and parents at the same time. Hosting events for both students that include performances and presentations.				
Strategy #2: Title: Ensure Regular Communication and Opportunities for Input of the Entire School Community. Narrative: Schools will be successful when they build support for professional collaboration among all the constituencies of the school community- faculty, administration, families, students, and the larger community. Everyone involved needs to know what's happening and have opportunities to provide input to shaping the evolving models of professional collaboration.	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	Professional Development Needed	Data/Evidence to Collect
	Parent surveys	We will use simple, anonymous evaluations to solicit parent feedback. Surveys will be distributed after workshops or meetings to assess what was learned, enjoyed, or resulted from the event.	Administration Community Outreach Leadership Team	August 2020 and January 2021		Survey data results
	Expand communication methods -	- Parents are busy people and may need to be contacted through several methods of communication. It is necessary to go beyond the traditional route of sending a flyer home with students. We will make an extra effort to inform and communicate with parents in a variety of ways. These methods include but are not limited to: notes on the school marquee, public service announcements, e-mails, text messages, messages on our automated call-system, posters, personalized notes, invitations, or phone calls. It is also imperative that communications sent home are in all languages represented by your parent population so everyone can be informed.	Classroom Teachers Special Area Teachers Administration	Weekly August 2020 -May 2021		Copies of written communications sent Weekly log for communication from administration and front office Facebook posts
	Community Outreach team	A community outreach team will be formed to help the school plan, implement, evaluate, and continually improve its outreach to parents and the quality of parent engagement activities? Members on the team will be comprised of teachers, students and parents.	Community Outreach Team Administration	Monthly team meetings August 2020 - May 2021		Community Outreach Team Meeting agendas and minutes Calendar of events
	Monitoring:					
	Evaluating:					
Strategy #3:	Action Step Title	Describe Action Step (Narrative)	Person	Timeline	Professional	Data/Evidence

			<i>Responsible</i>	<i>Begin- Completion Dates</i>	<i>Development Needed</i>	<i>to Collect</i>
<p>Title: Create Community Outreach leadership team comprised of teachers, staff, students, parents and community members.</p> <p>Narrative: We know that gaps in educational opportunity and achievement will only be remedied when those closest to the affected students – parents, families, and communities – are driving decision making.</p>	<p>Recruit and organize parent help and support to promote parent and community involvement on the Community Outreach team.</p>	<p>Include parents in school decisions, developing parent leaders and representatives. Parents will be invited to join the West Point Community Outreach leadership team.</p>	<p>Principal, Assistant Principal, Social Worker, Team leads, parent leaders</p>	<p>July and August 2020 recruit</p>		<p>Meeting agendas and Minutes</p>
	<p>Professional Development for Community Outreach leadership team to assist with action planning for parent involvement.</p>	<p>The Community Outreach team will identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Professional development will be provided to support the team with creating an action plan and goals to increase parent involvement opportunities.</p>	<p>Principal, Assistant Principal, Social Worker, Team leads, Parent leaders</p>	<p>Monthly meetings August, 2020 - May 2021</p>		
	<p>Provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning.</p>	<ul style="list-style-type: none"> ● Information for families on <u>skills required for students in all subjects at each grade</u>. ● Information on homework policies and how to monitor, and discuss schoolwork at home information on how to assist students to improve skills on various class and school assignments. ● Regular schedule of <u>homework</u> that requires students to discuss and interact with families on what they are learning in class (e.g., TIPS). ● Calendars with <u>activities for parents</u> and students at home. ● Family <u>math</u>, science, and <u>reading</u>, activities at school. ● Goal setting for students with families each year, and for future plans for college or work. Increased ability in two-way communications for family views of children's programs and progress 				
	<p>Monitoring:</p>					
<p>Evaluating:</p>						

