

Acacia Elementary School

Title I Schoolwide Program ~ 2015-2016 Continuous Improvement Plan

Acacia ES

2015-2016 SMART GOALS

GOAL 1—Reading:

- **Grades 3-6 will increase their district ELA pre-test grade level average by 25 percentile points on the district ELA post-test.**

GOAL 2—Math:

- **Grades 3-6 will increase their district math pre-test grade level average by 25 percentile points on the district math post-test.**

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STRATEGY—School Leadership

- Providing strong leadership

School Leadership Action Steps

- A shared vision and mission based on 100% of student growth in reading and math is evident throughout Acacia School.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community through Site Council, Curriculum Night, Title I Night, Title I Parent Meetings, school newsletters and the Acacia Alliance Community group meetings.
- The principal at Acacia School participates in the planning and delivery of job embedded professional learning to include intervention meetings, data meetings, Arizona College and Career Ready Standards (AZCCRS) trainings, teacher evaluation training, CIP development, strategic planning and formative assessment meetings and grade level meetings.
- School and district leadership uses the teacher and principal evaluation system to drive professional learning opportunities. Teachers, principals and district administrators will participate in collaborative conversations to make connections between the WESD *Roadmap of High Expectations for Student Learning* and the Teacher Evaluation Instrument or the Principal Evaluation Instrument with the aim of increasing teacher and principal effectiveness and student academic achievement. Examples are Staff scoring of writing assessments, formative assessments, personal data folders, ELA and math training.
- The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students by frequently (bimonthly) analyzing data to determine where growth is occurring and where interventions need to be in place. In addition, accelerated paths are made available for above level students.

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STRATEGY—Strengthen Instruction for All Students

Reading and Math Action Steps:

- The Title I whole school reform model is Response to Intervention (RTI).
- Instruction is provided by Highly Qualified teachers in each class.
- Equitable distribution of effective teachers is ensured through the WESD hiring process and principal collaboration with the Human Resources department.
- All students grades K-6 receive Tier 1 instruction in a ninety minute, uninterrupted block, using the proven, research-based adopted reading program: Harcourt StoryTown.
- All students in grades K-6 receive differentiated small group reading instruction every day from a Highly Qualified classroom teacher.
- Students in grades 3-8 will receive instruction in the district’s new, supplemental English Language Arts curriculum resources: *Step Up to Writing* and *Accessing Complex Texts Now*, including access to the online resources for these programs.
- Students in grades K-8 will continue to receive instruction in the district’s core mathematics programs: *Investigations* for grades K-5 and Connected Math Project 3 (CMP3) for grade 6, including access to the online resources for these programs.

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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

- All teachers* will develop and use daily lesson plans based on the Arizona College and Career Ready Standards (AZCCRS) and student data. Lesson plans are developed using WESD Governing Board-adopted instructional materials and the WESD Roadmap criteria for lesson planning. WESD lesson plans include three essential attributes: 1. Grade level objectives; 2. Instructional strategies/learning activities; and 3. Assessments/outcomes. [SEI class and IILP lesson plans are based on and coded to match AZ English Language Proficiency (ELP) standards.] *“All Teachers” from this point forward in the document refers to: general education, special education, Structured English Immersion (SEI), special area and Academic Intervention Specialists.
- All teachers post daily content and language objectives that state what students will know and be able to do in student-friendly language. Teachers use the objectives to communicate clear learning expectations to students at the beginning of the lesson; to reinforce the expectations verbally and visually throughout the lesson; and to assess learning outcomes at the end of the lesson.
- The district school improvement initiative (using data-driven instruction, aligned with the AZCCRS and guided by the WESD Roadmap) supports schools in implementing and maintaining a systematic and continual data cycle of assessing students and analyzing multiple sources of data, such as: screening tests (i.e., DIBELS Next); diagnostic tests (i.e., Individual Reading Inventory (IRI) and the Phonics Screener); the AZELLA for ELL students, the WESD Pre- and Post-Assessments in reading and math; and WESD interim assessments in reading and math. Schools focus their data cycle on effective lesson design based on the data analysis, effective delivery of instruction with high levels of student engagement, regular monitoring of student progress, providing timely feedback to students and parents and celebrating growth.

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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

- Best First Instruction (Tier I, provided to all students) is based on what students know and are able to do and will be supported with 90 cumulative minutes per week of structured teacher collaboration meetings to analyze data and/or plan instruction. Best First Instruction is data-driven, guided by the WESD Roadmap, based on district-adopted curriculum resources and aligned with the AZCCRS.

- Tier I instruction is designed and implemented to meet the needs of 80-90% of students, by:
 - Providing large group and differentiated small group instruction;
 - Facilitating high levels of student engagement;
 - Providing students with multiple representations and explanations, as well as multiple means of demonstrating learning;
 - Checking for understanding using strategies and questions that promote complex and critical thinking (designed using Depth of Knowledge (DOK) taxonomy);
 - Measuring student progress frequently;
 - Using assessment data to adjust instruction; and
 - Providing timely corrective and positive feedback to students.

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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

- Job embedded professional development at Acacia school is facilitated by the school administrators, school program coach, district administrators, and outside consultants for all teachers, and is provided in these ways: School Professional Learning Community (PLC) trainings, collaborative data analysis and instructional planning meetings and on-going coaching. During these meetings, grade level teams will have time to report, plan and reflect on lessons, assessments and student performance, and request assistance as needed.
- Job-embedded professional development will use the WESD Roadmap, District curriculum resources (e.g., grade level program guides and pacing guides), District assessments and student data results to increase the consistency of:
 - Effective lesson planning;
 - Effective delivery of instruction, including the implementation of rigorous instructional strategies/learning activities;
 - Use of assessment data to inform instruction and intervention; and
 - Creating a purposeful learning culture.

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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

- All teachers will continue to receive job-embedded professional development:
 - In the AZCCRS for Math, including the embedded use of the Standards for Mathematical Practice: 1. Make sense of problems and persevere in solving them; 2. Reason abstractly and quantitatively; 3. Construct viable arguments and critique the reasoning of others; 4. Model with mathematics; 5. Use appropriate tools strategically; 6. Attend to precision; 7. Look for and make use of structure; 8. Look for and express regularity in repeated reasoning;
 - Designed to increase math content knowledge and the consistency of effective implementation of district-adopted math curriculum resources (including the use of three-part lesson plans and anchor charts) and to increase student proficiency in flexible problem solving and math journaling practices to include written constructed response to support and defend answers.

- All teachers will continue to receive job-embedded professional development:
 - In the AZCCRS for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects, including the ELA Instructional Shifts: 1. Regular practice with complex texts and their academic language; 2. Reading, writing and speaking, grounded in evidence from texts, both literary and informational; and 3. Building knowledge through content-rich nonfiction;
 - Designed to increase the consistency of effective implementation of district-adopted reading and English Language Arts curriculum resources and to increase student proficiency in close reading and comprehending of complex literary and informational texts.

- Principal, program coach, instructional coaches, other administrators, and/or district office staff continue classroom walk-throughs and observations of teachers during whole and small group instruction, to provide feedback, coaching and/or modeling of highly effective teaching practices.

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STRATEGY—Intervention Program for Struggling Students

Reading and Math Action Steps:

- Tier II and Tier III intervention services will supplement and be integrated with the regular classrooms' standards-based curriculum (K-6 students participate in 90 minutes of uninterrupted Tier I reading instruction; 7-8 students participate in a minimum of 60 minutes of uninterrupted Tier I reading/language arts instruction). Grades 4-6 have a 60 minute uninterrupted reading block with a separate 30 minute language/grammar block.)
- Tier II and Tier III intervention programs will utilize scientifically-based research intervention (SBR) curriculum resources and materials to include Reading Mastery and Corrective Reading Programs, Reading A-Z, and Lines of Practice.
- Tier II and Tier III students in reading and math will be identified as soon as possible and throughout the year, using multiple assessments (may include WESD Phonics Screener, Individual Reading Inventory (IRI), DIBELS Next, Scholastic Reading Inventory, SuccessMaker, WESD Reading and Math Pre-Tests and Interim Assessments and Reading Mastery and Corrective Reading Placement Tests and formative assessment binders). These assessment data will be used to prioritize student needs.
- Students most in need receive Tier III intensive interventions in fluid and flexible groups based on multiple sources of data, from a Highly Qualified Reading Specialists, two Para-pros and after-school teachers, who will keep accurate records that specify Tier III students by grade, amount of weekly intervention time, assessment dates and data, and intervention exit date based on data-validated criteria.

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STRATEGY: INTERVENTION PROGRAM FOR STRUGGLING STUDENTS, continued

- Students identified as needing Tier II targeted interventions, receive supplementary instruction in fluid and flexible groups based on multiple sources of data, from a Highly Qualified Academic Intervention Specialist and/or a Highly Qualified para-professional. (If the interventionist's schedule allows Tier II direct services, then students will receive interventions from the teacher.) Intervention staff will keep accurate records that specify Tier II students by grade, amount of weekly intervention time, progress monitoring dates and data, and intervention exit date based on data-validated criteria.
- Schools will implement a clearly defined process to monitor intervention effectiveness, and move students in and out of interventions based on the data results, including weekly progress monitoring for Tier III students and ongoing progress monitoring for Tier II students.
- Job-embedded time is provided for data analysis and instructional planning to increase the consistency of effective differentiation of instruction and interventions targeted to meet the learning needs of individual students and subgroups of students in reading and math.
- Curriculum, instruction and assessment of English Language Learner (ELL) students will meet ADE requirements.
- ELL students receive instruction in the Structured English Immersion (SEI) four-hour model* or through the implementation of Individual Language Learner Plans (ILLP) in a mainstream classroom. *1. Oral Conversation and Vocabulary 2. Reading 3. Writing 4. Grammar
- Students will be identified by the 21st Century Grant After-school Program for reading and math interventions based on relevant data District Pre-Test for both math and reading, DIBELS Next and Phonics Screener.

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STRATEGY—Data-driven Decision Making

Reading and Math Action Steps:

- Systematic assessment and data collection processes will ensure data-driven decision-making within a continuous data cycle, including:
 - Establishing aggressive, transparent goals for student growth prior to each interim assessment;
 - Administering interim assessments according to the published assessment calendar;
 - Implementing 90 cumulative minutes per week of structured teacher collaboration meetings to analyze data and/or for planning instruction;
 - Producing explicit, documented action commitments during each collaboration meeting;
 - Developing “acceleration” plans for appropriate students base on results of data analysis;
 - Planning and implementing instruction based on data analysis and acceleration plans;
 - Reassessing and analyzing results and adjusting instruction accordingly; and
 - Monitoring key schoolwide and grade level goals at least monthly.

- The District school improvement initiative (using data-driven instruction, aligned with the AZCCRS and guided by the WESD Roadmap) supports schools in implementing and maintaining a systematic and continual data cycle of assessing students and analyzing multiple sources of data, such as: screening tests (i.e., DIBELS NEXT); diagnostic tests (i.e., Individual Reading Inventory (IRI) and the Phonics Screener); the AZELLA for ELL students, WESD Pre- and Post-Assessments in reading and math; and WESD interim assessments in reading and math. Schools focus their data cycle on effective lesson design based on the data analysis, effective delivery of instruction with high levels of student engagement, regular monitoring of student progress, providing timely feedback to students and parents and celebrating growth.

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STRATEGY: DATA-DRIVEN DECISION MAKING, continued

- Administrators and teachers will meet at the beginning of the school year to review state and district assessment data in order to identify trends and areas of strength and weakness by grade level. Grade level teachers then meet for a deeper analysis of scores. Grade level teams share findings with the whole faculty and/or in vertical grade level teams in order to group students and plan lessons that will meet the needs of individual students and subgroups of students.
- By the first week in September, Professional Learning (PLC) time will be provided for grade level teams to analyze data for instructional planning that meets the Tier I, II and III needs of individual students and subgroups of students including data from these assessments: WESD Phonics Screener, Individual Reading Inventory (IRI), DIBELS Next, Success Maker, WESD Reading and Math Pre-Tests.
- Job embedded professional development for all teachers (general education, special education, Structured English Immersion (SEI), special area and Academic Intervention Specialists) in data analysis and data-driven instructional planning is facilitated by principal, (assistant principal) and school program coach.
- Assessment data in reading and math will be collected and accurate data records will be maintained by the program coach and administrators. Accurate data records include specifying Tier II and Tier III students by grade, amount of weekly intervention time, assessment dates and data, and program exit date based on data-validated criteria. Data results will determine student movement/exit or continued services at the current Tier.

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STRATEGY—Coordinated and Comprehensive Services

General Action Steps:

- The school provides information to stakeholders regarding the integration of student and family support programs, including school resources and various resources within WESD and other groups available to assist within our school/district community such as: social worker, Headstart, Nutrition Services, 21st Century Grant Program, and Washington Resource Information Center (WRIC).
- The school collaborates with the Facility Use Coordinator to provide space to groups who seek community-based locations for their events such as Girl Scouts, Young Champions (Pom and Cheer) and Chess Emporium LLC (chess club).
- The school develops relationships with stakeholders to promote fostering a safe and encouraging environment for learning with a focus on student achievement in school and responsible behaviors in the community.
- School leadership continues building relationships with community agencies and businesses to assist students and families such as: Kitchen on the Streets, Pure Heart church, Palmcroft Church, Telephone Pioneers of Arizona, Skanska, Wal-Mart, St. John the Baptist Episcopal Church.
- The social worker will coordinate student and family needs with available Social Services within the district.

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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued

- The social worker/counselor's job duties supports the social, emotional, and physical well-being of students and families and primary responsibilities are as follows: supports our families, works with Acacia parents, and meets with students both individually and in groups, and helps organize and after school social/emotional learning class.
- School staff including the Health Tech (e.g. Health Technician, Office Manager...) will continue to support families in need through health services and support. (e.g., the provision of a food and clothing closet, stocked through the generous donations of community partners and grants).
- The implementation of the Arizona College and Career Ready Standards (AZCCRS) prioritizes instruction is geared towards diminishing drop-out thinking and behaviors among our students and parents at all grade levels. All members of the staff are charged with reinforcing drop-out prevention by maintaining a learning atmosphere that reassures and assists stakeholders in believing in and achieving success in high school, college and career.
- Beginning at grade 2 students will research and write about academic and career interests.

Positive School Climate Focused on Achievement Action Steps:

- High expectations for academic achievement for all students are evident throughout the school environment as evidenced by student acknowledgement for making growth on District Math Assessments, Accelerated Reader prizes and celebrations for students earning points through comprehension tests.

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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued

Positive School Climate Focused on Achievement Action Steps:

- Acacia School’s schoolwide discipline plan is Acacia’s Adopted Discipline Plan, and it supports student academic achievement in reading and math by holding high expectations and constant review of data. Discipline plans are explicit, communicated with students, parents and staff. Procedures reflect equity and a respect for diversity in all areas.
- The physical environment is clean and orderly in classrooms, library, labs, halls, restrooms, offices, playgrounds, cafeteria, parking lots and all common areas of the campus, inside and outdoors.
- The school environment is driven by a clear plan for school safety and codes of conduct for staff and students which is communicated to parents in the Parent/Student Handbook and newsletters. Practices on site that support safety and appropriate conduct are transparent; staff and students share a common language in regards to these expectations and behaviors; and data related to the plan is reflected in a reduction in the number of disciplinary actions related to staff and student conduct and school safety in comparison to the previous school year.
- Support is provided for students at key transition points, including —HeadStart / Pre-K through kindergarten by trained staff.
- Transition from elementary through middle school are supported by communication and support from our middle school feeder school. Sixth graders visit Desert Foothills towards the end of the year for an orientation.

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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued

Family and Community Engagement Action Steps:

- The school's Parent Involvement Policy is reviewed by staff and available to parents through our school website, school newsletter and sent home by teachers.
- Teachers review the Title I Parent-Student Compact at Acacia Back to School Night to gain support for student learning and parent involvement.
- Families are invited to participate in school activities and programs to include: Meet the Teacher Night, Open House, Title I Information Night, extracurricular games and performances, club events, Rachel's Challenge, Parent University, Literacy/Numeracy Night, Make and Take Night, and Pull the Plug week.
- Families are informed of opportunities that may help students who struggle in school including: Literacy/Numeracy Nights, Make and Take Math Nights, Parent University, Pull the Plug Week, and 21st Century Parent Outreach classes.
- Families and community members are invited and encouraged to participate in school improvement efforts by participating in Site Council, PTA, joining Business Advisory Team, volunteering, donating, and communicating openly with the school and District.
- School personnel actively seek out community participation in school activities and planning through invitations from the social worker, program coach and administration, outreach specialists, and PTA.

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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued
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Family and Community Engagement Action Steps:

- Parent and family engagement strategies focused on increasing student achievement include: offering childcare when possible, sharing information in primary languages, offering translation/interpreters as needed, engaging small groups of parents with their students in practicing reading and math, providing materials to strengthen reading and math comprehension, inviting parents to campus for parenting and/or technology classes.
- Acacia School invited families and community members to attend our annual Title I Parent Information Night on Wednesday, September 17 to learn more about our school, Title I programs in reading and math and ways to become actively involved in their children's education.

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STRATEGY—Plan Development, Implementation, and Evaluation

Action Steps:

- The District, with external technical assistance, provides support in Continuous Improvement Plan (CIP) development by providing information about ADE requirements and recommendations, and by suggesting key elements that align the school plan with the WESD Roadmap and with the District CIP.
- Implementation of the plan involves all stakeholders with professional development.
- Acacia School is identified as SW1 and programs included in our School-wide Title I budget include supplemental academic intervention for Tier II and Tier III students in reading and/or math.
- Title I funding for staffing includes: Academic Intervention Specialist(s) to support Tier III and Tier II students as well as funding for the Program Coach who supports teacher instructional proficiency through modeling, using job embedded professional learning opportunities to strengthen instruction, facilitating data and curriculum meetings for varied grade levels. Our Title I budget also includes staffing for 3 Reading Specialists (interventionists), 2 paraprofessionals to assist the 3 interventionists with providing support in Tier I and Tier II students. Funding for MAC-Ro Math and Successmaker Reading and math that supports reading and/or math is provided through Title I.
- Acacia School's SW CIP planning committee members and tasks include: principal, program coach, interventionists and teachers wishing to be part of this planning. Tasks include identifying areas of need and following through with a distinct plan to address them.
- Acacia School and WESD conduct an annual evaluation of findings from the WESD CIRT (Comprehensive Improvement Review Team) and other data which are used to develop strategic plans for the next school year.