

2024-2025 Western Peaks Integrated Action Plan Goals

MISSION: Our mission at Western Peaks Elementary School is to create a safe and supportive community where we educate the whole child to meet their full potential. We encourage growth and perseverance in a collaborative environment. Positive relationships are fostered so students feel accepted, respected, trusted, and valued. We share with our community the responsibility for the education of all students.

VISION: Our vision at Western Peaks Elementary School is to inspire respectful, responsible, and kind citizens who are empowered by a growth mindset to pursue a lifelong love of learning.

GOAL 1 ACADEMICS:

- By the end of the 24-25 school year, Math proficiency will increase from 59% to 62%, as measured by the AASA Math assessment.
- By the end of the 24-25 school year, ELA proficiency will increase from 56% to 59%, as measured by the AASA ELA assessment.
- By the end of the 24-25 school year, 3rd grade minimally proficient ELA students will decrease by 10%, as measured by the AASA ELA assessment.
- By the end of the 24/25 school year (baseline year), at least 55% of 5th grade students will be proficient in Science, as measured by the AZSci assessment.
- By the end of the 24/25 school year, 20% of EL students will reclassify to a higher proficiency level, as measured by the AZELLA assessment.
- By the end of the 24-25 school year, Kinder - 3rd grade students will increase the percent of students at or above benchmark by 5%, as measured by the Composite DIBELS Acadience Assessment.

Action Steps:

- ❖ Ongoing & differentiated professional development will be provided in implementing the PLC process effectively
- ❖ Differentiated professional development will be provided in the Dysart Instructional Protocol (DIP)
- ❖ Differentiated SparkU training will be provided to assist in effective lesson design/planning
- ❖ PLC teams will create SMART goals for each unit of study in Math & ELA
- ❖ PLC teams will utilize a specific teaching strategy to use with each unit of study in Math & ELA
- ❖ ESS Resource teachers (K-5) will progress monitor their students in DIBELS
- ❖ PLC teams will identify specific students within the African American subgroup population who did not make effective growth in the 23/24 school year & provide additional, targeted, tiered instruction to the students in the essential standards
- ❖ All teachers will participate in school-wide monthly RTI Meetings to support struggling students in academics and/or behaviors
- ❖ Interventions (Tier 2) will be planned and tracked for students, including subgroup populations, including progress monitoring/checks for understanding
- ❖ Resources for tiered Instruction will be allocated to support instruction
- ❖ PLC teams will consistently follow the scope & sequence to teach Science standards in all grade levels
- ❖ EL Cluster Teachers will teacher targeted & integrated instruction daily, as outlined in the master schedule
- ❖ In & Out coaching will be conducted monthly with a focus on the Dysart Instructional Protocol

Assess/Monitor:

- ❖ PLC agendas & minutes, data & feedback from admin, lessons planned with backwards design, CFAs, growth on essential standards (data)
- ❖ Walkthrough DIP Observations & Data Showing Increases
- ❖ Lessons planned with backwards design, Tiered instruction planned based on data & trajectory of growth
- ❖ PLC minutes containing SMART goals for each Math & ELA unit.
- ❖ PLC minutes containing identified teaching strategy for each unit, observations of Math & ELA.
- ❖ Progress monitoring document, PLC minutes
- ❖ Data showing proficiency of African American students compared with other subgroup populations
- ❖ RTI documentation & data tracking
- ❖ PLC agendas & minutes, data & feedback, Tier 2 documentation (small group lists, lesson plans, observations), progress monitoring data
- ❖ Consistent use of IXL by K-5 teachers & Achieve 3000 by 4th-5th grade teachers, increased growth in K-5 ELA & Math
- ❖ Walkthrough DIP observations & data showing increases
- ❖ Walkthrough observations & data tracking

- ❖ Instructional coaching focused on the implementation of instructional strategies and Tier 2 interventions

GOAL 2 SAFETY:

- By the end of the academic year, establish and maintain a positive and safe classroom environment by consistently implementing Falcon Family Expectations & Behavior Intervention System and Dysart Values, leading to a 25% decrease in referrals that occur in the **classroom** and a 30% increase in student engagement, as measured by office discipline referrals and DIP data (Baseline of 152 referrals for disruption in 23/24).

Action Steps:

- ❖ Professional development will be provided on Healthy Classrooms (SparkU)
- ❖ Professional development will be provided to all staff in leveraging the PLC at Work process to teach essential behaviors; PD will be provided to all staff in the Falcon Family Expectations & Behavior Intervention system (FFBI)
- ❖ Implementation of Dysart Values for character education
- ❖ Essential behaviors for the classroom will be taught to all students by leveraging the PLC at Work Process
- ❖ All staff will consistently implement the FFBI system
- ❖ All ESS teachers will implement A Little Spot curriculum to teach interpersonal/social skills for intervention
- ❖ Behavior data will be reviewed and monitored monthly by the FFBI Tier 1 team, with recommendations provided to the Tier 2 team
- ❖ The FFBI Tier 2 team will implement new behavior strategies using the PLC at Work process
- ❖ FFBI Tier 2 & 3 Interventions will be implemented, for individual students as needed
- ❖ Utilize the school behavior team to assist with student disruption to provide a safe learning environment for all & to teach replacement behaviors
- ❖ All teachers will use various student engagement strategies in each lesson to increase student engagement of all students

Assess/Monitor:

- ❖ Professional development plan, classroom observations, behavior data
- ❖ Lesson plans, classroom observations
- ❖ Monthly & Annual Behavior Data
- ❖ FFBI Tier 1 Meeting Minutes & Data Tracking; FFBI Monthly Data Analysis Worksheet & Problem Solving Sheet
- ❖ List of Tier 2 behavior interventions; Tier 2 notes assigning specific behavior interventions to specific students
- ❖ FFBI Tier 2/3 Meeting Minutes with Data Tracking; Individual Plans of Behavior Intervention; Individual, School-Level Behavior Plans; Referrals to behavior analyst for Functional Behavior Assessments, as needed
- ❖ DIP data showing increased rates of student engagement

GOAL 3 CULTURE:

- By the end of the 24/25 SY, increase the percentage of parents and staff who are likely or very likely to recommend our school from 84% (parents & staff average) to at least 87% on the Dysart Annual Survey.

Action Steps:

- ❖ Differentiated customer service training for staff, as needed
- ❖ All staff will utilize highly effective customer service strategies, such as:
 - Weekly Email Blasts from Teachers
 - Monthly Newsletters from Principal
 - Website & Social Media
 - Online Grades Updated Weekly
 - Celebrate Colleagues Weekly
- ❖ In addition to PTSA family events, the WP staff will plan events at the school, at least once per quarter, for families to attend & engage with the school
- ❖ Provide various extracurricular activities/clubs for K-5 students to increase the opportunities available to participate & increase participation rates

Assess/Monitor:

- ❖ Improved communication and satisfaction of parents & staff, as evidenced by Staff Survey Results & Parent Survey Results
- ❖ Participation rates in each extracurricular club
- ❖ Data of communication in ParentSquare