Continuous Improvement Plan

SCHOOL NAME: Western Peaks Elementary School
PRINCIPAL'S NAME: Stacie Brown
SCHOOL YEAR: 2021-2022

Required Components:

Integrated Action Plan (IAP)
### Principles:

**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.

**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

### Primary Need:
- 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.

### Root Cause:
- 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.

### Needs Statement:
- Teachers need consistent, focused, prioritized, and differentiated professional development with follow up and on-going support.

### Desired Outcome
- 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.
learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Smart Goal:

❖ Reading & Math proficiency in grade level standards will increase by a minimum of 10% as measured by AzM2.

<table>
<thead>
<tr>
<th>Strategy 1: PLC+ Teams</th>
<th>Action Step Title</th>
<th>Describe Action Step (Narrative)</th>
<th>Person Responsible</th>
<th>Timeline Begin- Completion Dates</th>
<th>ESSA Evidence Rating</th>
<th>Professional Development Needed</th>
<th>Program/ Funding Tags</th>
<th>Data/Evidence to Collect</th>
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</table>
|                        | Data Analysis / Data Chats | PLC teams analyze formative formative data to drive instruction and intervention | • Instructional Cabinet • PLC Teams | Weekly on Mondays August 2021 - May 2022 | | PLC+ by Corwin | | PLC Forms  
Data Charts |
|                        | Lesson Planning | PLC teams will complete instructional planning focused on standards, scope/sequence, and data | PLC Teams | Weekly on Mondays August 2021 - May 2022 | | PLC+ by Corwin | | Lesson Plans |
|                        | Peer Observations (Instructional Rounds) | PLC teams will conduct peer observations of a co-planned lesson and | PLC Teams | September 2021 - May 2022 | | P³ Protocol Peer Observation Training | | P³ Protocol  
Peer Observation Schedule |
provide feedback using P³ Protocol (Praise, Probe, Polish)

| Team Goals          | Grade levels will create goals based on data (DIBELS, Benchmarks, 95%) identifying a specific number of students targeted for movement in proficiency | PLC Teams | August 2021 - May 2022 |  |

**Strategy 2:**

<table>
<thead>
<tr>
<th>Data Days</th>
<th>Action Step Title</th>
<th>Describe Action Step (Narrative)</th>
<th>Person Responsible</th>
<th>Timeline Begin- Completion Dates</th>
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</thead>
</table>
| Data Days          | Grade level teams will meet with the Instructional Leadership Team for a ½ day Data Day, analyzing data from Benchmarks and using data to drive instruction & intervention | ● Admin  
● TLS  
● Grade Level Teachers | October 2021  
January 2022  
March 2022 |  |  |  | Benchmark Data  
Data Analysis Forms |

**Strategy 3:**

<table>
<thead>
<tr>
<th>Ongoing Feedback on Instructional Practices</th>
<th>Action Step Title</th>
<th>Describe Action Step (Narrative)</th>
<th>Person Responsible</th>
<th>Timeline Begin- Completion Dates</th>
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| Walkthrough Observations & Instructional Coaching | Conduct walkthrough observations utilizing the Dysart Instructional Plan | ● Admin  
● TLS  
● Teachers | August 2021 - May 2022 |  |  | West Ed / Dysart Instructional Protocol | Dysart Instructional Plan Observation Tool |
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Responsible Parties</th>
<th>Timeframe</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determine Professional Development Needs</strong></td>
<td>Review and analyze instructional observation data to determine professional development needs for staff</td>
<td>Admin, TLS</td>
<td>August 2021 - May 2022</td>
<td>TBD based on needs</td>
</tr>
<tr>
<td><strong>Implement Expert Groups</strong></td>
<td>Teachers will identify areas they are experts in and be utilized to facilitate professional development &amp; support to their colleagues in their area of expertise.</td>
<td>Admin, TLS, Teachers</td>
<td>September 2021 - May 2022</td>
<td>TBD based on need</td>
</tr>
</tbody>
</table>
**Principles:**

**Principle 3:** 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.

**Primary Need:**

- 3.1 Our school year/calendar is organized to maximize instruction.

**Root Cause:**

- 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.

**Needs Statement:**

- Western Peaks needs a program/resources with explicit, on-going training for Tier 2 interventions and tutoring for after school.

**Desired Outcome:**

- 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.

**Smart Goal:**

- 100% of teachers will effectively utilize interventions 5 days a week, to increase student growth, as evidenced by PLC and walkthrough data.

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<th>Program/Funding Tags</th>
<th>Data/Evidence to Collect</th>
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<tbody>
<tr>
<td>Response to Intervention (RTI)</td>
<td>Implement</td>
<td>Each month,</td>
<td>Admin</td>
<td>August 2021 -</td>
<td>RTI</td>
<td>RTI Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly school-wide RTI meetings</td>
<td>Teams will meet during prep with Admin &amp; RTI district reps to support students through RTI.</td>
<td>TLS Reading Interventionist Teachers District Support</td>
<td>May 2022</td>
<td>Support/training from district personnel</td>
<td></td>
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<td></td>
</tr>
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## Strategy 2: Tier 2 Intervention

- **Action Step Title:** Implement daily Tier 2 intervention in Reading & Math
- **Describe Action Step (Narrative):** Grade level teams will provide Tier 2 interventions in Reading & Math 5 days per week, grouping students based on skill deficits.
- **Person Responsible:** Teachers
- **Timeline Begin-Completion Dates:** August 2021 - May 2022
- **ESSA Evidence Rating:** TLS targeted support as needed
- **Professional Development Needed:** TLS targeted support as needed
- **Program/Funding Tags:** Intervention Grouping Data
- **Data/Evidence to Collect:** TLS targeted support as needed

## Strategy 3: Tutoring

- **Action Step Title:** Provide grade level tutoring in Reading & Math
- **Describe Action Step (Narrative):** Every grade level will provide tutoring opportunities in ELA & Math, before or after school.
- **Person Responsible:** Teachers
- **Timeline Begin-Completion Dates:** August 2021 - May 2022
- **ESSA Evidence Rating:** Tutoring Logs
- **Professional Development Needed:** Tutoring Logs
- **Program/Funding Tags:** Tutoring Logs
- **Data/Evidence to Collect:** Tutoring Logs
### Principles:

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.

### Primary Need:

- **5.1** Our staff has high expectations for learning for all students.

### Root Cause:

- Lack of consistent school culture/organization for high expectations of all stakeholders, both behavioral and academic, in all settings.

### Needs Statement:

- 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.

### Desired Outcome:

- 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.

### Smart Goals:

- **Through PBIS implementation,** we will reduce the number of office referrals by 20% from the 2020-21 school year to the 2021-22 school year.

- **We will create a culture of high academic expectations for all students by implementing the four components of the Dysart Protocol in 85% or more classrooms,** as evidenced by walk through data.

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</table>
### PBIS Implementation (Tiers 1-3)

<table>
<thead>
<tr>
<th>Professional Development for Staff</th>
<th>All staff will receive professional development and ongoing support in PBIS Tier I &amp; 2 implementation</th>
<th>PBIS Team</th>
<th>September 2020 &amp; August 2021</th>
<th>PBIS Tier I &amp; Tier 2</th>
<th>N/A</th>
<th>Professional Development Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training in PBIS Tier III Program</td>
<td>PBIS Team will attend trainings facilitated by KOI for Tier II training</td>
<td>PBIS Team</td>
<td>September 2021 - May 2022</td>
<td>KOI - PBIS Training</td>
<td>MIPS Budget &amp; Grant</td>
<td>PBIS Professional Development Trainings</td>
</tr>
<tr>
<td>Implementation Steps</td>
<td>All staff will implement the PBIS program with fidelity.</td>
<td>All Staff</td>
<td>September 2019 - May 2022</td>
<td>KOI - PBIS Training</td>
<td>MIPS Budget &amp; Grant</td>
<td>PBIS Documentation, Agendas, Meeting Minutes</td>
</tr>
</tbody>
</table>

### Strategy 2: Dysart/West Ed Protocol Implementation

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<tr>
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<tr>
<td>West Ed Professional Development</td>
<td>Create professional learning opportunities for staff on creating an environment of high expectations for all students, utilizing all four components of the protocol.</td>
<td>Administrators TLS Teachers &amp; Staff</td>
<td>August 2019 - May 2022</td>
<td>West Ed</td>
<td>N/A</td>
<td>PD Schedule/Agendas as Lesson plans</td>
<td>Walk thru data</td>
</tr>
<tr>
<td>Instructional Coaching</td>
<td>Instructional observations &amp; in/out coaching will be done to provide teachers with feedback on their implementation of the Dysart Protocol.</td>
<td>Administrators TLS Teachers &amp; Staff</td>
<td>August 2019 - May 2022</td>
<td>West Ed</td>
<td>N/A</td>
<td>Walk thru data</td>
<td></td>
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