



## 2024-2025 Kingswood Integrated Action Plan Goals

**Mission:** Kingswood mission is to create a collaborative community of learners achieving at the highest level.

**Vision:** *Succeeding every day... every KNIGHT!*

### Goal:

- By the end of the 2024-2025 school year, Kingswood Elementary **AASA math proficiency** will **increase** percent proficient/highly proficient by 3% from 34.18% to 37.18%.
- By the end of the 2024-2025 school year, Kingswood Elementary **AASA ELA proficiency** will **increase** percent proficient/highly proficient by 3% from 45.08% to 48.08%.
- By the end of the 2024-2025 school year, Kingswood Elementary will **increase** the percent of **ESS students** who are proficient on **AASA ELA and Math** by 3% from 22% to 25% or higher.
- By the end of the 2024-2025 school year, **3rd grade MP on ELA** will **decrease** 3% from 54% to less than 51% as measured by the 3rd grade ELA AASA.
- By the end of the 2024-2025 school year, Kingswood Elementary will **increase** percent of students proficient on **AZELLA** by 3% from 18.92% to 21.92%
- By the end of the 2024-2025 school year, Kingswood Elementary 5th and 8th grade **science** proficiency will increase percent proficient and highly proficient by 3% from 43% to 46% as measured by AZSci.
- By the end of the 2024-2025 school year, **K-3rd Grade** percent **at or above benchmark** will increase by 3% from 63% to 66% as measured by DIBELS Acadience Assessment.

### Action Steps:

- All collaborative teams will participate in weekly collaborative team time focused on student growth and achievement utilizing best practices from the Dysart Instructional Protocol to support every student.
- Through the PLC process, teachers will understand the depth and breadth of grade-level standards and proficiency levels related to their content areas and integrate them into their planning.
- Teachers will collaboratively utilize assessment data and work samples to plan, drive, and evaluate student learning outcomes.
- Teachers will plan and implement research-based, effective Tier 1 instructional practices focused on student engagement and academic conversations.
- Teachers will systematically identify students and provide targeted Tier 2 small group interventions.
- Staff will collaborate through the RTI process to identify students and provide effective Tier 3 interventions systematically.
- Professional Development will be differentiated for the needs of each individual and team, and focused on Professional Learning Community processes and the Dysart Instructional Protocol to ensure all students are receiving high quality instruction.

### Assess/ Monitor:

- Administration, TLS & Math Coach will meet weekly to review relevant data, team agendas, team meeting minutes, lesson plans for Tier 1, Tier 2 and Tier 3 groupings to identify strengths, areas of improvements, next steps and support.
- Administration, TLS & Math Coach will use the Dysart Instructional Protocol to collect instructional data through weekly walkthroughs. Data will be shared with staff, collaborative teams, and individual teachers to identify schoolwide, team, and individual goals.
- Instructional cabinet will meet bimonthly to review Professional Learning Community documents, including data, agendas, minutes, goals and data relevant to goals.
- Professional Development will be developed to provide schoolwide, team-specific & individualized instructional support as determined by relevant student data and walkthrough data.
- Administration and collaborative teams will analyze unit, module, CFA Data, as well as Acadience BOY, MOY, EOY, and progress monitoring.
- Collaborative teams will analyze multiple sources of data, including unit, module, CFA, and Benchmark Data to plan next steps.

**Goal:**

- By the end of the 2024–2025 school year, Kingswood Elementary will maintain a positive and safe learning environment by consistently implementing Dysart Values and ARMOR expectations, resulting in at least a 5% increase in staff and students responses to “Students treat staff with respect” on the Dysart Annual Survey, moving from 48% to 53% or higher.

**Action Steps:**

- All staff will review Dysart Core Values, as well as ARMOR schoolwide expectations with all staff and students.
- All staff will review behavior flow chart to support staff in addressing behaviors that may occur in the classroom.
- All staff will utilize the ARMOR matrix daily, as well as ARMOR lessons at the beginning and middle of the year to set expectations and ensure all stakeholders have a clear understanding of each expectation, including Respect. All staff and students will participate in an ARMOR reset after all major school breaks ie Fall, Winter, Spring breaks.
- Administration and Behavior Team will revamp implementation of Shield Card incentive program and start implementation of positive office referrals consistently to promote positive behaviors and recognize students who showcase ARMOR skills.
- Student Success Team will appropriate supports and interventions for students struggling with behavior in collaboration with grade level teams.

**Assess/ Monitor:**

- Administration will analyze discipline data and DIP walkthrough data to detect trends in behaviors.
- The Administration and Behavior team will track positive referral data and Shield Card data.
- Administration will plan quarterly check ins with student and staff to track progress on the learning environment and survey question.
- The Student Success Team will meet monthly to review data and next steps, plan assemblies, update posters and lesson plans.
- The Student Success Team will meet with administration quarterly to discuss schoolwide data - behavior, attendance, academics - to identify trends, progress and make decisions to improve school wide behavior.

**Goal:**

- By the end of 2024–2025 school year, Kingswood Elementary will increase the number of parents, staff and community members who are likely or very likely to recommend our school to at least 3% on the Dysart Annual Survey, moving from 78% to 81% or higher..

**Action Steps:**

- The school will plan monthly events, including Science Night and Holiday Hoopla for parents, as well as parent–teacher conferences during which we may provide snacks, instructional materials for home practice, and parent communication folders.
- Administration and grade level teams will send out weekly eBlasts regarding school events and monthly newsletters, focused on IAP goals, progress and next steps.
- Teachers will organize data bulletin boards, student folders, and data binders to track students and class data to be communicated during academic events for parents.
- Administration will maintain and strengthen partnerships with PTSA through regular monthly meetings.
- Administration will partner with PTSA and utilize social media to increase parent participation in the Dysart Annual Survey to elicit more responses.

**Assess/ Monitor:**

- Administration will review monthly newsletter and eBlasts to ensure ongoing communication is maintained.
- Administration will meet monthly to review communication and send positive feedback and areas of development to individuals and PLCs.
- Administration will monitor data boards and regular data that is shared with parents/guardians to ensure that individual students receive individualized feedback on an ongoing basis.
- Administration will conference with individual teachers, collaborative teams and as a staff to review the planned use of data, data analysis, and next steps.
- Administration will track social media followers and interactions.
- School staff will debrief after each event to identify strengths of the events and make adjustments for the next events.