

Principles, Strategies and Action Steps (REQUIRED)

Tombstone Unified District (020201000) Public District - FY 2021 - Medium Risk - Huachuca City School (020201101) Public School - School Integrated Action Plan (SIAP) - Rev 6

Plan Items

P 1) Principle 1 - Effective Leadership

Details

Primary Need: 1.7 To retain effective teachers who meet the criteria of AZ for being appropriately certified to teach diverse learners.

Root Cause: The root cause for not retaining effective teachers is that we lack a mentoring program for new teachers, not participating in community outreach for increase community ownership, too many duties on top of teaching, and lack of a positive culture on campus.

Needs Statement: We are in need of opportunities such as a mentoring program an other options to reduce teacher workload so they want to stay year after year.

Desired Outcomes: Implement a variety of teacher support systems to try to retain effective teachers.

SMART Goal: By the end of the 2020-2021, HCS will implement a variety of teacher support systems in efforts to retain effective teachers who meet the state's criteria for being appropriately certified to teacher diverse learners.

S 1.1) Strategy 1.1

Details

Strategy Description: Create a year long mentoring program utilized at HCS that includes monthly meetings with new teachers, supporting teachers through all aspects and challenges of being a new teacher and their role within the school community.

AS 1.1.1) Mentoring Program

N/A

TI SW1

Details

Action Step Description: A mentoring program will be established for all new teachers within their first year of teaching.

Person Responsible for this Action Step: Jeanette Paz (Organization Role: Assistant Principal)

Timeline: 7/27/2020 to 5/28/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

S 1.2) Strategy 1.2

Details

Strategy Description: Aggressive recruitment of new teachers in the early Spring to bring in new teachers. Administration will look in state and out of state for opportunities to get new, appropriately certified teachers into HCS.

AS 1.2.1) Recruitment

N/A

TI SW1

Details

Action Step Description: Administration attending teacher job fairs to recruit appropriately certified teachers from outside our rural community.

Person Responsible for this Action Step: Kevin Beaman (Organization Role: Principal)

Timeline: 1/4/2021 to 6/30/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

P 2) Principle 2 - Effective Teachers and Instruction



Details

Primary Need: Our teachers don't maintain high academic, behavioral, and social/emotional learning expectations for all students.

Root Cause: Lack of data-driven instruction, not providing scaffolding/chunking in conjunction with student ability, behavioral challenges that aren't addressed often or regularly, Instructional plans need to be bell to bell, Communication of expectations to students and families is lacking.

Needs Statement: Teachers need to maintain high academic, behavior, social emotional learning through utilizing appropriate data to form instruction, provide scaffolding within lessons, address behavioral challenges, create instructional plans that are bell to bell, and communicate the expectations to students and families.

Desired Outcomes: Teachers will maintain high academic, behavioral, and social/emotional learning through utilizing appropriate data to form instruction, will provide scaffolding within lessons, address behavioral challenges frequently to reduce severe behaviors, create instructional plans that are bell to bell, and communicate the expectations to students and families regularly.

SMART Goal: By the end of the 2020-2021 school year, teachers will improve their ability to work with students with behavioral issues within the classroom, which will be evident by the reduction of office referrals from the previous year.

S 2.1) Strategy 2.1



Details

Strategy Description: Regular teacher evaluations to be completed once monthly for every teacher on staff.

AS 2.1.1) Evaluations by Administration

N/A

TI SW1



Details

Action Step Description: Administration will commit to one observation per certified staff member each month.

Person Responsible for this Action Step: Kevin Beaman (Organization Role: Principal)

Timeline: 8/3/2020 to 5/28/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

S 2.2) Strategy 2.2

[-] **Details**

Strategy Description: Provide professional development opportunities to teachers to improve techniques to work with severe behavioral issues within their classrooms. This will be done through in district and external opportunities for PD.

AS 2.2.1) Principal recommended external PD

TARGSUPPIMPR

Prof Dev

TSI

[-] **Details**

Action Step Description: Provide opportunities for teachers in need to attend external PD to become more effective in working with students with behavioral issues. specifically include one special education teacher, the district curriculum coordinator or other district support personnel. The professional development is meant to encourage and teach special education teachers and general education teachers how to better cooperate and collaborate for the needs of the students. Attending the PLC at work will strengthen the staff to create a culture of data rich reflection and collaboration.

Person Responsible for this Action Step: Kevin Beaman (Organization Role: Principal)

Timeline: 9/1/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

S 2.3) Strategy 2.3

[-] **Details**

Strategy Description: STAFFING

AS 2.3.1) Full time Paraprofessional
Title I LEA
TI SW1

Details

Action Step Description: Title I paraprofessional used to assist with testing, computer science courses and other duties as assigned overseen by specific classroom teacher. (P. Parker 1 FTE)
Person Responsible for this Action Step: Kevin Beaman (Organization Role: Principal)
Timeline: 4/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

AS 2.3.2) 1.25 Interventionist
Title I LEA
TI SW1

Details

Action Step Description: 1.25 FTE interventionist 1 FTE (Bell) Serves struggling students with targeted support, assists in assessment and reading interventions 0.25 FTE (Paz) Serves struggling students with targeted support in mathematics.
Person Responsible for this Action Step: Kevin Beaman (Organization Role: Principal)
Timeline: 4/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

P 3) Principle 6 - Family and Community Engagement

Details

Primary Need: 6.1 To increase participation of parent/community involvement reflective of the activities associated with specific events including collaboration among teachers and parents, recognizing the need for special education inclusion.

Root Cause: The cause for this need is not having data driven instruction, cooperative group learning, we lack regular communication among parents/teachers/students, the PLC model is not being followed which cause ineffective collaboration among all involved, all must work closely with the special education teacher to comply with IEP.

Needs Statement: The entire staff/school community needs to collaborate regularly, including parent, student, teacher, special education teacher, interventionist, and administration.

Desired Outcomes: Through increased knowledge and technique, the entire staff/school community will increase regular collaboration among parent, student, teacher, special education teacher, interventionist, and administration.

SMART Goal: By the end of the 2020-2021 school year, HCS will fully implement the PLC model to increase student achievement and hold all stakeholders accountable through weekly grade level band PLC meetings as documented through meeting notes collected by administration for each meeting.

3.1) Strategy 3.1

Details

Strategy Description: Parent involvement and activities calendar to communicate opportunities ahead of time and bring parents and other stakeholders into the school community.

AS 3.1.1) Calendar creation
TARGSUPPIMPR
LEA Fam/Com
TI SW1
TSI

Details

Action Step Description: A team of school stakeholders will create a schedule of parent/family events throughout the school year. Input will be provided by all stakeholders and play a part in the

development of this calendar. Funds will be used to support these activities by purchasing supplies for each specific event. (For example, make & take kits, paper handouts, etc.)

Person Responsible for this Action Step: Kevin Beaman (Organization Role: Principal)

Timeline: 3/31/2020 to 3/31/2020

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

3.2) Strategy 3.2

Details

Strategy Description: Provide Professional Development opportunities to staff who don't fully embrace or understand the PLC model so it runs effectively school wide.

3.2.1) PLC At Work Conference TARGSUPPIMPR TSI

Details

Action Step Description: A group of teachers will attend the PLC At Work conference in Phoenix to increase their understanding of the PLC process and improve effective implementation. This PD is rich in creating data rich cultures where teachers work collaboratively to improve instruction. Many strategies and templates are offered to guide the staff and administration in choosing the best solution for their students' needs. The grant will cover registration, and other travel related fees (if needed).

Person Responsible for this Action Step: Kevin Beaman (Organization Role: Principal)

Timeline: 1/1/2021 to 4/30/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

