



ASHTON RANCH
ELEMENTARY SCHOOL

Continuous Improvement Plan

<i>SCHOOL NAME:</i>	<u>Ashton Ranch Elementary School</u>
<i>PRINCIPAL'S NAME:</i>	<u>Angela Allen</u>
<i>SCHOOL YEAR:</i>	<u>2020-2021</u>

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

	<p>Primary Need: (head of fishbone)</p> <p>Curriculum being implemented with fidelity, data collection/analysis to show the outcome of implementation across all grade levels, and planning for interventions/enrichments that facilitate student mastery. Implementations of a cohesive Multi Tiered System of Support needs to be streamlined and followed with fidelity by all teams (academic and behavioral interventions implemented and analyzed regularly).</p>
	<p>Root Cause:</p> <p>Not all teachers are participating in data teams/PLCs and implementing curriculum and/or interventions in response to student assessment data.</p>
	<p>Needs Statement: (tail of fishbone)</p> <p>We need to provide training for further monitoring of how the new curriculum (Florida Virtual) is being implemented and data collection/analysis of student mastery, especially with our ESS population. We need to consistently respond to students not mastering grade level content with interventions and re assessment/analysis until mastery is reached. PLC and data teams.</p>
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <p>ALL students will achieve at higher levels and show growth as evidenced by formative assessments, district benchmarks and state AzMERIT assessments.</p>

SMART Goal: By Spring of 2021, assessment performance levels will increase in AzMERIT Reading, Math, and AIMS Science for all tested grade levels and ESS subpopulation.

- a. ELA - increase the percentage of students scoring proficient and highly proficient by 10%
- b. Math - increase the percentage of students scoring proficient and highly proficient by 10%.
- c. ELL - all minimally/partially proficient ELL students will improve by 10% in all tested areas
- d. ESS - all ESS minimally and partially proficient students will improve by 10% in all tested areas
- e. Science - increase of student scoring meets and exceeds by 10%.

SMART Goal: (Required for all D, F, CSI and TSI schools) By May of 2021, 6th-8th grade Ashton Ranch Elementary School ESS students and all students in the bottom 25% based on past assessment data will demonstrate grade level proficiency and/or show ten percentage points of growth from AzMERIT 2019 to AzMERIT 2021 in both ELA and math.

Impact: (AzMerit)

<p>Strategy #1: Describe the Strategy</p> <p>Data analysis of 2019-2020</p>	<p>PLC Meetings Data collection and analysis Intervention Progress</p>	<p>Team member will lead discussions on how to collect and utilize assessment</p>	<p>Angela Allen Jillian Strong Laura Orcutt PLC Teams</p>	<p>Throughout the year. Initial review completed by August.</p>	<p>PLC Minutes Meeting agendas data analysis Students identified by skill</p>	
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<p>Benchmark Assessment scores by student and continued analysis of assessment data; Team will discuss with PLC during Monday PLC time and begin to utilize the process while having student assessment data discussions. They will develop and use data collection tools consistently in their meetings as they analyze formative assessments throughout the year. Teachers will identify ESS students that need further support through tutoring after school.</p>	<p>Monitoring</p>	<p>data to intervene and/or enrich students not meeting or exceeding grade level priority standards.</p> <p>All teachers will collect and analyze common formative assessment data and be ready to discuss in weekly PLC meetings. They will discuss strategies to intervene or enrich when needed and effectively utilize Tier 2 time.</p> <p>Admin will monitor data and progress to determine effectiveness of data teams and implemented interventions.</p>		<p>Continuous data analysis throughout the year</p>	<p>Use of intervention to impact student mastery skill by skill</p>		
<p>Strategy #2: West Ed Partnership: PLC focus on aligned instruction and assessment data analysis.</p>	<p>WestEd Partnership - Year two: Focus on Objectives, DOK, Engagement,</p>	<p>In year one of our WestEd Partnership, we will be focused on objectives and</p>	<p>Angela Allen Jillian Strong Laura Orcutt PLC Teams</p>	<p>Throughout the year</p>	<p>PLC minutes Classroom walkthrough data (CES, WesEd tool, observation notes)</p>		

	Academic conversations, Checks for understanding (different PLCs at different places with implementation).	engagements. Teachers will practice aligning standards with lesson plans and assessments to ensure skills are being taught at the correct level of complexity.			Increased student success on benchmarks throughout the year		
Strategy #3: Professional development opportunities aligned to response to intervention: <ul style="list-style-type: none"> Implementation and fidelity with 95% in K-3. 	Training and implementation of intervention pieces for ELA and math.		Angela Allen Jillian Strong Laura Orcutt	Throughout the year	ESSA Evidence Rating		
Strategy 4: Instructional cabinet members (8) and ESS resource teachers (3) will participate in a book study around <i>Data Teams Experience: A Guide for Effective Meetings</i> by Angela Peery.	Book order Read/discuss/plan	Order 13 books (11 team members, 1 dean, and 1 TLS). Team will read two chapters per week (8 chapters total) for four weeks and meet weekly to discuss and plan how they will share and implement with the team.	Angela Allen (principal) Jillian Strong (dean) Laura Orcutt (TLS) 11 teacher leaders (IC & ESS)	Books will be read throughout the first semester.			

<p>Strategy 5: Sub days to support PD and data analysis for 1/2 day for each classroom teacher.</p>	<p>Principle 3.3; Action Step-Substitutes will be provided in order to allow release time during the school day for grade level teams to meet and review MOY data, set goals and create action plans based on individual student needs, focusing on cohort data and students at the bottom 25% on AzMerit. Specific focus on ESS and general ed students in grades 6-8.</p>	<p>28 classroom teachers will have 1 half day scheduled for the data day professional development activity.</p>	<p>Angela Allen, Jillian Strong, Laura Orcutt and PLC teams.</p>	<p>November 2020 and February 2020</p>	<p>PLC meeting minutes, data collection and benchmark analysis tools. Action plan for intervention.</p>		
<p>Strategy 6: Implement after school tutoring for ESS students to work on mastery of grade level standards.</p>	<p>TSI - Targeted for ESS students. Goal is for ESS students to show growth on state assessments.</p>	<p>Six teachers will schedule after school tutoring for ESS students; gen ed teachers will provide resources and tasks for students to work on during tutoring time.</p>	<p>Angela Allen and six teachers (TBD).</p>	<p>After school tutoring will take place November 2020-April 2021.</p>	<p>Tutoring sign in sheets, parent permission forms, assessment data from BMs and AZM2 in math and ELA.</p>		

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

State Principle Here	<p>Primary Need: (head of fishbone)</p> <p>Higher levels of teacher, family and community involvement and leadership to further facilitate community pride. Need a strong PTA, currently low membership.</p>
	<p>Root Cause:</p> <p>Currently low involvement in the school community; not all teachers are involved in activities outside of academics, parents not involved, and not many options of events inside and outside of the school day.</p>
	<p>Needs Statement: (tail of fishbone)</p> <p>A system that regularly incorporates and includes teacher, family and community leadership and involvement to further facilitate community pride; increase the number of events. Need to be inclusive in all events and activities and promote participation across all stakeholders.</p>
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <p>Student achievement goes up as community pride, involvement, and shared leadership increases. Parents, teachers, students, and community members will be involved in shared leadership and fostering a positive community</p>

SMART Goal: By the end of the 2020-2021 school year, Ashton Ranch Elementary School will develop a system that regularly incorporates teacher, student, family and community involvement to further facilitate community pride:

- increase the number of events available to our community by 10%
- Increase PTA membership (teachers and parents)

Impact: (AzMerit)

Process: By May 2020, the Ashton Ranch community will have an increase in PTA involvement and teacher led clubs/activities, and provide more opportunities for shared leadership among staff, students, and parents in committee and school decision making.

<p>Strategy #1: Describe the Strategy (Narrative):</p> <p>Student achievement goes up as community pride, involvement, and shared leadership increases. Parents, teachers, students, and community members will be involved in shared leadership and fostering a positive community.</p>	<p>Action Step: Strengthen PTA</p>	<p>Narrative: PTA has not been functioning recently at ARES. A strong PTA would include a full board, regular meeting, teacher involvement, and many activities for our students</p>	<p>Person Responsible (Name and Organizational Role): Angeal Allen - Principal PTA board</p>	<p>Timeline: Throughout the Year</p>	<p>Evidence: Board member seats filled on PTA Increased membership numbers as evidenced by PTA membership data</p>		
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		and families to be a part of.			Increased teacher participation Calendar of events for families and students Meeting attendance		
Strategy #2: Describe the Strategy (Narrative):	Action Step	Narrative	Person Responsible	Timeline	Evidence		
We will have shared leadership throughout our many committees, clubs, and sports. We will try to avoid having one person in multiple roles; equity of voice.	Shared leadership throughout the school.	All members of our certified staff will serve in leadership roles. Instructional Cabinet, Signature Focus Team, Gifted Team, Jane Schaeffer trainers, FAC, Site Council, Professional Development Team (other roles)	Angela Allen Jillian Strong Staff members	By the end of December, all roles will be filled and meetings scheduled.	Shared leadership document for ARES Meeting agendas and minutes (attendance) Increased sense of school pride and ownership - shown through participation		
Strategy #3: Describe the Strategy (Narrative):	Action Step Title	Narrative	Person Responsible (Name and Organizational Role)	Timeline	Evidence		
Include parent, student, and community member voice in brainstorming and decision making.	1. Incorporate monthly coffee/donut talks for parents with admin. 2. Virtual meetings will take place in the form of Facebook Live until we can	Parents will be invited to have donuts and coffee with admin on the third Tuesday of every month. Topics will include PTA, signature focus, bond/override factual info, upcoming	Angela Allen Jillian Strong	Third Tuesday of the month throughout the year.	Monthly coffee/donuts with admin on the calendar throughout the year Increased participation by families and parents at the coffee talks Guest speakers scheduled to talk		

	safely meet in person.	events, safety, and general questions.			about different topics **Virtual until further notice.		
	1. Town Hall implementation	Create a Town Hall for students at ARES to meet	Angela Allen	By semester 2	Meeting minutes One student from each class representing		

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Items from the Fishbone	<p>Primary need: (head of fishbone)</p> <p>A collective belief in the attainment of all students achieving at high levels and the knowledge/practice of highly effective instructional strategies to help students meet academic and social/emotional needs.</p>
	<p>Root Cause:</p> <p>The delivery of rigorous, grade level, priority standards-based instruction is not always provided to all of the students based on beliefs about what students can and cannot do.</p>
	<p>Needs Statement: (tail of fishbone)</p> <p>Equity and culture training is needed to help develop and grow a collective belief that all students can achieve at high levels among all staff members at Ashton Ranch Elementary School.</p>
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <p>Students will benefit from a collective belief: increased belief in themselves and effort which will lead to growth on district and state assessments.</p>

SMART Goal: (Required for all D, F, CSI and TSI schools)

Impact: (AzMerit)

Process: By December of 2020, 100% of staff members at Ashton Ranch Elementary School will regularly develop and deliver rigorous, grade-level instruction using provided curriculum, priority standards, and data driven interventions to all students as evidenced by classroom observation data.

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (and Organizational Role)	Timeline Begin-Completion Dates	Evidence Rating
Staff members will participate in equity and culture training during School Choice PD through the school year to develop higher expectations of success for all students.	Identify effective equity/culture training.	ARES will determine which training will be best suited for staff members to develop equitable ideals with regard to developing high expectations for all students.	Angela Allen (principal), Jillian Strong (dean)	Summer of 2019 – select program of training by 7/1/2019.	
	Identify four staff members to develop professional development for staff.	Administration will identify four individuals to participate in the planning of staff PD. Trainers will receive 16 paid hours of planning time (two per session).	Angela Allen (principal), Jillian Strong (dean), and four trainers.	Determine team by 8/1/2019. Team will conduct four PDs each semester for a total of 8 in the year.	

	Conduct training during School Choice PD Mondays – four times each semester.	Full staff training will be provided in whole group and small group settings to the entire staff.	Four staff members/trainers	Monday School Choice PD dates throughout the school year 19-20.	
Strategy #2: Administrators and Teaching/Learning specialists will observe all classroom teachers to identify how they are implementing strategies, attitudes and beliefs within their classrooms and collect data.	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates	ESSA Evidence Rating
	Classroom Observations	Data collection during classroom observations will help to identify which teachers are implementing strategies.	Angela Allen (principal) Jillian Strong (dean) Laura Orcutt (TLS)	Throughout the year	
	Provide feedback	Informal feedback will be provided to teachers after each walk through.	Angela Allen (principal) Jillian Strong (dean) Laura Orcutt (TLS)	Throughout the year	
Strategy #3: Describe the Strategy (Narrative): Administrators and Teaching/Learning specialist will review data weekly with PLCs and discuss how they are implementing strategies learned in the professional development being offered on Monday School Choice PD days.	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates	ESSA Evidence Rating
	PLC conversations	Admin and TLC will attend PLC meetings and participate in discussions of how they are implementing strategies learned in PD.	Angela Allen (principal) Jillian Strong (dean) Laura Orcutt (TLS)	Throughout the year	
Strategy #4: Describe the Strategy (Narrative): Teachers will participate in brief quarterly surveys that indicate attitudes/beliefs toward student achievement.	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates	ESSA Evidence Rating
	Teacher survey/reflection	Teacher will complete reflection on strategies and attitudes/beliefs toward student achievement.	Angela Allen (principal) Jillian Strong (dean) Laura Orcutt (TLS)	At the end of each quarter throughout the year.	
Strategy 5: Staff members will participate in equity and culture training during	Identify effective equity/culture training.	ARES will determine which training will be best suited for staff members to develop equitable ideals with regard to	Angela Allen (principal), Jillian Strong (assistant principal)	Summer of 2019 – select program of training by 11/2020..	

<p>School Choice PD through the school year to develop higher expectations of success for all students.</p>	<p>Identify four staff members to develop professional development for staff.</p> <p>Conduct training during School Choice PD Mondays – four times each semester.</p>	<p>developing high expectations for all students.</p> <p>Administration will identify four individuals to participate in the planning of staff PD. Trainers will receive 16 paid hours of planning time (two per session).</p> <p>Full staff training will be provided in whole group and small group settings to the entire staff.</p>	<p>Angela Allen (principal), Jillian Strong (assistant principal), and four trainers.</p> <p>Four staff members/trainers</p>	<p>Determine team by 12/2020. Team will conduct four PDs each semester for a total of 8 in the year.</p> <p>Monday School Choice PD dates throughout the school year 20-21..</p>	
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