



LUKE
ELEMENTARY SCHOOL

Continuous Improvement Plan

<i>SCHOOL NAME:</i>	Luke Elementary
<i>PRINCIPAL'S NAME:</i>	Molly Gillett
<i>SCHOOL YEAR:</i>	2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

Luke Integrated Action Plan Worksheet

Primary Need 1.1	Primary Need (Head of Fishbone):1.1 Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.	
	Root Cause: Luke is currently without a clear vision for learning.	
	Needs Statement (Tail of the Fishbone): Luke is in a year of transition with two new administrators following two previous administrators who were in the building for 1 year. There has been a great deal of change and the previously established vision and mission is no longer in place.	
	Desired Outcome: Luke staff will be aligned around a common vision and mission for the school.	
	SMART Goal: By December of 2020, Luke school will have a clearly defined mission and vision, created collaboratively between staff, students and parents, to increase academic achievement and build whole child educational opportunities for learning as measured by student and staff surveys, an established vision and mission for the school, and instructional programs that align with the mission and vision.	
	Strategy 1:	Action Steps: <ul style="list-style-type: none"> ● Collaborate with staff, students, parents and the community to develop a clear mission and vision for the 2020-21 Luke Elementary School. ● Review Staff, Student and Parent Survey data from 2019-20 Monitor Action Steps: <ul style="list-style-type: none"> ● Create a timeline for action item completion of 2020-21 Evaluation Action Steps: <ul style="list-style-type: none"> ● Administrative oversight of communication of feedback data, mission and vision work in back to school professional development,, and implementation of 2020-21 school mission and vision.

Primary Need 2.4	Primary Need (Head of Fishbone) 2.4 Our teachers implement evidence-based, rigorous and relevant instruction.	
	Root Cause: Teachers must provide challenging and engaging learning opportunities that are evidence-based for all students that maximize engagement and motivate all students to own their learning.	
	Needs Statement (Tail of the Fishbone):Teachers need additional training and support to gain a deeper understanding of evidence-based best practices and to develop their pedagogy for providing rigorous instruction for all students.	
	Desired Outcome: All students will successfully engage in supported grade-level curriculum at their ability level	
	SMART Goal: By the end of the 2020-21 school year, 100% of Luke teachers will implement DOK levels 2 or higher in objectives and aligned activities, will engage all students in differentiated learning, use questioning and discussion techniques to engage all students in learning and use checks for understanding to guide instruction as measured by the West Ed protocol and teacher evaluation observation data to increase math and ELA AZM2 scores by 10% across all grade levels.	
	Strategy 1: Teachers will encourage students in developing motivation, perseverance, critical thinking	Action Steps: <ul style="list-style-type: none"> ● Teachers will collaborate to break down standards and chunk lessons with aligned objectives and essential questions during PLC and team meeting time. ● During the first semester, the Administration team will provide and teachers will participate in West Ed framework PD to gain a deeper understanding of evidence-based practices and adopt a shared vision of rigorous and relevant instruction. ● Teachers will effectively scaffold and differentiate instruction so that all students may access the curriculum. Teachers will teach the concept of perseverance and the idea of “failure” as a component of effective

	<p>skills, and accountability for learning by providing opportunities that promote a growth mindset.</p>	<p>learning.</p> <ul style="list-style-type: none"> ● Improve student engagement within the classroom which would promote the development of motivation, perseverance, and critical thinking skills. ● Administration will provide additional professional development in Depth of Knowledge, Differentiation, Questioning and Discussion Techniques, Student Engagement, and checks for understanding. <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● West Ed Protocol walkthroughs with TLS and Administration ● Classroom observations <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Student survey ● Student data binders ● West Ed Protocol (student engagement and level of rigor)
	<p>Strategy 2: Developing parents as partners in the educational process</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Luke staff will communicate our instructional framework and instructional beliefs with families and include our shared language with families to create a stronger school-home partnership for learning ● Bi-monthly Instructional family night <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Admin will ensure that teachers are sending weekly emails to parents. <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Year long calendar with scheduled events
	<p>Strategy 3: Develop teachers' skills in the area of questioning strategies and student led learning</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Admin will provide professional learning on teaching inquiry, critical thinking skills and effective questioning strategies through the AVID framework. ● Admin will provide additional training on the most effective use of data to drive instruction ● Teachers will write their lesson plans based on a Depth of Knowledge level 2 or higher <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Lesson plans with defined strategies <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Administrative teaching observations and walkthroughs ● WestEd Protocol based walk-throughs
	<p>Strategy 4: Growth Mindset</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Teachers at Luke will support student achievement through the implementation of student goal setting with data tracking. ● Each student will maintain a data based binder that will include relevant scores, goals, and a self-created action plan on how they will achieve those goals. ● Teachers will create and implement a common behavior framework ● Luke administration will provide the necessary resources for student data based binders. ● Luke administration will provide more professional development on UDL/differentiation, depth and complexity, and growth mindset. <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Luke administration will check-in with teachers quarterly to discuss student data binders and student growth.

		<ul style="list-style-type: none"> Teachers will use their student data based binders during team meetings, PLC, and parent meetings to discuss growth and needs. <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> Every student will have and maintain a data binder Student led data conferences
	Strategy 5: UDL	<p>Action Steps:</p> <ul style="list-style-type: none"> Students will take learning style assessments and will gain a better understanding of their learning style The school community will adopt schoolwide beliefs around multiple intelligences and growth mindset, with common language around student ability and perseverance. The school community will utilize positive behavior strategies to support academic achievement. Luke administration will provide more professional development on UDL/differentiation, depth and complexity, and growth mindset through the West Ed framework. <p>Monitor Action Steps:</p> <ul style="list-style-type: none"> Monitor lesson plans ensure that multiple modalities of learning are being addressed. <p>Evaluation Action Steps:</p> <ul style="list-style-type: none"> Luke administration will use CES to evaluate teachers on their effectiveness of UDL.
	Strategy 6: Incorporating Differentiated instruction school wide	<p>Action Steps:</p> <ul style="list-style-type: none"> Teachers will differentiate their classroom instruction and assessment strategies to support diverse learning needs of every student. Administration will provide Differentiation and UDL professional learning opportunities in collaboration with special education teachers Teachers will build differentiated activities into their lesson plans Teachers will collaborate effectively with interventionists and special education teachers to ensure the needs of every student are met. <p>Monitor Action Steps:</p> <ul style="list-style-type: none"> Administration and TLS will review lesson plans for differentiation <p>Evaluation Action Steps:</p> <ul style="list-style-type: none"> Lesson plans will reflect differentiated instruction Teachers will create and continually update a differentiations strategies binder Teachers will document differentiation collaboration within PLC document
	Strategy 7: Professional Development	<p>Action Steps:</p> <ul style="list-style-type: none"> Teachers will attend district professional development as set by the district professional development calendar. Teachers will have school wide professional development/training on data platforms Teachers will communicate and explain student data with parents Teachers will implement student data tracking to share progress, growth, and goal setting individualized by areas of need. Teachers will be trained on data platforms by data specialist Teachers will be given data templates for student data tracking Teachers will share out information from attended professional development in weekly team meetings <p>Monitor Action Steps</p>

		<ul style="list-style-type: none"> ● Students will be able to articulate personal data trends <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Sign in sheets ● Professional Development Survey
	<p>Strategy 8: Teacher to Teacher Communication and Collaboration</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Teachers will successfully collaborate during PLC, team meetings and content area meetings to review data, lesson plans, and assessment data to align best practices and common expectations for learning. ● Teachers will be open to feedback from peers and administration, and understand that critical feedback on practice is a tool for growth and will improve teaching practice, which ultimately increases student achievement and teacher effectiveness. ● Teachers will attend district professional development as assigned ● Teachers will work with TLS and Data Specialists on working towards the IPDP goal set in the beginning of the year. ● Admin will create systems for learning walks and peer/peer feedback on teaching. ● Admin will structure the school schedule to allow for increased collaboration. ● Professional development will include collaboration up a grade and down a grade to more fully understand the standards and learning expectations for students. ● TLS will set up learning walks with other grade level/content area teachers in the district to look at areas of best practice based on need ● TLS will help facilitate learning walks with teachers on campus, at Luke, to promote and support peer feedback ● Admin, TLS, and data specialist will support vertical articulation professional development/PLC <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Admin team will attend weekly team meetings ● Admin team will support weekly PLC meetings with grade level bands ● TLS/Data Specialist coaching ● Peer Mentor monthly meetings ● Peer Mentor weekly/biweekly check ins <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Increased understanding of the PLC framework ● PLC paperwork will be specific, targeted, and actionable

Primary Need 3.2	Primary Need (Head of Fishbone):3.2 Our school day is organized to maximize instruction.
	Root Cause: Our current schedule was a fix to the schedule created by the previous administrative team, which was not in compliance with AZ guidelines.
	Needs Statement (Tail of the Fishbone): Our school needs a master schedule that creates blocks of uninterrupted core instruction, designated pull-out time for Tier 3 services, and minimizes the length of the lunch time supervision requirements.
	Desired Outcome: A functioning schedule that maximizes student learning.
	SMART Goal: By fall 2020, Luke will build a master schedule that prioritizes the delivery of special education services and title intervention services, while maintaining continuous periods of time for core instruction as measured by a complete schedule that allows teachers to provide instruction in alignments with student plans.

	Strategy 1:	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Build a master schedule that prioritizes specialized instruction, intervention services, and continuous core instruction time. ● Follow the AZ guidelines for schedule creation. ● Collaborate with special education to create periods of time for SDI. ● Collaborate with Title Interventionists to create periods of time for Title services. <p>Monitor Action Steps:</p> <ul style="list-style-type: none"> ● Principal will coordinate with the Assistant Principal to create a functioning schedule <p>Evaluation Action Steps:</p> <ul style="list-style-type: none"> ● Review Tier 3 service groups and class lists
--	-------------	--

Primary Need 4.1	Primary Need (Head of Fishbone):4.1 Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.	
	Root Cause: Luke is currently without a clear vision for learning outside of the district curriculum. The development of a signature program aligned to the mission and vision of the school will allow for greater educational opportunities for students.	
	Needs Statement (Tail of the Fishbone): Luke needs to provide an array of learning opportunities for students that focus on academics, attendance, behavior, social emotional growth and citizenship.	
	Desired Outcome: Students will be supported through differentiated, culturally responsive curriculum that educate the whole child and prepare every Luke student for high school and college/career	
	SMART Goal: By the end of 2020-21 school year, Luke will collaborate across grade level and content area teams to build a curriculum that supports the whole child as measured by an established student programs and opportunities for leadership, citizenship, college preparatory academic strategies, and social emotional learning.	
	Strategy 1: Identify systems for building leadership capacity in students	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Leadership and self/strengths awareness program ● Teaching problem solving and self motivation ● Curriculum writing with stipend \$22/hour ● Review LiM curriculum for Luke specific curriculum <p>Monitor Action Steps:</p> <ul style="list-style-type: none"> ● Monthly Positive Behavior lessons ● Implementation of Leadership Program with after school meetings <p>Evaluation Action Steps:</p> <ul style="list-style-type: none"> ● Administrative observation of curriculum implementation ● Quarterly staff surveys to monitor and adjust
Strategy 2: Identify systems for building academic skills for college and career readiness	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Research-based high engagement strategies used school wide ● West Ed strategies implemented school wide <p>Monitor Action Steps:</p> <ul style="list-style-type: none"> ● Regular West Ed PD for all staff ● PD sessions run with West Ed strategies <p>Evaluation Action Steps:</p> <ul style="list-style-type: none"> ● Administrative observation of curriculum implementation 	

<p>Strategy 3: Identify systems for meeting the social and emotional needs of students</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Restorative Discipline Practices ● Added opportunities for relationship building with students ● Staff PD in PBIS strategies ● Collaboration with Social Worker and Second Step Program ● Curriculum writing \$22 <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Administrative observation of social worker and teacher collaboration <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Administrative observation of curriculum implementation
--	---

<p>Primary Need 5.2</p>	<p>Primary Need (Head of Fishbone): 5.2 Our staff creates an environment of mutual respect among leadership, teachers, students, and families</p>	
	<p>Root Cause: Luke has experienced high turnover in staff and administration over the last 3 years which has caused an inconsistency in student and staff expectations for behavior. Due to the changing expectations and lack of clarity of vision, a feeling of confusion and unintended disrespect has occurred between staff, students and administration..</p>	
	<p>Needs Statement (Tail of the Fishbone): Luke needs a consistent vision created by staff, students and the community which is supported and clearly communicated by leadership to provide feelings of clarity, certainty and respect for professional practice and independence.</p>	
	<p>Desired Outcome: All students, staff and families feel respected, valued and included in the Luke community</p>	
	<p>SMART Goal: By the end of 2020-21 school year, the culture of Luke school will be supportive and inclusive of all students, staff and families as measured by satisfaction ratings on a school designed Climate and Culture survey for families, students and staff..</p>	
	<p>Strategy 1: School Culture</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● All staff will presume positive intentions and build trust by communicating in professional language. ● Teacher leaders will create group events to socialize outside of professional hours ● PLC teams will work collaboratively, stay focused on student achievement and treat one another with respect ● Peer Mentors will work with new teachers and model professionalism by following District and building expectations ● Administration will solicit feedback from stakeholders when developing professional learning opportunities <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Administration will hold teachers and students more accountable for their actions. ● Administration will consistently and transparently respond to teachers and students regarding student behavior. <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Administration will provide staff with a climate and culture survey in the fall and spring with the same questions as the district survey. ● District will provide a climate and culture survey for all stakeholders at the end of the year.
<p>Strategy 2: Family Engagement</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Luke Elementary School will host multiple family engagement opportunities. ● Administration will host coffee with the principal once a month. ● Administration will create and post monthly newsletters ● Administration will create and send weekly family emails ● Notify families of engagement opportunities well in advance to increase attendance ● PTSA calendar of events will be shared with families and staff at the beginning of the school year ● Update social media weekly 	

		<ul style="list-style-type: none"> ● Update school website regularly <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Inform families of engagement opportunities through; social media, school calendar, flyers, and auto-dialers <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Attendance numbers ● Student sign-in sheet
	<p>Strategy 3: Student Climate and Culture</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Recognize student achievement in the areas of Arts, Athletics and Academics ● Recognize student achievement in the area of behavior and social emotional growth ● Provide more fun opportunities for students during the school day ● Develop a strong Student Council ● Teachers will create additional clubs and activities for students that highlight their abilities ● Teachers will actively support student achievement outside of the school day by attending sporting events, arts performances and academic competitions. ● Leadership will provide training in trauma informed professional development and information on ACEs ● Leadership will provide time within the school day for student recognition assemblies and positive behavior recognition drawings <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Calendar of students assemblies, spirit weeks, PTSA events, concerts, sport schedules, field days and fundraisers ● Weekly/monthly recognition drawings for students <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● After school activity sign-in sheets ● Increased number of after school clubs ● Students of the month ● Luke spirit days ● Field Day ● PTSA school wide events

Primary Need 6.1	<p>Primary Need (Head of Fishbone): 6.1 Our school needs to create and maintain positive collaborative partnerships among families, communities, and school to support student learning</p>
	<p>Root Cause: Luke is not a neighborhood school which creates a natural disconnect between the school and the community. Parent involvement has the potential to support student achievement, however not having the school in the heart of the community we serve has created a void where we could have increased partnerships.</p>
	<p>Needs Statement (Tail of the Fishbone): Luke needs to create stronger partnerships with families through structured instructional programming and community events within the school.</p>
	<p>Desired Outcome: Families will play a greater role in the education of their students and partner more closely with teachers and administrators to share information and support student achievement.</p>
	<p>SMART Goal: By the end of 2020-21, Luke will create strong working relationships with families by utilizing the PTSA, Site Council and community volunteers within the school as measured by an increase of 20% in membership in the Luke PTSA, an increase of 20% in the number of parent volunteers working at Luke school and a parent satisfaction survey.</p>

<p>Strategy 1: Luke will build a positive behavior framework to recognize student achievement in academics, attendance and behavior</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● All Luke staff will participate in team building activities regularly to encourage collegiality and cross content collaboration. ● Teachers at Luke will model positive behavior when interacting with students, families and each other. ● All staff will participate in positive student recognition activities daily, weekly and monthly. ● In partnership with teachers, Luke administration will hold monthly AVID family nights ● Back to school professional development will include multiple team building activities. ● Professional development Mondays will have a community and culture component. ● Group agreements will be created and upheld by staff and administration. <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Calendar of events and sign in sheets <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Flyers, Calendar invites, Social Media Advertisement, Pictures
<p>Strategy 2: Luke teachers will form a closer relationship with the parents to increase PTSA membership, fundraising capacity and school involvement.</p>	<p>Action it iSteps:</p> <ul style="list-style-type: none"> ● Luke staff will build relationships with families through increased positive communication, looping at every grade level and extracurricular opportunities. ● Luke staff will work with PTSA to grow and develop a Site Council ● Teachers will prepare to loop with students for two grade levels. ● Teachers will work together to create after school clubs with a focus on teacher passions. ● Administration and teachers will model positive behavior for students and staff through digital and in-person communication ● A school social worker will connect families with local resources when needed and support the development of trauma sensitive practices schoolwide. <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● PTSA will meet regularly with administration to discuss upcoming school events ● Site Council will meet on the same night as PTSA to discuss needs. <p>Evaluation Action Steps</p> <ul style="list-style-type: none"> ● Teacher participation will increase at PTSA and other family engagement nights
<p>Strategy 3: Teachers will build stronger relationships with families through looping and positive communication.</p>	<p>Action Steps</p> <ul style="list-style-type: none"> ● Student Recognition through Positive Behavior Supports and Interventions ● Teachers will prepare to loop with students in either the upcoming year or the following year. ● Jet Tags ● Student of the Month, Teacher/staff of the Month awards <p>Monitor Action Steps</p> <ul style="list-style-type: none"> ● Student Government will work with administration to schedule assemblies that showcase and recognize student achievement and effort. ● Older students will mentor younger students in a Where Everyone Belongs (WEB) type of program. <p>Evaluate Action Steps</p> <ul style="list-style-type: none"> ● Teacher retention and grade level assignments