



ASHTON RANCH

MIDDLE SCHOOL

CIP/IAP Feedback

Continuous Improvement Plan

<i>SCHOOL NAME:</i>	<u>Ashton Ranch Middle School</u>
<i>PRINCIPAL'S NAME:</i>	<u>Angela Allen</u>
<i>SCHOOL YEAR:</i>	<u>2021-2022</u>

Required Components:

Integrated Action Plan (IGA)

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

State Principle Here	Primary Need: (head of fishbone)
	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).
	Root Cause:
	Not all teachers are participating in data teams/PLCs and implementing curriculum and/or interventions in response to student assessment data.
	Needs Statement: (tail of fishbone)
	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.
	Desired Outcome: (Needs statement restated in a positive)
	ALL students will achieve at higher levels and show growth as evidenced by formative assessments, district benchmarks and state AzMERIT assessments.

INSTRUCTION:

SMART Goal: By Spring of 2022, 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 2021 to AzMERIT 2022 in both ELA and math.

SMART Goal:

By December of 2021, 100% of staff members at Ashton Ranch Middle 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, and provide meaningful Tier 2 intervention daily, based on individual student assessment data.

Process: PD opportunities will support teacher engagement in meaningful practices that will increase their use of high impact strategies.

Impact: (AzMerit)

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
Staff members will participate in PD through the school year to develop the skills and strategies to positively impact student learning in the classroom and mastery of concepts. PD will focus on AVID strategies and WestEd Engagement and Academic Strategies and Checks for Understanding. Principle 2.6	AVID Summer Institute	Eight teachers will participate in Summer Institute, with more being trained at Path training opportunities throughout the school year.	Instructional Cabinet Angela Allen - Principal	July 2021-May 2022
	WestEd Training	Utilize WestEd training with a focus on objective setting and purposeful lesson planning to reach the objective. PLCs will utilize prescribed lesson planning templates to facilitate understanding of the continuous cycle.	Tammy Hall - WestED Angela Allen - Principal Jillian Strong - AP Laura Orcutt- TLS	July 2021-May 2022
	RTI at Work - Solution Tree	Instructional Cabinet Members will participate in Solution Tree RTI at work training and develop skills to engage efficiently with MTSS.	Instrucional Cabinet (TBD)	September 2021
	Learning Walks 1x/quarter (4/year) <ul style="list-style-type: none"> ● across grade levels ● within content area 	All teachers will participate in Learning Walks and provide feedback to peers as new classroom strategies are built through PD opportunities	All staff Instructional Cabinet Laura Orcutt - TLS	August 2021-May 2022
	AVID PD Year 1: Critical Reading Strategies Organization	Teachers will focus on developing classroom strategies to increase student ability to read critically and apply skills to all content areas. Once/month	Angela Allen - Principal Jillian Strong - AP Laura Orcutt - TLS	Monthly from August 2021 - May 2022

Strategy #2: Describe the Strategy	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
(Narrative): 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. Principle 2.4 Principle 2.7	PLC Training	Teachers will be trained with common, schoolwide tools used to analyze student assessment data and discuss strategies for improvement.	Angela Allen - Principal Laura Orcutt - TLS Instructional Cabinet All staff	July 2021 (part of pre-service days)
	Common Formative Assessments	Teachers will administer CFAs throughout the school year to identify students and skills needing mastery.	PLCs	Throughout the year
	Student Reflection	Students will collect and reflect upon their own assessment data and determine goals to master concepts.	Students - advisory period teacher	Throughout the year
	<ul style="list-style-type: none"> ● PLC Discussion 	Teachers will identify which skills students need to have intervention with, and how they will go about providing reteaching opportunities.	PLCs	Mondays throughout the year.

<p>Strategy #3: Describe the Strategy (Narrative): Sub days to support PD and data analysis for 1/2 day for each classroom teacher. Action Step-Substitutes will be provided in order to allow release time during the school day for grade level teams to meet and review data, set goals and create action plans based on individual student needs, focusing on BM. 28 classroom teachers will have 1 half day scheduled for the data day professional development activity. Principle 3.3</p>	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
	Calendar dates	Dates are TBD - will fall the week after BM exams.	Angela Allen - Principal Michelle McCleery - Admin 3	TBD - Based on BM exam dates for 21-22.
	Create Intervention Plans	Teachers will utilize data analysis to plan for interventions each day.	Department/grade level chairs Courtney Pearce - TLS	
	Monitor intervention sections	Admin will walk classrooms during intervention time to ensure effective, data based interventions are being provided to students as planned.	Angela Allen - principal Jillian Strong - AP	Throughout the year

Strategy #4: Describe the Strategy	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
(Narrative): Learning Walks - During prep 1x/quarter, teachers will participate in observing teaching of peers (across grade levels, and within content areas).	Calendar Learning Walk opportunities.	Provide expectations to teachers regarding Learning Walks. Teachers will participate in two per semester.	Angela Allen - principal Laura Orcutt - TLS	August 2021-May 2022
	Reflections	Teachers will complete a reflection google form after learning walks. They will identify which strategy they will implement and how.	All teachers	Throughout the year
	Observations	Admin and TLS will schedule time to see new strategies in practice in classrooms and provide feedback.	Admin and TLS	Throughout the year

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

State Principle Here	Primary Need: (head of fishbone) 5.1 Staff Expectations -Our staff has high expectations for learning for all students. 5.2 Respectful Environment -Our staff creates an environment which builds mutual respect among leadership, teachers, students and families 5.3 Physical & Emotional Safety -Our school ensures physical and emotional safety of all students and demonstrates our understanding and appreciation of all cultures, identities, and communities			
	Root Cause: School conditions, climate and culture do not encompass the beliefs, perceptions, relationships, attitudes and written and unwritten rules that will facilitate high expectations for all students.			
	Needs Statement: (tail of fishbone) Develop and deliver meaningful PD that focuses on high impact strategies, increases high expectations for all students, and develop PBIS structure schoolwide.			
	Desired Outcome: (Needs statement restated in a positive) Teachers and staff members will gain the skills needed to provide teaching strategies and support learning. We will develop a positive behavior system schoolwide to encourage positive behaviors among students and support their SEL growth.			
<p>SMART Goal: By March of 2022, staff will regularly utilize data based, high impact strategies and supports that positively impact student learning, increase self efficacy among students, and hold high expectations for all students, as evidenced by Common Formative Assessment Data, PBIS data, behavior data, classroom observations, and increased school engagement and attendance.</p> <p>Impact: (AzMerit)</p>				
Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
Implement positive behavior supports in all classrooms. Positive behavior	PBIS Training/Committee	Six teacher volunteers from each area specified will participate in PBIS training and head up a committee to train the rest of the staff.	6 teachers (one 5th, one 6th, one ELA, one Math, one SS, one Science)	Fall of 2021
	Monday PD (1/quarter)	PBIS team will provide PD to the staff to ensure that PBIS strategies are schoolwide.	6 teachers (one 5th, one 6th, one ELA, one Math, one SS, one Science)	Once per quarter

<p>supports improve student/caring adult relationships, help students develop trust and support to make positive decisions. This in turn positively impacts student achievement. Few behavior concerns lead to more productive use of class time and few instances of consequences leading to missed days/absences.</p> <p>Principal 5.3</p>	<p>Data Analysis</p>	<p>PBIS team will review behavior data schoolwide and by grade level to determine impact of PBIS implementation</p>	<p>6 teachers (one 5th, one 6th, one ELA, one Math, one SS, one Science)</p>	<p>Quarterly</p>
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Strategy #2: Describe the Strategy (Narrative): Staff members will participate in a training series of PD to develop and sustain the belief that ALL students can achieve at high levels. Principal 5.1	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
	AVID On Demand PD	Teachers will participate in On Demand PD through AVID; staff members will present information to staff.	Angela Allen - Principal Jillian Strong - AP Courtney Pearce - TLS	Quarterly throughout 2021-2022
	Monitoring implementation of strategies	Admin and TLS will regularly observe classrooms and provide feedback on strategy implementation	Angela Allen - Principal Jillian Strong - AP Courtney Pearce - TLS	Quarterly throughout 2021-2022

Strategy #3: Describe the Strategy (Narrative): ARMS will incorporate advisory period across all grades levels. Advisory will stay consistent throughout the year, and students will develop skills in social health, studying strategies, as well as organizational strategies. Principal 5.2 Principal 5.3	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
	Master schedule development	Include advisory in the master schedule	Angela Allen - Principal	Spring of 2021
	Develop schoolwide curriculum	Need a schoolwide curriculum for use in advisory period. Topics will be discussed in morning announcements and remain consistent throughout all classes.	Jillian Strong - AP Melanie Caron-Vlasak - SW Teacher Leaders PBIS	Summer 2021

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

State Principle Here	Primary Need: (head of fishbone) Primary Need: (head of fishbone) 6.1 - Collaborative Partnerships -Our school creates and maintains collaborative partnerships among families, communities and school to support student learning. 6.3 - Family Engagement -Our school engages families in critical data-informed decisions that impact student learning.
	Root Cause: We currently do not have effective family and community engagement as a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.
	Needs Statement: (tail of fishbone) We need to develop regular opportunities for families to be involved in activities and committees, both formally and informally throughout the school year. 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.
	Desired Outcome: (Needs statement restated in a positive) 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.

SMART Goal: By May 2022, 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. Additionally, programs will be implemented to increase community among students.

Impact: (AzMerit)

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
Teach plus one philosophy will increase the number of staff members involved in an extracurricular school activity. This will increase opportunities for students and community involvement. Principle 3.3 Principle 5.2	Teach + One	Teachers will be part of a "Teach + one" philosophy where they will decide which committees, clubs, etc. they will participate in at Ashton Ranch. Clubs will increase number of events and community involvement throughout the year.	All staff	Determined by 8/1/2021
	Data collection and analysis	Admin will identify staff member involvement in Teach + One. Teachers not participating will be directed to do so.	Angela Allen - principal Jillian Strong - AP	Throughout the year

Strategy #2: Describe the Strategy (Narrative): Implement monthly meetings for parents to meet with the principal. Cover topics relevant to current school events and ways to support students at home. Principle 5.2 Principle 5.3 Principle 6.1	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
	Principal/parent meeting	Principal will make herself available once per month for coffee and donuts and an open forum with parents to increase parent/family involvement in the school. We will include ways to support students at home and include guest speakers.	Angela Allen (principal) Mel Caron-Vlasak (Sw)	8 times throughout the year
	Family/Parent feedback	Principal will collect feedback from families to determine value in providing time to meet with the admin and gather suggestions for future topics for discussion.	Angela Allen - principal	Quarterly

Strategy #3: Describe the Strategy (Narrative): Implementation of a middle school committee responsible for developing schoolwide expectations for students to take ownership for behavior and engage in leadership opportunities. Also responsible for transition plans from elementary school to middle school and developing community. Principle 6, 3, 2	Action Step Title	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Timeline Begin-Completion Dates
	Middle school transition committee	Team of 12 teachers to plan and implement changes for transition from elementary school to a middle school.	Angela Allen - Principal Jillian Strong	July 2021
	Determine protocols for student engagement in leadership and behavior expectations	Team of 12 teachers to plan and implement changes for transition from elementary school to a middle school.	Middle School Team	July 2021