

Manzanita Elementary School (PreK-6)—Title I Schoolwide Program
2015-2016 Continuous Improvement Plan (CIP)

Manzanita ES

2015-2016 SMART GOALS

ENGLISH LANGUAGE ARTS

Manzanita's English Language Arts (ELA) Smart Goals will be based on student growth for grades 3 through 6 using the ELA District Averages for the 2015-2016 school year. Gains will be based on last year's 2014-2015 growth gains for each cohort.

- Third grade will meet or exceed the percentage of growth in ELA from 19% to 23%.
- Fourth grade will meet or exceed the percentage of growth in ELA from 19% to 23%.
- Fifth grade will meet or exceed the percentage of growth in ELA from 5% to 9%.
- Sixth grade will meet or exceed the percentage of growth in ELA from 20% to 23%.

MATHEMATICS

Manzanita's Math Smart Goals will be based on student growth for grades 2 through 6 using the Math District Averages for the 2015-2016 school year. Gains will be based on last year's 2014-2015 growth gains for each cohort.

- Second grade will meet or exceed the percentage of growth in Math from 35% to 37%.
- Third grade will meet or exceed the percentage of growth in Math from 31% to 33%.
- Fourth grade will meet or exceed the percentage of growth in Math from 19% to 21%.
- Fifth grade will meet or exceed the percentage of growth in Math from 13% to 16%
- Sixth grade will meet or exceed the percentage of growth in Math from 13% to 15%.

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STRATEGY—School Leadership

- Providing strong leadership

Effective School Leadership Action Steps:

- A shared vision and mission based on college and career readiness is evident throughout Manzanita School.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community by organizing planning committees through a site based PLC committee and a parent supported site council. Both groups meet regularly to discuss the goals of the school and alignment of actions to meet those goals.
- The principal and assistant principal at Manzanita participate in the planning and delivery of job embedded professional learning to include intervention meetings, data meetings, Arizona College and Career Ready Standards trainings, learning walks, teacher evaluation training, CIP development, strategic planning, professional coaching, peer mentoring and peer observations.
- School and district leadership will use 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 focusing additional teacher trainings based on a task analysis of the Manzanita walk through observation document.
- The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students. These are met by holding teachers accountable for student success through mandatory team planning and lesson development based on the data collected through various assessments both at the site and district level.

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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS
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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 in grades K-6 receive Tier I reading instruction in a ninety-minute, uninterrupted block, using the research-based, district-adopted reading program: Harcourt StoryTown.
- All students in all grades receive differentiated small group reading instruction every day from a Highly Qualified teacher or para-professional.
- Students in grades 3-6 will receive instruction in the district's new, supplemental English Language Arts curriculum resources: *Step Up to Writing* and *Accessing Complex Texts Now*.
- Students in grades K-6 will continue to receive instruction in the district's core mathematics programs: *Investigations* for grades K-5 and *CMP3* for grade 6.
- Teachers will refine math journaling and 10 minute math practices to include written constructed response to support and defend answers through.

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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 via learning targets 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, 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.
- 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.

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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

- 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.

- Job embedded professional development at Manzanita 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 and training through conferences that address areas for professional growth. 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 that 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 will 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
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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).
- Tier II and Tier III intervention programs will utilize scientifically-based research intervention (SBR) curriculum resources and materials to include: Harcourt StoryTown, Harcourt Intervention Station, and Reading A-Z for reading intervention. Phonics for Reading, Reading A to Z, Lines of Practice, Harcourt Strategic Interventions, FCRR Activities and Decodable Texts are used for Tier 3 and Tier 2 services in reading
- Tier II and Tier III students in reading and/or 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 (SRI), SuccessMaker, WESD Reading and Math Pre-Tests and Interim Assessments). These assessment data will be used to prioritize student needs.
- Students most in need, based on data, continue to receive Tier III reading and/or math intensive interventions in fluid and flexible groups based on multiple sources of data, from a Highly Qualified Academic Intervention Specialist who will keep accurate records that specify Tier III students by grade, amount of weekly intervention time, assessment dates and data, and exit date based on data-validated criteria.

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STRATEGY: INTERVENTION PROGRAM FOR STRUGGLING STUDENTS, continued
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- Students identified as needing Tier II targeted interventions, continue to 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 will be 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. *Four-Hour Model: 1. Oral Conversation and Vocabulary; 2. Reading; 3. Writing; 4. Grammar.
- Students will be identified by the 21st Century After-School Program for reading and math interventions based on AIMS data, district pre-test assessment, and classroom assessments, with teacher recommendation.

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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 school wide 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: phonics screener, DIBELS Next, IRI, AIMS data WESD ELA and Math Pretests.
- Administrators and teachers will meet at the beginning of the school year to review state assessment data in order to identify trends, isolate areas of strength and weakness by grade level. The staff will regularly meet for deeper analysis of scores, share results whole group and vertically in order to plan lessons that will meet the needs of individuals, small groups and whole groups.
- Job embedded professional development for all teachers in data analysis and data-driven instructional planning will be facilitated by principal and school program coach.
- Assessment data in math and reading (reading and/or math) will be collected and accurate data records will be maintained by reading and math intervention staff. 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
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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: Parent University, WRIC Center, and Social Worker.
- The school collaborates with the Facility Use Coordinator to provide space to groups who seek community-based locations for their events such as: Block Watch, Manzanita Ball Club, PTO, and 21st Century After School Program.
- 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 Peter Piper Pizza, Sonic, Wet and Wild, Virginia Piper Trust, Salvation Army, neighborhood churches and Desert Mission Food Bank for rewards for academic achievement and family support services.
- The social worker/counselor/ Principal and other staff will coordinate student and family needs with available Social Services within the district.
- 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: Oversees interventions for students (Crisis Interventions, counseling)
 - Establish and implement community resources and partnerships as a support to school and community
 - Investigate issues of student safety
 - Provide support to staff to meet students' social/emotional needs.

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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued
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General Action Steps:

- The health technician and other staff will continue to support families in need through providing appropriate resources to those in need and/or directing families to outside agencies that can meet their health and welfare needs.
- Beginning at 4th grade, students research and write about academic and career interests.
- The implementation of the Arizona College and Career Ready Standards (AZCCRS) prioritizes instruction 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.

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 the schools mission and vision as well as student and staff yearly survey results.
- 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 through classroom and school 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.
- Manzanita School's school wide discipline plan is PBIS Clip Chart and it supports student academic achievement in reading and math by acknowledging attentive behaviors, time on task and minimizing time out of class. Discipline plans are explicit, communicated with students, parents and staff. Procedures reflect equity and a respect for diversity in all areas.

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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued
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Positive School Climate Focused on Achievement Action Steps:

- 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
- Support is provided for students at key transition points, including —HeadStart / Pre-K through Kindergarten by referrals to Headstart, and summer kinder readiness academy. In addition, classes are offered to parents in areas such as parenting and raising readers through the 21st Century Grant program.
- Transitions from elementary to middle school are supported by fostering ongoing relationships with the feeder school including school site visits and teacher collaboration.

Family and Community Engagement Action Steps:

- The school's Parent Involvement Policy is reviewed by Site Council and PTO and available to parents through school and district website.
- The school invited families and community members to attend our annual Title I Parent Information Night on August 19, 2014 to learn more about our school, Title I programs in reading and math and ways to become actively involved in their children's education.at Manzanita.
- Teachers review the Title I Parent-Student Compact at fall parent/teacher conferences to gain support for student learning and parent involvement.
- Families are invited to participate in school activities and programs to include Meet the Teacher-Open House Night, Title I Information Night, extracurricular games and performances, club events, Olweus Anti-bullying, Parent University, Literacy/Math Night, Family Links, and summer curriculum night.

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

- Families are informed of opportunities that may help students who struggle in school including Literacy/Math Nights, Make and Take Nights, Parent University, after school academy and evening parent classes.
- Families and community members are invited and encouraged to participate in school improvement efforts by participating in Site Council, PTO, 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, PTO, etc.
- 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.

Manzanita Elementary School (PreK-6)—Title I Schoolwide Program
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STRATEGY—Plan Development, Implementation, and Evaluation
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Action Steps:

- The district, with external technical assistance, provides support to the school 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 Continuous Improvement Plan.
- Manzanita School is identified as SW1 and programs included in our School-wide Title I budget are: curriculum night, parent classes, literacy night, and language classes.
- Funding for staffing that supports reading and/or math is provided through Title I and includes: Math intervention, reading intervention to support Tier III and 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 paraprofessionals to support math and reading targeted interventions.
- Staffing for Academic Intervention Specialist(s) to support Tier III and 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 paraprofessionals to support both classroom instruction and assist with tiered interventions. Funding for curriculum nights/ home materials that support reading and/or math is provided through Title I.
- Implementation of the plan involves collaboration with all stakeholders including parents, students, staff and other community members.

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STRATEGY—Plan Development, Implementation, and Evaluation, continued

- CIP planning committee members include administration, program coach, intervention staff, and social worker and leadership team members. Their tasks include analyzing previous academic data and parent/teacher survey input to identify areas of need and plan strategic approaches to meeting those areas.
- Manzanita School and WESD conduct an annual evaluation of findings from the WESD CIRT (Continuous Improvement Review Team) and other data which are used to develop strategic plans for the next school year.
- Positions funded through Title I include:
 - Program Coach
 - School Social Worker
 - Instructional Assistants
 - Academic Interventionists