Continuous Improvement Plan

SCHOOL NAME: West Point Elementary School
PRINCIPAL'S NAME: Amy Mikos
SCHOOL YEAR: 2021-2022

Required Components:

Integrated Action Plan (IAP)
Primary Need: (head of fishbone)
Our teachers do not collaborate with other teachers, administrators, families and educational professionals to ensure the success of all students.

Root Cause:
Lack of systems that support collaborative relationships that focus on the student.

Needs Statement: (tail of fishbone)
We need to implement systems that support collaborative relationships that focus on the student.

Desired Outcome: (Needs statement restated in a positive)
We are going to offer differentiated PD opportunities that support teacher understanding of various systems which will allow students to excel within a collaborative educational community.

SMART Goal: (Required for all D, F, CSI and TSI schools)
Impact: (AzMerit)
Process: Teachers will utilize PLC structures to inform decision making regarding student achievement, lesson effectiveness, data analysis.

<table>
<thead>
<tr>
<th>Strategy #1: Describe the Strategy (Narrative):</th>
<th>Action Step Title</th>
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<th>Person Responsible (Name and Organizational Role)</th>
<th>Timeline Begin-Completion Dates</th>
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<th>Program/Funding Tags</th>
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<tbody>
<tr>
<td>Multi-Tiered Systems of Support: Student Achievement</td>
<td>Tiered Instruction Tier I</td>
<td>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. 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 teachers the number of minutes allocated for the math block and tier 1 interventions within the block. Teachers will participate in professional development with a focus on data collection after each benchmark two times a year. The focus will be data analysis, tier 1 small-group planning and standards analysis. Substitute teachers will be needed to cover classes so that teachers can attend professional development during the school day.</td>
<td>Classroom Teachers</td>
<td>August 2021-May 2022</td>
<td>Weekly Lesson Plans Small Group Lesson Plans PD Plan</td>
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<tr>
<td>Tiered Instruction Tier II</td>
<td>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, instructional assistants, and interventionists will deliver tier 2 skill based intervention lessons. Since they are formed around &quot;skill mastery,&quot; 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. Online programs such as Smarty Ants, Actively Learn, and IXL will be used to collect data on student growth and progress.</td>
<td>Classroom Teachers Data Specialist Interventionists Instructional Assistant</td>
<td>August 2021-May 2022</td>
<td>PLC Meeting Notes 95% Group Progress Monitoring</td>
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<td>Tiered Instruction Tier III</td>
<td>At Tier 3, the goal is remediation of existing academic problems and prevention of more severe problems. The Interventionist and instructional assistant will utilize research based instructional strategies and resources to target individual skills needed. Online programs such as Achieve 3000 (math/reading), Smarty Ants, and Actively Learn will be used to collect data on student growth and progress.</td>
<td>Interventionists Instructional Assistant</td>
<td>August 2021-May 2022</td>
<td>Achieve3000 Report</td>
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<tr>
<td>PLC Professional Development</td>
<td>The leadership team will attend the Corwin PLC+ Conference in September 2021. Team members will implement strategies by providing site based professional development staff. This training will be an integral part to enhancing our PLC practices. Administration, leadership and Grade level representatives will attend the Solution Tree PLC conference to further engage in effective PLC practices. This training will provide additional support and resources to staff. Additionally, it will allow for reinforcement of previously learned strategies to ensure the effectiveness of teams.</td>
<td>Administration Classroom Teachers Data Specialist Teaching Learning Specialist Interventionists</td>
<td>September 2021 - February 2022</td>
<td>PD Plan</td>
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<tr>
<td>PLC Implementation</td>
<td>PLCs will meet weekly to discuss the five guiding questions from the PLC+ playbook that focus on student achievement data based on identified needs.</td>
<td>Administration Classroom Teachers Data Specialist</td>
<td>August 2021-May 2022</td>
<td>PLC Notes</td>
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priority standards and common formative assessments.
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.
Administration will attend PLC meetings to model expectations and provide feedback.

Strategy #2:
Describe the Strategy (Narrative):

**MTSS for Positive Family Support**
The Positive Family Support program (PFS) through ASU is an evidence-based, school intervention with universal, selected, and individualized components that builds positive home-school connections. PFS promotes a school culture that increases family-school engagement and positive working relationships between caregivers and schools. PFS enhances our current MTSS by adding a family component at each level of support.

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<tr>
<td>MTSS for Positive Family Support</td>
<td>Tier I - Universal</td>
<td>This level will engage caregivers in identifying student strengths and needs. Dissemination of positive student feedback to families. Family resource center Family outreach activities</td>
<td>Administration Social Worker Classroom Teachers Data Specialist Family &amp; Community Outreach Specialist</td>
<td>August 2021-May 2022</td>
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<td></td>
<td>Tier II - Selected</td>
<td>This level will enhance family involvement at our school. Programs will include attendance support and homework support to promote changes in home-school behavior. Increased communication to parents will also be prioritized.</td>
<td>Administration Social Worker Classroom Teachers Data Specialist Family &amp; Community Outreach Specialist</td>
<td>August 2021-May 2022</td>
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<td></td>
<td>Tier III - Individualized</td>
<td>The individualized level of PFS including family check ups, family assessment and feedback. This will include individualized caregiver support and information about community resources.</td>
<td>Administration Social Worker Classroom Teachers Data Specialist Family &amp; Community Outreach Specialist</td>
<td>August 2021-May 2022</td>
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<td>Family and Community Outreach Specialist</td>
<td>Performs a variety of duties related to student achievement by assisting in promoting student, parent/guardian, and community involvement in school (i.e., family support activities and community outreach programs).</td>
<td>Administration Social Worker Data Specialist Family &amp; Community Outreach Specialist</td>
<td>August 2021-May 2022</td>
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**Family and Community Outreach Specialist**
Performs a variety of duties related to student achievement by assisting in promoting student, parent/guardian, and community involvement in school (i.e., family support activities and community outreach programs).
| Acts as a liaison between schools, parents/guardians, community groups, and other organizations to provide information on school programs and services and to gather or relay information on school-related matters. Proactively seeks out resources, research, and information on models and strategies in other schools. Coordinates and conducts parent/guardian and community involvement activities and services. |
|---|---|---|---|---|---|---|
### Primary Need: (head of fishbone)
Our staff does not systematically, monitor, review, or evaluate, the implementation and effectiveness of adopted curricula ensuring continuous improvement for all.

### Root Cause:
Lack of professional development that would support continuous improvement for all students.

### Needs Statement: (tail of fishbone)
We need to refocus on students and achievement data in order to support high expectations of all students.

### Desired Outcome: (Needs statement restated in a positive)
We are going to implement a system of continuous improvement that will support teachers through the process of curriculum alignment (curriculum, standards, instruction, and assessment) which will result in increases to student performance.

### SMART Goal: (Required for all D, F, CSI and TSI schools)
**Impact:** (AzMerit)
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 2021-22 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 2021-22 school year.

### Strategy #1: Describe the Strategy (Narrative):
Teachers will collaboratively utilize data to plan, drive and evaluate student learning outcomes.

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<td><strong>Data Days</strong></td>
<td>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.</td>
<td>Administration Teaching Learning Specialist Data Specialist</td>
<td>August 2021-May 2022</td>
<td>Benchmark Data Galileo Reports</td>
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<td><strong>Data Walks</strong></td>
<td>Administration and data specialists will conduct weekly data sweeps.</td>
<td>Teaching Learning Specialist Data Specialist</td>
<td>August 2021-May 2022</td>
<td>WestEd Protocol</td>
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<td><strong>Professional Development</strong></td>
<td>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. Expert Groups Inquiry-based PD format will be utilized. Teachers will self-select a PD path that will provide differentiated support.</td>
<td>Administration Teaching Learning Specialist Data Specialist</td>
<td>August 2021-May 2022</td>
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<td>PD Plan</td>
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**Modified IAP Worksheet/October 10, 2018**
### Data Binders

Teaching Reading Effectively and Reading Fundamentals PD will be offered by ADE.

Organization of classroom data and individual student data. This will support data analysis and effective lesson planning to drive instruction thus supporting each individual student.

Teachers will use poster maker to track student progress towards standards mastery.

Administration will meet with teachers to review student progress monitoring data monthly that is collected and maintained in binders.

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<th>Data Binders</th>
<th>Description</th>
<th>Action Step Title</th>
<th>Person Responsible (Name and Organizational Role)</th>
<th>Timeline Begin-Completion Dates</th>
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<td></td>
<td>Organization of classroom data and individual student data. This will support data analysis and effective lesson planning to drive instruction thus supporting each individual student. Teachers will use poster maker to track student progress towards standards mastery. Administration will meet with teachers to review student progress monitoring data monthly that is collected and maintained in binders.</td>
<td>Describe the Action Step (Narrative)</td>
<td>Classroom teachers Teaching Learning Specialist Data Specialist Administration</td>
<td>August 2021-May 2022</td>
<td></td>
<td></td>
<td>Student Data (95%, DIBELS, Priority Standards) Walk through data</td>
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</tbody>
</table>

### Strategy #2: Describe the Strategy (Narrative):

Students will create portfolios to track mastery of priority standards.

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<td>Students will create portfolios to track mastery of priority standards.</td>
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**Modified IAP Worksheet/October 10, 2018**
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<tr>
<th>Student Goal Setting</th>
<th>Teachers will conference students after assessments to identify areas of strength and set goals based on priority standards and incremental growth. Teachers will assist students in creating and maintaining their data charts. Students will use data charts/binders to monitor their own progress. Classroom supplies will be provided to teachers for students to create and maintain individual data binders. Students will use agendas to organize weekly lessons. Admin. will conference with students during informal observations regarding student goal setting and monitoring of individual data binders.</th>
<th>Classroom teachers Teaching Learning Specialist Data Specialist</th>
<th>August 2021-May 2022</th>
<th>Student Goal Sheets Student Reflections Walkthrough data</th>
</tr>
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<td>Utilize weekly CFA to assess student progress toward mastery of skills.</td>
<td>Grade level teams will meet weekly to identify priority standards for tier 1, and create common formative assessments for that skill. A Chromecart with 26 Chromebooks will be used in the implementation and delivery of the differentiated stations and the delivery of tier 1 instruction.</td>
<td>Teaching Learning Specialist Data Specialist Classroom teachers</td>
<td>August 2021-May 2022</td>
<td>CFA Assessments Galileo Results</td>
</tr>
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</table>
Primary Need: (head of fishbone)
Our staff does not have high expectations for the learning of all students.

Root Cause:
Lack of goal setting, progress monitoring, data analysis, and follow through because teachers are unsure of how to track data and monitor student progress effectively.

Needs Statement: (tail of fishbone)
We need to refocus on students and achievement data in order to support high expectations of all students.

Desired Outcome: (Needs statement restated in a positive)
If we build mutual respect among leaders, teachers, students and families then we can foster a culture of high expectations through continuous improvement cycles.

SMART Goal: (Required for all D, F, CSI and TSI schools)
Process: We will implement a system of support to educate the whole child and to increase expectations for all students by incorporating SEL strategies and tiers of intervention.

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<td>Restorative Practices- Research shows that restorative approaches can transform student behavior and build healthy school communities.</td>
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<td>Staff huddles and Classroom restorative circles</td>
<td>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. Teachers will implement weekly classroom circles into lesson plans. Weekly circles may include check in or check out circles. Administration will review lesson plans for circle topics and schedule informal observations while classroom circles are being conducted.</td>
<td>Administration Classroom Teachers Teaching Learning Specialist</td>
<td>August 2021-May 2022</td>
<td></td>
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<td>Lesson plans</td>
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**Multi-Tiered Systems of Support for Social Emotional Learning**

**Tier 1:** 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 identify lessons. All staff should be responsible for SEL lesson integration.

**Administration Social Worker**
August 2021-May 2022

**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, cool down corners.

**Administration Social Worker**
August 2021-May 2022

**Tier 3:** These interventions are reserved for only the most severe behavior issues and often include a functional behavior analysis by special education staff.

Create Ready to Learn (RTL) team to assist with implementation, training and monitoring implementation interventions are determined with input from teachers, behavior specialists, and administrators.

RTL team will need 2-way communication in order to respond to immediate needs of students/teachers.

**Administration Social Worker**
August 2021-May 2022

**Strategy #3:**

**Describe the Strategy (Narrative):**

**Shared Mission and Vision:**
All staff, students and parents share a vision of learning and is reflected in staff and student attitudes.

**Review and Revise current mission and vision with input from all stakeholders.**

Working with West Ed. consultant to plan a comprehensive process to revise mission/vision that involves all stakeholders.

**Administration Staff West Ed Consultant**
August 2021-May 2022

**Back to school parent night**

We will seek parent and community input to review and revise our school mission and vision. Share school mission/vision and school wide achievement data and continuous improvement plan goals are shared with all stakeholders.

**Administration Teaching & Learning Specialist Staff**
August 2021-October 2022

**This will shape a vision of academic success and school wide social emotional learning that leads to equitable access for all students.**

**Program/Funding Tags**
**Data/Evidence to Collect**

**ESSA Evidence Rating**

**Mission & Vision Statement**

**Parent Attendance**

**Modified IAP Worksheet/October 10, 2018**