Palo Verde Middle School
Title I Schoolwide Program -- 2015-2016 Continuous Improvement Plan (CIP)

Palo Verde MS
2015-2016 SMART Goals

READING
Palo Verde Middle School will exceed the percentage of growth in 7th and 8th grade ELA from 40% to 58% (7th grade) and 50% to 57% (8th grade), based on the WESD ELA 2014 Pre-Tests (50%) and 2015 Post-Tests (63%). The District Average is 13%.

MATHEMATICS
Palo Verde Middle School will exceed the percentage of growth in 7th and 8th grade Math from 29% to 43% (7th grade) and 33% to 52% (8th grade), based on the WESD Math 2014 Pre-Tests (34%) and 2015 Post-Tests (54%). The District Average is 21%.

STRATEGY: SCHOOL LEADERSHIP
Providing strong leadership is a collaborative effort as a staff and student member of Palo Verde Middle School. We will continue to implement decision-making strategies through teacher leaders, teacher and staff teams, and student leadership groups.

Effective School Leadership Action Steps:
• A shared vision and mission based on student achievement, positive school climate, collaboration and shared leadership is evident throughout Palo Verde Middle School. School wide goals focused on student achievement and positive school climate are developed systematically with academic teams/departments following with focused “targeted goals” that are specific to implementation.
• Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. Empowerment is the foundational belief of decision making at Palo Verde Middle School that is focused on the school vision and mission and our CIP and student achievement goals. Teams and Content Departments are empowered to develop and implement targeted goals to systematically support the CIP and student learning. All teachers and staff are accountable to communicate with consistency our mission and goals with our community through verbal and written communications.
Strategic School Leadership Action Steps:

- The principal at Palo Verde Middle School participates in the planning and delivery of job embedded professional learning on a weekly basis to include teacher leadership development, embedding our “Everyone Does Everything – Be Courteous, Be Accountable, Be Responsible, Be Your Personal Best … The Only Option at Palo Verde” belief system, intervention meetings, data meetings, Career and College Readiness trainings, classroom observations and learning walks, effective classroom instruction, teacher evaluation training, CIP development, strategic planning, writing and reading across the curriculum, and math.

- Palo Verde will continue to utilize our training in Learning Walks, data collection, and the teacher and principal evaluation system to assess our professional learning opportunities based on faculty needs. 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.

- The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students by leading Palo Verde staff in continuing to develop strategies of rigor and higher level of expectations for teaching and learning. We will implement the Harvard research on “Instructional Rounds”, and initiate an observational data collection process to assess our level of rigor and consistency in instruction and curriculum delivery in all classrooms.
STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS
The WESD has a teacher induction program (BEGIN I & II), that provides monthly meetings for teachers new to Palo Verde, offers support of instructional coaches for all levels of planning, instruction, assessment, and management, and each school has the services of a Program Coach who fills these roles on site. Based on the WESD initiatives for the next five years, Palo Verde is committed to Response to Intervention strategies, using data to drive differentiated instruction, and emphasizing Best First Instruction in all classes, and instruction by Highly Qualified teachers. Palo Verde will also maintain continued support from Coaches in the areas of reading, writing and math literacy, procedures and routines, student engagement, small group instruction, effective lesson delivery, depth of knowledge thinking, etc., in all classrooms.

Reading and Math Action Steps:

- The Title I whole school reform model is Response to Intervention (RTI) through our reading interventions transition, math enrichment classes, and our Read 180 program placement. Palo Verde is also piloting the new Next Generation for Read 180. Tutorial Small Group Instruction is provided during 4th period and includes small group learning design reinforcing daily instruction and interventions in reading and math.
- Equitable distribution of effective teachers is ensured through the WESD hiring process and principal collaboration with the Human Resources department and each Palo Verde classroom has instruction provided by Highly Qualified teachers.
- Palo Verde is scheduled in academic houses/teams with five content teachers sharing the same students and with a common planning time.
- 7-8 grade students receive Tier I instruction in a double Language Arts block using the research-based, district-adopted reading program: McDougal-Littell. Palo Verde students participate in a minimum of 108 minutes of reading/language arts uninterrupted instruction.
- Palo Verde offers a 4 hour SEI block class to students who are classified as ELL students.
- All students receive differentiated small group reading instruction every day from a Highly Qualified teacher.
- All classes will provide whole group and small group differentiated instruction to support student mastery of learning.
- Students in grades 7-8 will receive instruction in the district’s new, supplemental English Language Arts curriculum resources: *Step Up to Writing* and *Accessing Complex Texts Now* in all classes.
- Students in grades 7-8 will continue to receive instruction in the district’s core mathematics program: CMP3.
Students in grades 7-8 will continue to receive instruction using the Write for the Future Program.

Teachers will refine mathematical practices to include journaling, critical thinking, and written constructed response to support and defend answers.

Successmaker will be used as an in-class intervention. Students will be on Successmaker a minimum of 120 minutes a week, with the focus on Math/Reading.

All teachers (general education, special education, Structured English Immersion (SEI), special area and Academic Intervention Specialists) 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 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.

Academic Teams will provide evidence of ELAS planning by developing and implementing a month (or four week) ELAS Planning Template that demonstrates across the curriculum integration and learning connections.

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; 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. At Palo Verde, we focus our 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.
STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

Reading and Math Action Steps:

- Participate in observational collection and analysis of data (teachers and department chairs) to monitor and determine future needs in our instructional and curricular programs: this will also include a student shadowing process to collect specific observed data on random students across various levels as observational data collected
- Collaborate with department faculty (consultant, coaches, teachers) to plan lessons, deliver instruction, identify assessments, analyze data, reflect on lesson outcomes, and share methodology with other schools
- 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 Arizona College and Career Ready Standards (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.

- Utilize Learning Walks and Kevin Feldman engagement strategies to embed activities that motivate and engage students in the learning, practices that increase retention, appropriate and effective questioning, scaffolding of instruction, student grouping, sentence frames and a strong focus on vocabulary
- Utilize the Harvard-based research and implement Instructional Rounds to collect observable data in the areas of instruction and curriculum, and supports our performance levels with the WESD Roadmap.
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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

Reading and Math Action Steps:

- Job embedded professional development at Palo Verde Middle School is facilitated by the school administrators, school program coach, district administrators, teacher presenters, and outside consultants for all teachers and is provided in these ways: Professional Learning Community (PLC) trainings, collaborative data analysis and instructional planning meetings and ongoing 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 support resources will incorporate the WESD Roadmap, District curriculum resources (e.g., grade level program guides and pacing guides), District assessments and student data results. The focus will be 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.

- All math teachers will continue to receive district-led job-embedded professional development in:
  - 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;
  - Math content knowledge, consistency of effective implementation of district-adopted math curriculum resources, and increasing student proficiency in flexible problem-solving by; math journaling, three-part lesson plans, anchor charts, and written constructed responses to defend and support answers.
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STRATEGY: STRENGTHEN INSTRUCTION FOR ALL STUDENTS, continued

Reading and Math Action Steps:

- All teachers will continue to receive job-embedded professional development in:
  - 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;
  - Increasing the consistency of effective implementation of district-adopted reading and English Language Arts curriculum resources, increasing student proficiency in close reading and comprehending of complex literary and informational text, and vocabulary development (academic, domain-specific, content, and generative).
- Use the WESD Program Guides paired with resources to develop purposefully planned, engaging, relevant, and task analyzed lessons that implement text complexity, text endurance, writing, vocabulary, and higher level problem solving and critical thinking skills in all content areas.
- Principal, Assistant Principal, program coach, instructional coaches, teachers, other administrators, and/or district office staff continue classroom walk-throughs, implement Learning Walks and Instructional Rounds, and observations of teachers during whole and small group instruction to provide feedback, coaching and/or modeling of highly effective teaching practices to support Best First Instruction as identified on the WESD Roadmap.
- Expand student cognitive abilities and processes through consistent implementation of Thinking Maps in all classrooms.
- Provide training for Write for the Future program strategies and focus on implementation in all content areas.
- Continue to evaluate and implement Common Assessments throughout all content area classes to focus upon curriculum consistency, data analysis of student results, teacher discussion of effective learning strategies that lead to higher results.
- Continue to use the STAR test to ensure students are reading at appropriate levels.
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**STRATEGY: INTERVENTION PROGRAM FOR STRUGGLING STUDENTS**

In assessing the needs of Palo Verde students, analysis reflected priorities to include our staff systematically using disaggregated data in planning and in instructional practices, using assessments to refocus student learning on targets to increase student achievement, and establishing a culture of learning for students and staff. Professional Development for Arizona College and Career Ready Standards will focus on collaborative planning that includes integration of reading and writing skills in all content areas, analyzing assessments, and adjusting instruction to meet the needs of the learners.

**Reading and Math Action Steps:**

- Tier II and Tier III intervention services will supplement and be integrated with the regular classrooms’ standards-based curriculum (7-8 students participate in a minimum of 60 minutes of uninterrupted Tier I reading/language).
- Tier II and Tier III intervention programs will utilize scientifically-based research intervention (SBR) curriculum resources and materials to include: Bridges, Corrective Reading, and Read 180 programs, including Next Generation, Rosetta Stone, supplementary Reading A to Z materials, Connected Math, Do the Math Now, and SuccessMaker in small group and individual student instruction to increase achievement in our academic intervention programs.
- 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). These assessment data will be used to prioritize student needs.
- Conduct data conversations with all teachers focused on AzMerit, district assessments, SRI (Phonics Screener and AZELLA as needed), and content Common Assessments that identify intensive students in need of academic interventions.
- Students most in need 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.
- Students identified as needing Tier II targeted interventions, receive supplementary instruction in fluid and flexible groups based on multiple sources of data. 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.
STRATEGY: INTERVENTION PROGRAM FOR STRUGGLING STUDENTS, continued

Reading and Math Action Steps:

- Continue Implementation of Math Intervention/Math Enrichment classes that will be a second period of math each day for assigned students. Students most in need receive Tier 3 ongoing interventions from the Highly Qualified reading interventionist who will specify students by grade, times/episodes for intervention, progress monitor, and exit based on data rich criteria.
- ELD Basic 1 and 2 students receive a 1 hour a day Math class with our Math Intervention teachers.
- Schedule blocks of time within student schedules for use of the computer based SuccessMaker program to support differentiated learning based on the student’s instructional level to support student growth in math and reading skills.
- Tutorial: Schedule blocks of time with small targeted student groups focusing on needed skills in Math and ELAS integration and interventions.
- 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 Panther Academy After-school Program for reading and math interventions based on relevant data from Spring 2015 AzMerit results, Math and ELA district assessments.
- Provide SuccessMaker at the Panther Academy After-school Academy to students for twenty minutes of intensive support two days per week, with collaboration between Academy teacher and classroom Reading and Math teacher to identify specific goals and share progress reports. Provide a focused Panther Academy after school program that targets the levels of performing students in the Approaches or Falls Far Below in reading and/or math on the AzMerit results, and the district assessments in August, September, and December 2015.
Analysis of data is critical to increasing student achievement. Palo Verde has established a Professional Learning Community structure to analyze data, plan instruction, make programmatic and instructional changes, and increase effective instructional practices. We prioritize the use of data analysis of multiple assessment forms to include the AzMerit, district assessments, AZELLA, SRI, SuccessMaker reports, department common assessments, and formative assessments.

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 based 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.

- Analyze AzMerit, district, SuccessMaker, department common assessments, and formative and summative assessments to determine which students require re-teaching of specific content; establish whole group re-teaching or small group re-teaching as needed.
- Utilize the student data card and Dashboard to collect varied types of data; document continuous reporting of growth/regression in a systematic format.
- 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. 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.
- Assessment data in reading and math will be collected and accurate data records will be maintained by our Program Coach and Content Teacher Leaders. 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.
- Job embedded professional development for all teachers in data analysis and data-driven instructional planning is facilitated by principal and school program coach. Meet regularly as teams and departments to discuss data, student scores, chart movement, reflect on lessons, assessment, student performance, and request assistance as needed.
- Grade level meetings with administrators, Program Coach, Interventionists, and classroom teachers will be scheduled and conducted to support data analysis using current scores to support movement between Tiers. During these meetings, grade level teams will have time to report plan and reflect on lessons, assessments, student performance and request assistance as needed.
- Collect trend data regularly that focuses on the strengths and needs in student achievement as identified by AzMerit and other data results, and is shared with teams and departments used to plan professional development for teachers.
- Conduct meaningful and relevant “data exchanges” with Tutorial students on a regular basis to increase awareness of progress and emphasize importance in student achievement.
- Increase progress monitoring for students to refocus teacher instruction and implement flexible skills groups to support differentiated instruction in all classes.
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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES

Coordinated and comprehensive services include engaging families and community stakeholders in providing support for increasing student achievement. We collaborate with members of our school community to develop and maintain transition activities for students entering our school and for those moving forward to higher levels of education and optimize assistance to members of our neighborhood, to our families, and other stakeholders. Developing relationships with our feeder schools, the high schools where our students will attend after promotion, and genuine collaboration between Tutorial staff, administrators, social worker, and other members of staff will increase a safe and encouraging environment for learning with a focus on student achievement.

General Action Steps:

- Palo Verde Middle School provides information to stakeholders regarding the integration of student and family, school, district and community support programs including various resources within WESD and other groups available to assist within our school/district community such as: After-school Panther Academy, social workers and/or school security officer, Nutrition Services, and the Washington Resource Information Center (WRIC).

- Our social worker(s) coordinate, create, and distribute brochures that specify resources for members of the community.

- Staff and students assist new students as they enter our school to support transition and involvement.

- The school collaborates with the Facility Use Coordinator to provide space to groups who seek community-based locations for their events such as: Neighborhood Association meetings, Open Gym Block Watch Grant, “Wake Up” Block Watch program.

- School leadership continues building and fostering relationships with our stakeholders, community, agencies, and businesses to assist students and families and encouraging a safe environment focused on learning. Relationships include: Wells Fargo presents banking/financial awareness seminars for students in technology class, Peter Piper Pizza and Sonic offers rewards for students as an incentive for academic achievement.

- The Palo Verde Social Worker(s)/Counselor coordinate student and family needs to support the social, emotional, and physical well-being of students and families with resources from our district Social Service department. Strategies including: meeting with students individually, small group focus based on needs of the student, and with resources provided to families based on the needs of families. The Panther Den is also a resource that has been added to the campus for our families.

- The health technician and other staff will continue to support families in need through: wellness, dental checks, medical referrals out to the community.
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STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued

General Action Steps:

- 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.
- Eighth grade students will participate in EXPLORE, an ACT curriculum-based educational and career planning program that includes an assessment, the development of a pre-high school ECAP, and professional development for teachers and administrators.
- Collaborate with community and developed partnerships to plan outreach activities that support academic and personal/social goals to include: activities such as Parent University regional classes, Urban Plunge service learning, etc.

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 comprehensive student recognition programs, positive student behavioral data, strong student survey results regarding our focus on learning and expectations. Our mission includes all staff and students focused on “Everybody Does Everything – Be Courteous, Be Accountable, Be Responsible, and Be Your Personal Best, the only option at Palo Verde”. Students have multiple opportunities on campus to be an all around student through various athletics and clubs.
- Palo Verde School’s school wide discipline plan is Positive Behavioral Intervention System (P.B.I.S.) and it supports student academic achievement in reading, math, and all content areas by focusing on increasing positive adult-student interactions, implementing the goals of Positive Behavior Intervention System (P.B.I.S.), and assisting students and parents to identify support staff to meet their needs (academic, social skills related, health or other). Discipline plans are explicit, communicated with students, parents and staff. Procedures reflect equity and a respect for diversity in all areas.
- Palo Verde School implements a Tutorial period to focus on Character Counts, Rachel’s Challenge, student achievement, and data dialogues utilizing student data and individual data profiles.
- Develop and implement “Everybody Does Everything” belief system to support positive student interactions, school environment, and customer service. This includes consistent implementation of “Be Courteous, Be Accountable, Be Responsible, Be Your Personal Best … The only expected options for staff and students!”
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<th>STRATEGY: COORDINATED AND COMPREHENSIVE SERVICES, continued</th>
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<td>Positive School Climate Focused on Achievement Action Steps:</td>
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<td>• Continue to use the lessons in classrooms regarding bullying by the Student Service Specialists</td>
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<td>• Continue use of student surveys through Character Counts and focus on reducing bullying behaviors; publish results for parent review and suggestions. Students will complete a school wide survey in the spring to develop a consistent data base to maintain a positive campus climate.</td>
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<td>• 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.</td>
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<td>• 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.</td>
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<td>• Practices on site are transparent that support safety and appropriate conduct; 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 previous school year.</td>
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<td>• Support is provided for students at key transition points, including from middle school through high school by: meeting with all feeder school students; invite parents and students to visit Palo Verde and to ask questions and communicate the effective educational practices and results of students and staff of Palo Verde.</td>
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<td>• Bridging from middle school to high school is also supported by articulation with feeder school staff and provide information regarding programs, clubs, sports, other extra-curricular activities, and academic programs.</td>
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<td>• Articulate with Administrators/Counselors/Teachers at the high schools Palo Verde students will attend to develop plans to transition students and provide information regarding programs, clubs, sports, other extra-curricular activities, and academic programs, including special education.</td>
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<td>• Transitions from elementary school to Palo Verde Middle School are supported by: meeting with personnel at the K-6 level for incoming seventh grade students to identify students who have received services and may need additional support in the upcoming year.</td>
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<td>• Invite parents/community members/students/staff from elementary feeder schools to attend and participate in Site Council Meetings, PTO, and other student and staff campus activities. Various ways to communicate school events are: District messaging systems, Remind.com, Newsletters, Marquee, and flyers.</td>
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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 the Leadership Teams, Committees, Site Council, and staff and is available to parents through the school website and in written handbooks/communications.
- Families are invited to participate in school activities and programs to include: Meet the Teacher Night, Open House, Title I Information Night, extra-curricular games and performances, club events, Rachel’s Challenge, Literacy Activities, and Family Pride Nights.
- Families are informed of opportunities that may help students who struggle in school including: Literacy Nights, Family Pride Night, and Parent University. Continue Family Pride Nights offering strategies and opportunities to increase student achievement and home-school connections.
- 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.
- 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.
- The school invited families and community members to attend our Title I Parent Information Night on August 27, 2015 to learn more about our school, Title I and ways to become actively involved at Palo Verde Middle School.
- Teachers review the parent/student compact at Meet the Teacher Night to gain support for student learning and parent involvement.
- Each academic team identifies of a minimum of five team parents that can be utilized for 360 degree communications
- There will be a total of 2 community beautification days at Palo Verde. One in the fall and one in the spring.
- There will be a total of 2 Family Pride Nights inviting parents, community, and students to the campus at night
- School Administration will have monthly “coffee with administration” to celebrate, ask question, and learn about PV.
- Palo Verde will continue it’s relationship with our collaborative group, The Urban Plunge.
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STRATEGY: PLAN DEVELOPMENT AND EVALUATION

Palo Verde will model, collaboratively plan, co-teach, observe and coach teachers at each grade level throughout the school year to provide support for purposeful and effective instruction to include using data to drive instruction, planning and implementing small group lessons, integration of manipulatives, and increasing student engagement to impact achievement in Reading, Math and Writing.

Along with the additional resources for external coaching in instruction, curriculum, and assessment, our administration, staff, and students will be targeting re-structuring options with our Palo Verde system(s) to design the most effective learning environment and delivery model for positive gains in student achievement.

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 Continuous Improvement Plan.
- Palo Verde School is identified as SW1 and programs included in our School-wide Title I budget are: Social Worker.
- Funding for staffing that supports reading and/or math is provided through Title I and includes: 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 our Reading and Math RTI Interventions. Palo Verde School and WESD conduct an annual evaluation of findings from the WESD CIRT (Comprehensive Improvement Review Team) and other data which are studied to develop strategic plans for the next school year.
- Palo Verde School’s CIP planning committee members include our teacher leaders and entire staff, along with our CIRT review team and the tasks of the committee include reviewing the goals of the school, reviewing the old CIP and including new information in the new plan.
- Palo Verde Administration will continue to develop and provide opportunities for Teacher Leaders to participate and impact decision making process for campus-wide support and growth.