

# Glendale Elementary School District Continuous Improvement Plan

## School: Horizon Elementary School 2016-2017

**District Goals:**

- To increase student achievement*
- To eliminate the achievement gap*

**School Goals (ELA):**

To decrease the achievement gap for ALL Horizon students; by increasing reading progress by one year of growth or grade level equivalent.

**School Goals (Math):**

To increase the achievement gap for ALL Horizon students; by increasing math progress by one year of growth or grade level equivalent.

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS (ALIGNMENT WITH ALEAT CIP)	WHO IS RESPONSIBLE	TARGET DATES	EVIDENCE OF SUCCESS
<p><b>Grade K:</b>  <b>Current Reality:</b> Last year, Core on DIBELS 3 was <b>67.47%</b> and Math was <b>78% avg.</b>  <b>SMART GOAL:</b>            ELA: Core on DIBELS 3 = <b>85%</b>            Math: % proficient or highly proficient on BMS 1-3 = <b>85%</b></p> <p><b>Grade 1:</b>  <b>Current Reality:</b> Last year, Core on DIBELS 3 was <b>60%</b> and <b>Math was 71%</b>  <b>SMART GOAL:</b>            ELA: Core on DIBELS 3 = <b>85%</b>            Math: % proficient or highly proficient on BMS 1-3 = <b>85%</b></p> <p><b>Grade 2:</b>  <b>Current Reality:</b> Last year, Core on DIBELS 3 was <b>56%</b> and <b>Math was 68%</b>  <b>SMART GOAL:</b> This year,            ELA: Core on DIBELS 3 = <b>76%</b>            Math: % proficient or highly proficient on BMS 1-3 = <b>78%</b></p>	<p><b>Teaching and Learning:</b> (School Leadership; Plan, develop, implement and evaluation; Data-driven decision making; Strengthen instruction for all students)</p> <ul style="list-style-type: none"> <li>• Write lessons to the AZCCS with a measurable objective, sub-objectives, checks for understanding throughout the lesson, differentiation, and end of lesson assessment. TAGS – Title I, Title II, CORE and TECH B2/S2</li> <li>• Collaborate in PLC to develop deeper understanding of the AZCCS and create Common Formative Assessments to demonstrate mastery.               <ul style="list-style-type: none"> <li>○ Grade Level Lesson Plans for Reading &amp; Math to be turned in weekly</li> <li>○ Grade Level Common Formative Assessments</li> <li>○ Continue to deconstruct the essential standards</li> </ul> </li> <li>• Align objectives to the correct level of difficulty in the grade level core standards.</li> <li>• Best First Instruction – Provide effective, quality, first instruction in reading, math and writing. TAGS – Title</li> </ul>	<p>Teachers AAs Admin</p> <p>Teachers AAs Admin</p> <p>Teachers AAs</p> <p>Teachers AAs</p>	<p>Through out year</p> <p>Through out year</p> <p>Through out year</p>	<p>Lesson Plans Benchmarks 1, 2 and 3 AzMERIT</p> <p>Lesson Plans CFAs PLC agendas Deconstructed standard sheets</p> <p>District pacing guides Lesson plans</p>

<p><b>Grade 3:</b> <b>Current Reality:</b> ELA: 30% proficient and highly proficient Math: 36% proficient and highly proficient <b>SMART GOAL:</b> ELA: <b>51%</b> proficient and highly proficient Math: <b>71%</b> proficient and highly proficient</p> <p><b>Grade 4:</b> <b>Current Reality:</b> ELA: 39% proficient and highly proficient Math: 34% proficient and highly proficient <b>SMART GOAL:</b> ELA: <b>60%</b> proficient and highly proficient Math: <b>59%</b> proficient and highly proficient</p> <p><b>Grade 5:</b> <b>Current Reality:</b> ELA: 49% proficient and highly proficient Math: 40% proficient and highly proficient <b>SMART GOAL:</b> ELA <b>70%</b> proficient and highly proficient Math: <b>71%</b> proficient and highly proficient</p> <p><b>Grade 6:</b> <b>Current Reality:</b> ELA: 41% proficient and highly proficient Math: 28% proficient and highly proficient <b>SMART GOAL:</b> ELA: <b>62%</b> proficient and highly proficient Math: <b>62%</b> proficient and highly proficient</p> <p><b>Grade 7:</b> <b>Current Reality:</b> ELA: 35% proficient and highly proficient Math: 26 % proficient and highly proficient <b>SMART GOAL:</b> ELA: <b>56%</b> proficient and highly proficient</p>	<p>I/II,CORE and Tech B2/S2</p> <ul style="list-style-type: none"> <li>All staff will be shown and then asked to adhere to Balanced Literacy/Comprehensive Literacy and Comprehensive Mathematics Structure in classrooms B2/S2</li> </ul> <p><b>Reading Practices</b></p> <ul style="list-style-type: none"> <li>Teachers will plan and deliver comprehension lessons using expository and <b>Close Reading</b> text so students are able to independently analyze multiple texts based on the common core lexiles. TAGS – Title I, Title II , COREand TECH B2/S2</li> <li>Engage students in sufficient, aligned practice or learning activities prior to assigning independent practice.</li> <li>Incorporate reading comprehension strategies of questioning, predicting, visualizing, inferring, and context clues into daily lesson. Training of Daily 5 will be provided to new teachers.</li> <li>Integrate writing with reading using a variety of sources through performance tasks</li> </ul> <p><b>Mathematical Practices</b></p> <ul style="list-style-type: none"> <li>Implement the mathematical practices within daily instruction that includes lesson plans that integrates mathematical practices, builds conceptual understanding using the instructional continuum to include application of concept in problem solving, and infuses both Math Fluency and Problem Solving. TAGS – Title I, Title II , COREand TECH B2/S2</li> <li>Align objectives to the correct level of difficulty in the</li> </ul>	<p>Admin</p> <p>Admin/AA</p> <p>Lit. AA/Model Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers AAs Admin District Personal</p> <p>Teachers Math AA Admin</p> <p>Teachers/ Admin</p>	<p>PDs – Sept. 7 &amp; 14</p> <p>PDs</p> <p>PDs</p> <p>Year-long</p>	<p>Master schedule and observations of instruction during scheduled times</p> <p>Feedback on lessons Observations of model teachers instruction</p> <p>Feedback on lessons Observations of model teachers instruction</p> <p>Feedback on lessons Observations of all teachers instruction</p>
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<p>Math: <b>50%</b> proficient and highly proficient</p> <p><b>Grade 8:</b>  <b>Current Reality:</b>          ELA: 35% proficient and highly proficient          Math: 18% proficient and highly proficient  <b>SMART GOAL:</b>          ELA: <b>63%</b> proficient and highly proficient          Math: <b>50%</b> proficient and highly proficient</p>	<p>grade level core standards.</p> <ul style="list-style-type: none"> <li>Engage students in sufficient, aligned practice or learning activities prior to assigning independent practice</li> </ul>	<p>Teachers / Admin</p>	<p>Year-long</p>	<p>Feedback on lessons          Observations of all teachers instruction</p>
<p><b>Algebra:</b>  <b>Current Reality:</b>          Math: 74% proficient and highly proficient  <b>SMART GOAL:</b>          Math: <b>100%</b> proficient and highly proficient</p> <p><b>Attendance Goal:</b>  <b>Current Reality:</b> Last year, 94.21% daily attendance.  <b>SMART GOAL:</b> This year, <b>98%</b> or better daily attendance.</p>	<p><b>Intervention for Diverse Populations:</b> <i>(School Leadership; Data-Driven Decision Making; Intervention program for struggling students; Plan, develop, implement and evaluation; Strengthen instruction for all students)</i></p> <p><b>RTI Intervention Framework</b></p> <ul style="list-style-type: none"> <li>Throughout the 16-17 school year, RTI academic interventions will be developed and implemented by teachers and staff. <b>B2/S2</b></li> <li>Create RTI scheduled time for each grade level and put in master schedule. All staff to adhere to RTI schedule time and provide/group students based on reading need.</li> <li>Implement a TAT intervention team to identify and support students. <b>B2/S2</b></li> <li>Continue implementation of Grade Level Tier 2 Interventions.</li> <li>Plan and implement specific reading strategies and skill interventions within guided reading lessons within the classroom (Tier 1).</li> </ul> <p><b>Common Formative Assessments</b></p> <ul style="list-style-type: none"> <li>PLC will develop aligned common formative assessments, administer assessments, analyze assessment data, and develop intervention groups and strategies based off of the data. The Student Learning Management System will be utilized for</li> </ul>	<p>Teachers          AAs          Admin</p> <p>Admin          2 TAT          Coordinators</p> <p>TAT          Coordinators</p> <p>Lit AA</p> <p>Teacher          Teams</p>	<p>Sept.          2016</p> <p>July          2016</p> <p>August          2016</p> <p>Year          long</p> <p>Year          long</p> <p>Year          long</p>	<p>PLC agendas, group lists and observation by admin of intervention lessons/groups</p> <p>Meeting notes and progress monitoring sheets in TAT binders</p> <p>Meeting notes and progress monitoring sheets in TAT binders</p> <p>Lesson Plans</p> <p>Teams' PLC Binders</p>

	<p>analyzing data and building Common Formative Assessments. TAGS – Title I, CORE and TECH B2/S2</p> <p><b>Analyze Student Data</b></p> <ul style="list-style-type: none"> <li>PLCs will meet weekly for continuous and systematic analysis of student progress through: Running Records, Reading Benchmarks, Screeners, and Teacher Generated Assessments. Cluster teams will then utilize data collected/analyzed to monitor and adjust intervention and guided reading groups TAGS – Title I, Title II and TECH</li> <li>Teachers will collaborate during PLC time to plan for skill group instruction in reading and measure if students are responding to intervention.</li> </ul> <p><b>Small Group and Flexible Grouping</b></p> <ul style="list-style-type: none"> <li>Using the Student Learning Management System, teachers will utilize information from assessments to create and implement small flexible skill groups and/or guided reading groups for at least 40 minutes each day in the subject areas of Reading and Math. TAGS – Title I and TECH B2/S2</li> <li>Provide instruction using Daily 5 to implement a structure compatible with using small groups.</li> </ul> <p><b>Tier II and Tier III Extended Mathematics and Reading Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>Plan and implement specific mathematical and reading strategies and skill interventions, within guided math and reading lessons, for Tier 11 and III intervention groups and in after-school tutoring. On-going identification of students needing intervention determined through on-going data analysis. TAGS – Title I, Title II and TECH B2/S2</li> </ul>	<p>Teacher Teams</p> <p>Teacher Teams</p> <p>Teacher Teams</p> <p>Reading Teachers</p> <p>Teachers AAs ILLP Coordinator</p>	<p>Year long - weekly</p> <p>Year long - 6 week cycles</p> <p>Year long - 6 week cycles</p> <p>Year long - 6 week cycles</p> <p>Late Oct. 2016</p>	<p>Teams PLC Agendas – in binders</p> <p>Teams PLC Agendas, Student Group Lists, Data Monitoring Sheets– in binders</p> <p>PLC/Team Student Group Lists</p> <p>Lesson Plans Reading BM 1- 3</p> <p>Student Lists Student Data Tracking Attendance Records Pre/Post Assessments</p>
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	<p><b>Job-Embedded Professional Development:</b> <i>(School Leadership; Plan, develop, implement and evaluation; Strengthen instruction for all students)</i></p> <ul style="list-style-type: none"> <li>Teachers will be provided a professional development cycle which will focus on improving instructional outcomes. This will be accomplished through Professional Learning Community Collaborative Team meetings and Leadership Team-led data analysis to identify specific training needs, provide professional development and observe teachers implementing learned instructional strategies, provide teachers feedback regarding observation and student work. Teachers will be provided a professional development cycle which will focus on improving instructional outcomes. <b>TAGS – Title I, Title II, CORE and TECH B2/S2</b> and <b>S3/B3</b></li> </ul>	Admin AAs Model Teachers Guiding Coalition Members	Year Long – weekly	Horizon PD Plan PD Agendas Exit Ticket, Evaluations and Surveys from PDs
	<p><b>School Culture:</b> <i>(School Leadership, Data-driven decision making; Plan, develop, implement and evaluation)</i></p> <p><b>Continue Welcoming Committee</b> within PAWS, which supports, celebrates and shows appreciation towards each other so ALL staff members feel a sense of comradery and belonging at Horizon.</p>	Welcoming Committee Members/ Admin	Monthly	Staff Climate Survey

	<p><b>Celebrate School Milestones</b>, i.e., Benchmark Data, End-of-Quarter Assemblies and P/T Conferences publically with staff and all stake holders.</p> <p><b>Recognize and Acknowledge Staff:</b> for milestones, performance, effort, and accomplishments.</p> <p><b>Community Building Events:</b> invite <b>All</b> staff to events such as barbeques, craft nights, meals and other occasions.</p>	<p>Be Kind Members, Be Kind Kids, Admin</p> <p>Admin</p> <p>Welcoming Committee, Admin</p>	<p>Monthly</p> <p>Year Long</p> <p>Monthly Weekly</p>	<p>Benchmark Data Attendance at Events</p> <p>Staff Climate Survey Panther Pride (weekly newsletter)</p> <p>Panther Pride (weekly newsletter) Staff Climate Survey</p>
	<p><b>Family and Community Involvement:</b> <i>(School Leadership; Plan, develop, implement and evaluation; Coordinated and Comprehensive Services)</i></p> <p><b>Provide opportunities to celebrate authentic achievements with the community:</b></p> <ul style="list-style-type: none"> <li>• Honor students for student achievement, attendance, and outstanding character <ul style="list-style-type: none"> <li>○ Quarterly Award Assemblies</li> <li>○ Be Kind Drawings</li> <li>○ Band Concerts</li> <li>○ Classroom Performances</li> <li>○ Club Parent Nights</li> <li>○ Gifted Parent Night</li> </ul> </li> </ul> <p><b>Provide more opportunities for parents to become educated to help their child be successful:</b></p> <ul style="list-style-type: none"> <li>• Monthly Parent Coffee Talks</li> <li>• Continue to Develop Volunteer Program</li> <li>• Create MAWS/PAWS Program <ul style="list-style-type: none"> <li>○ Recruit 1 parent from each homeroom</li> </ul> </li> <li>• Redesign Horizon Web Page to include parent information and individual teacher pages using new website format</li> </ul>	<p>Admin Be Kind Members All Staff Parents PTA</p> <p>Admin Be Kind Members Web Master</p>	<p>Through out Year</p> <p>Through out Year</p>	<p>Attendance at Events Sign-in Sheets Facebook page Morning Announcements Parent &amp; Student Surveys</p> <p>Coffee Talk Agendas Sign-in Sheets Webpage – # of hits</p>

**Provide more opportunities for parents to become involved in their child's activities:**

- Family Nights to include Curriculum
  - Curriculum Night
  - Literacy Luau
  - STEAM Night
- Provide community building events – Monthly Family Nights (both on and off site), Campus Wide Walk-a-Thon, Movie Nights, Field Days
- Utilize student planners and home folders to inform parents about student learning, behaviors and homework.
- Utilize School and Teacher Web Sites to inform parents of events/expectations/learning goals.
- Require 100% participation at parent teacher conferences (primarily face to face)
- Provide volunteer opportunities within the classroom

**Student Attendance**

- Create systems to monitor student attendance to ensure accessibility to curriculum.
- Celebrate Attendance:
  - Announce class perfect attendance on Afternoon Announcements
  - Issue individual perfect attendance quarterly and put in incentive drawing
- Implement the CUTS program :
  - Send introduction letter to all parents.
  - Call to parents of students who miss more than 3 unexcused days of school each quarter.
  - Warning letters issued.
  - Develop intervention plan admin/student/parent.
  - Parent conference
  - Citation
- Post daily attendance percentage and number of tardy students on board in parking lot.

Admin  
Partnership  
Members  
from PAWS  
Lit AA  
Math AA  
Web Master  
PTA

Through  
out Year

Attendance at Events  
Sign-in Sheets  
Parent Survey

Assistant  
Principal  
Attendance  
Secretary  
PTA  
Teachers

Year  
Long

Daily Average Membership  
Data  
Weekly Data to Staff

