



Continuous Improvement Plan

<i>SCHOOL NAME:</i>	Western Peaks Elementary School
<i>PRINCIPAL'S NAME:</i>	Stacie Brown
<i>SCHOOL YEAR:</i>	2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal Area #1

<p>Principles:</p> <p>Principle 2: Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.</p> <p>Principal 4: Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning</p>	<p>Primary Need:</p> <ul style="list-style-type: none"> ● 2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities. ● 4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.
<p>Root Cause:</p> <ul style="list-style-type: none"> ● Teachers are given a tremendous amount of new learning and expectations within professional development sessions, with minimal time to properly implement the new learning and lack of follow up and on-going support. This is especially true during the 2020-21 school year, as teachers have a new online curriculum to implement through the LMS, Schoology and are providing both in-person and online instructional support models. 	<p>Needs Statement:</p> <ul style="list-style-type: none"> ● Teachers need consistent, focused, prioritized, and differentiated professional development with follow up and on-going support.
<p>Desired Outcome</p> <ul style="list-style-type: none"> ● Western Peaks will use classroom observation data to plan consistent, focused, prioritized, and differentiated professional development with follow up and on-going support. This will lead to students being authentically engaged in curricula that's characterized by the use of effective instructional strategies and resources through a wide variety of disciplines. As well, this will lead to increased student achievement and growth due to teachers actively engaged in differentiated professional learning. 	

and access to a well-rounded education for all learners.

Smart Goals:

ELA & Math Goal:

- **By May of 2021, Math & ELA AzM2 overall scores will increase by 5% compared to 2019 through implementation of focused, differentiated professional learning opportunities.**
- **By May of 2021, Math & ELA Benchmark scores will increase by 5% compared to 2019-20 data through implementation of focused, differentiated professional learning opportunities.**

Innovation Goal:

- **100% of teachers will use blended learning to engage students in innovative learning opportunities through FLVS curriculum, Schoology, and a variety of other innovative technology tools.**

Process:

- **From September 2020 - May 2021, we will use our monthly school choice PD days to provide a variety of learning opportunities for staff, using evidence based data.**

Strategy 1	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
Survey and analyze data from instructional staff to determine professional learning needs.	Data Driven Decisions	Surveys conducted at conclusion of PD sessions and data used to determine staff needs.	Administrators, Teaching & Learning Specialist	August - September 2020		N/A	N/A	Survey Dysart Instructional Plan Observation Tool CES Observation Tool
		Admin & TLS conduct learning walks, collecting data from observations , analyze data to	Administrators, Teaching & Learning Specialist, and Teachers	August 2020 - May 2021		West Ed Signature Program - Innovation & Blended Learning	N/A	Dysart Instructional Plan Observation Tool CES Observation Tool

		determine staff needs.						
Strategy 2: Ongoing feedback and analyzing data	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
	Monitor and adjust professional learning based on staff and student data.	Review and analyze schoolwide benchmark assessments, as well as instructional observation data, to drive new professional learning.	Instructional Cabinet Administrators TLS Teachers	September 2020 - May 2021		West Ed Signature Program - Innovation & Blended Learning	N/A	Dysart Instructional Plan Observation Tool CES Observation Tool Observation of student work and student products
	Walkthrough Observations & Coaching Conversations	Conduct walkthrough observations utilizing the Dysart Instructional Plan Observational Tool	Administrators TLS Teachers	September 2020 - May 2021		West Ed Signature Program	N/A	Dysart Instructional Plan Observation Tool
	Innovation Professional Learning based on staff data	Conduct innovation walkthroughs to observe the use of blended learning strategies being implemented. Provide professional	Administrators TLS Signature Program Ambassadors & Team Teachers	August 2020 - May 2021		Innovation & Blended Learning	N/A	Innovation Walkthrough Data CES Observation Tool Dysart Instructional Plan Observational Tool

		development sessions centered around blended learning techniques and strategies.						
	Innovation Walkthroughs w/ Feedback	Conduct innovation walkthrough observations & meet with teachers to provide feedback & personalized support	Administrators Signature Program Ambassadors TLS Teachers	October 2020 - May 2021		Blended Learning Leveraging Technology in Learning	N/A	Innovation Walkthrough Data Student Products/Work Samples
	Monitor and adjust professional learning based on staff and student data.	Review and analyze schoolwide benchmark assessments, as well as instructional observation data, to drive new professional learning.	Instructional Cabinet Administrators TLS Teachers	September 2020 - May 2021		West Ed Signature Program - Innovation & Blended Learning	N/A	Dysart Instructional Plan Observation Tool CES Observation Tool Observation of student work and student products
Strategy 3: Determine and develop professional learning choices for staff to participate in	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
	Identify site level needs for professional learning, as well as	The Leadership PD Team will determine menu choices most needed,	Administrators TLS Signature Program	September 2020 - May 2021		Monday PD days developed from data West Ed	N/A	Dysart Instructional Plan Observation Tool

	<p>personnel to provide PD.</p> <p>Establish PD and ongoing support beyond PD learning.</p>	<p>based on data, and identify personnel with expertise in those areas to facilitate training and ongoing support.</p>	<p>Ambassadors & Committee</p>					<p>CES Observation Tool</p> <p>PD Framework</p> <p>Growth in student data (benchmarks)</p>
<p>Strategy 4:</p> <p>Teachers will work collaboratively within PLCs to evaluate the effectiveness of curriculum.</p>	<p>Action Step Title</p>	<p>Describe Action Step (Narrative)</p>	<p>Person Responsible</p>	<p>Timeline Begin-Completion Dates</p>	<p>ESSA Evidence Rating</p>	<p>Professional Development Needed</p>	<p>Program/Funding Tags</p>	<p>Data/Evidence to Collect</p>
	<p>Grade Level & Content Area PLC Expectations</p>	<p>Teachers will meet weekly to analyze data, upcoming standards to be taught, and discuss how to meet the needs of all students at their highest levels.</p>	<p>Administrators TLS Instructional Cabinet Members/Leads Teachers</p>	<p>August 2020 - May 2021</p>		<p>PLC Mondays District Middle School PLCs District Curriculum PD Days</p>	<p>N/A</p>	<p>PLC Documentation in Schoology Curriculum Documents in Schoology</p>
	<p>Personalized Support from District Content Specialists</p>	<p>Coordinate with TLS & District Content Specialists to assist teachers struggling with new curriculum implementation</p>	<p>Administrators TLS District Content Specialists</p>	<p>August 2020- May 2021</p>		<p>Personalized support sessions on new curriculum</p>	<p>N/A</p>	<p>Walkthrough data observing curriculum implementation</p>
<p>Strategy 5:</p> <p>Create common assessments within teams or cohorts</p>	<p>Action Step Title</p>	<p>Describe Action Step (Narrative)</p>	<p>Person Responsible</p>	<p>Timeline Begin-Completion Dates</p>	<p>ESSA Evidence Rating</p>	<p>Professional Development Needed</p>	<p>Program/Funding Tags</p>	<p>Data/Evidence to Collect</p>
	<p>Common Assessments</p>	<p>Teachers will meet with grade level PLCs (non-departmen</p>	<p>Teachers Administrators TLS</p>	<p>August 2020 - May 2021</p>			<p>N/A</p>	<p>Benchmark Assessments</p>

		talized) or district PLCs to create and assess common assessments.						Common Formative Assessments Progress Monitoring
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INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal Area #2

<p><u>Principles:</u></p> <p>Principle3: Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.</p>	<p>Primary Need:</p> <ul style="list-style-type: none"> ● 3.1 Our school year/calendar is organized to maximize instruction.
<p>Root Cause:</p> <ul style="list-style-type: none"> ● Western Peaks lacks on-going training and resources for explicit Tier 2 intervention and enrichment in grades 4-8. ● Western Peaks lacks a system for a tutoring program after school that would include materials/resources and personnel to implement the program. 	<p>Needs Statement:</p> <ul style="list-style-type: none"> ● Western Peaks needs a program/resources with explicit, on-going training for Tier 2 interventions and tutoring for after school.
<p>Desired Outcome:</p> <ul style="list-style-type: none"> ● Western Peaks teachers will receive explicit, on-going training with resources to implement effective Tier 2 intervention/enrichment. A system for after school tutoring will be implemented with clear guidelines/process and accessible resources to utilize. 	
<p>Smart Goal:</p> <p>100% of teachers will effectively utilize data-based Tier 2 intervention/extension, Tuesday-Friday, to increase student growth, as evidenced by PLC and walkthrough data.</p> <p>During the 2020-21 school year, a schoolwide system of tutoring, with resources, will be developed and in full implementation, at Western Peaks, to increase student growth.</p>	

Strategy 1 Data driven, intentional and productive PLC	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Review of PLC Structures PD	Provide PD to all teachers to clarify the appropriate structure of PLC	Stacie Brown	August, 2020		PLC Structures	N/A	Link to Agenda for PD
	School leadership will be a member of grade level band PLC	Admin & TLS will each join specific grade bands to monitor PLC structure and collaborate with team.	Stacie Brown Kristen Lyn Sharon Harrigan	August 2020 - May 2021		N/A	N/A	Harrigan - K-3 Brown - 4-6 Lyn - 7-8 & Academy
	Restructure PLC processes to include both grade level and vertical	In addition to the regular grade level PLC meetings, once per quarter, we will implement vertical PLC meetings with grade bands, examining the progression of the standards.	Stacie Brown	July - September 2020		Vertical PLC Structures	N/A	
	Data Days	After Benchmark assessment periods, provide ½ day Data Days to PLC teams in order to analyze data and plan interventions.	Stacie Brown Kristen Lyn Sharon Harrigan	October 2020-February 2021		Effective analysis of data and effective use of data to drive instruction	N/A	Schedule of Data Days Data Analysis Work
	Strategy 2: Tier 2 Intervention/	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags

Enrichment with Fidelity	Defined Learning	Use of Defined Learning for students needing extension	Kristen Lyn Sharon Harrigan GTIA Gifted Cluster Teachers	September 2020 - May 2021		Defined Learning	N/A	Defined Learning student products Tier 2 Walkthrough Data
	Intervention Resources	Identify and provide resources to be used in intervention in grades 4-8	Sharon Harrigan	September 2020 - May 2021				Resource Lists
	Tier 2 Walkthrough Observations			September 2020 - May 2021				Tier 2 Walkthrough Data
	PLC Meetings w/ Data Driven Decisions			August 2020 - May 2021				PLC Documentation in Schoology

Strategy 3: After School Tutoring	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
	Tutoring System w/ Guidelines	Create After School Tutoring System w/ Guidelines	Instructional Cabinet, Site Council	September - November 2020		Training on effective practices for identifying students to include in tutoring	Tax Credit Enrichment Funds Tax Credit School May Designate Funds	Instructional Cabinet Meeting Minutes Site Council Meeting Minutes Site Council Compensation Policy Site Council Application for use of Tax Credit Funds
	Communication of Tutoring System to all Teachers	Share out of what the structure will be for the tutoring program	Administration, Instructional Cabinet	September - November 2020		N/A	N/A	Emails to Staff Copy of Tutoring Structures Site Council Compensation Policy Site Council Application for use of Tax Credit Funds
	Community Outreach - Parent Awareness	Sharing out of what tutoring services are available to all parents	Administration, Teachers	November - December 2020 & ongoing		N/A	N/A	WPES Newsletters Teacher Email Blasts
	Tutoring Resources	Attain resources to utilize during Tutoring	Administration, Teaching & Learning Specialist,	September - November 2020		Training on the resources available for use	TBD	List of Available Resources for Intervention/Tutoring

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal Area #3

<p><u>Principles:</u></p> <p>Principle 5: Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school’s culture, as do other influences such as the local community, the policies that govern how it operates and the school’s founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.</p>	<p>Primary Need:</p> <ul style="list-style-type: none"> ● 5.1 Our staff has high expectations for learning for all students.
	<p>Root Cause:</p> <ul style="list-style-type: none"> ● Lack of consistent school culture/organization for high expectations of all stakeholders, both behavioral and academic, in all settings.
	<p>Needs Statement:</p> <ul style="list-style-type: none"> ● Teachers need to set high expectations for all students throughout the school, despite “labels” and background knowledge of who they are. We need consistent language to implement high expectations for all students.
	<p>Desired Outcome:</p> <ul style="list-style-type: none"> ● Western Peaks will create a consistent school culture that sets high expectations for all students, both behavioral and academic, in all settings of the school.
<p>Smart Goal:</p> <p>Through PBIS implementation, we will reduce the number of office referrals by 20% from the 2019-20 school year to the 2020-21 school year.</p> <p>We will create a culture of high academic expectations for all students by incorporating learning objectives and 85%+ authentic student engagement at DOK 2+ in 85%+ of classrooms, as evidenced by walk through data, along with PLC notes focused around team SMART goals aligned to school goals.</p>	

Strategy 1	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
PBIS Implementation	Professional Development for Staff	All staff will receive professional development and ongoing support in PBIS Tier I implementation	PBIS Team	August - September 2020		PBIS Tier I	N/A	Professional Development Agenda from September 10, 2020 In-Service Training
	Create a PBIS Team	Create a PBIS team of admin/teachers who will be trained by KOI and spearhead the program for the campus	Stacie Brown Teachers	August 2019		N/A	N/A	List of PBIS Team Members
	Training in PBIS Tier II Program	PBIS Team will attend trainings facilitated by KOI for Tier II training	PBIS Team	September 2019 - May 2022		KOI - PBIS Training	MIPS Budget & Grant	PBIS Professional Development Trainings
	Implementation Steps	PBIS Team will complete steps given through training to begin setting up the expectations and parameters of the program	PBIS Team	September 2019 - May 2022		KOI - PBIS Training	MIPS Budget & Grant	PBIS Documentation, Agendas, Meeting Minutes
Strategy 2:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
Culture of High Expectations								

We will create a culture of high academic and behavioral expectations for all students in all classrooms.				Dates				
	West Ed Professional Development	Create professional learning opportunities for staff on creating an environment of high expectations for all students, utilizing Depths of Knowledge within teaching and learning.	Administrators TLS Teachers & Staff	August 2019 - May 2021		West Ed	N/A	Lesson plans Walk thru data Student Engagement Student Work Samples
	Celebrate Growth in Students via Personal Success Awards	Teachers and staff will celebrate growth that is made in individual students, based on data.	Administrators Teachers	Quarterly		N/A	N/A	Documentation of Personal Success Award Recipients
	Student Portfolios/Data Tracking	All teachers will have all students track data to monitor growth and set personal goals.	Administrators Teachers	September 2019 - May 2021		Training on Student Data Tracking & Goal Setting	N/A	Samples of student data tracking/ portfolios
	Reduce failing grades							
Strategy 3:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
Develop Growth Mindset/Power of Yet with all Stakeholders	“Mindset Mondays”	Teach all students and staff about growth mindset through weekly videos on	Signature Program Ambassador - Program Lead	August 2019 - May 2021		N/A	N/A	Morning Announcements online

		Monday morning announcements .	Student News Crew					
	“Fail Forward Fridays”	Teach students/staff about the power of learning from failure through weekly videos on Morning announcements featuring famous people who succeeded after failure.	Signature Program Ambassador - Program Lead Student News Crew	August 2019 - May 2021		N/A	N/A	Morning Announcements online
	Design Thinking Process	All teachers will receive training on the Design Thinking Process and how to implement it in the classroom. All students will participate in a lesson in each class using the Design Thinking Process.	Administration Signature Program Ambassadors Teachers	September 2019 - May 2020 & August 2021 - May 2022		Design Thinking Process	N/A	PD Meeting Agendas PD Presentations Innovation Walkthrough Data Student Products/Student Expo Showcase