

Principles, Strategies and Action Steps (REQUIRED)

Tombstone Unified District (020201000) Public District - FY 2021 - Medium Risk - Walter J Meyer School (020201102) Public School - School Integrated Action Plan (SIAP) - Rev 3

Plan Items

P 1) Principle 2 - Effective Teachers and Instruction

[-] Details

Primary Need: Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all student to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Root Cause: Teachers may not have the time, tools necessary to create specialized groups or supports during the class.

Needs Statement: Our teachers need a support system that allows struggling students to get essential assistance with another adult.

Desired Outcomes: WJM will hire (1 FTE) a full time Reading Interventionist.

SMART Goal: WJM will continue to staff a full time reading interventionist to assist with assessment and struggling reading students.

S 1.1) Strategy 1.1

[-] Details

Strategy Description: Continue to support a FT reading interventionist on campus.

AS 1.1.1) Maintain a FT Reading Interventionist

Title I LEA

TI SW1

[-] Details

Action Step Description: Use funding for a full time (1 FTE) reading interventionist (D Samuel) who will assist with benchmark and end of the year assessment as well as hold pull-out instruction for struggling reading students.

Person Responsible for this Action Step: Scot Roppe (Organization Role: Principal)

Timeline: 5/6/2020 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 2) Principle 3 - Effective Organization of Time

Details

Primary Need: Effective schools organize their time to support the vision of academic success for ALL students so that teachers have sufficient time to engage in professional learning, collaboration planning, vertical alignment and time to observe other professionals design to support the students and their professional practice.

Root Cause: Although we have included planning time and lunch times this year it seems that our professional day is not sufficiently organized to support appropriate planning and preparation time for all teachers, staff and administrators to ensure continuous improvement 3.5

Needs Statement: We need to adjust our schedule to better utilize meetings and PD. We need to ensure all teachers are effectively using their time and that we have adequate coverage at all times.

Desired Outcomes: Our school letter grade went from a low C to a high B. Our hope this year is to continue the trends and planning that we put forth last year. We will regroup, look at new data as it is available, This data will include but is not limited to AzMERIT on a longitudinal basis, Benchmark data from PowerSchool. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) . Accelerated Reader, STAR Reading, STAR Math, Daily Math Skill results (DMS) and class grades. We will disaggregate that data and make education decisions for grade levels, and we WILL look at data for each child and make decisions for that child almost as if on an Individualized Education Plan. Classroom grades should align to Benchmark and AzM2 scores and there should be no surprise to a parents/caretakers when they receive their scholar's state standardized scores We will use this disaggregated information to drive instruction, improve parent perception and increase the quality of delivery and physical plant improvement from restrooms o groundskeeping.

SMART Goal: By August of 2020 teachers will participate in an adjustment to the schedule that looks at all of the concerns related on the fishbone. We will make decisions that are equitable to all stakeholders as measured by consensus process. Site administration will discuss with district admin the disparity in planning time between K-8 and high school teachers. This will be measured evidenced by teacher participation in the development of a new schedule and planning of PD as evidenced by agenda notes and a consensus list of five as well as Increased favor in Parent Surveys.

S 2.1) Strategy 2.1

- Details

Strategy Description: At each Site Professional Development session and at PTO and Site Council Meetings there will be discussions and votes using consensus that will address this primary need. It our belief that this one factor will contribute to efficiency in our other two Fishbone areas for improvement. This process will be evidence by agendas and sign insheets when held between now and the end of the year. Our team and all its members will have multiple opportunities to address and seek improvement ideas and opportunities so that by our first summer Faculty Meeting we will have a schedule that affords as many improvement as possible. We would hope all concerns can be remediated and will we will attempt to address these issues. We understand that Consensus means therea decision-making structure which involves and takes into account as broad a range of opinions as possible, as opposed to systems where minority opinions can potentially be ignored by vote-winning majority We will address each stated concern,, discuss solutions, determine a final so;ution that all members can artulate and live with if not agree with!

AS 2.1.1) PLC weekly
N/A

- Details

Action Step Description: During the Site PD days along with PTO and Site Council meetings, discussions will be focused around finding solutions to the areas of improvement.

Person Responsible for this Action Step: Scot Roppe (Organization Role: Principal)

Timeline: 3/25/2020 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

Status	Progress Note	Added By	Date Added
Not Started	During the 2020/2021 school year our team members will return to an evidenced based and research based method of solving the opportunities afforded through this process. All stakeholder will be expected to research data and articles so that we can review for relevance and take steps to not reinvent the wheel. Two heads are better than one. We will review, monitor and update our action steps and spend time reflecting on our practices	Scot Roppe	3/31/2020 3:24:13 PM

AS 2.1.2) Organizing Time in a Digital World
N/A

 **Details**

Action Step Description: In a recent study released by the Center for American Progress called Reimagining the School Day Innovative Schedules for Teaching and Learning - Meg Benner and Lisette Partelow Posted on February 23, 2017, their study indicated a more universal need for Organizing Time. Schools in Singapore, Finland and to a less degree the United States (highly successful school, "prioritize time for planning and collaboration, recognizing that developing and executing lessons take time and preparation.4 According to a recent analysis of more than 140 school districts, the average length of a U.S. teacher's workday is 7.5 hours.5 In another analysis of more than 120 school districts, the most common length of time allotted for planning was 45 minutes per day.6 In this short time, teachers must grade student work, plan for future lessons, engage with families, and complete necessary paperwork. As a result, teachers have little time to plan or collaborate with peers.. Our team will be provided a copy of this plan with additional research expected before we meet. The sharing will be focused on solution possibilities. Our school has a mantra of "We don't like problems, we only like solutions!" By the end of school we will electronically confer with stakeholder of our team as frequently as possible. . We will retain copies of digital agendas and notes. Our likely choice of meeting will be ZOOM Our secretary will still keep notes We will have weekly faculty meetings via ZOOM and considerations for the new schedule will be a top priority. We will share thoughts and plans to the SITE COUNCIL for consideration, adjustment and


advise. One of the positive outcomes of this time is that it does allow stakeholders stop and reflect between meetings. We have multiple means to share our progress and results with teachers, students and Parents. Student Council members met with the superintendent and provided their input to their desires and expectations for a schedule - what they liked, did not like and proposed solution. The student council members for 2020/2021 will also be consulted and stakeholders will utilize this information in consideration for organizing not only teachers time but ultimately student achievement, and social emotional contentment with the schedule and the valuation of their time and considerations - validated. From Melinda: WHAT PROBLEM ARE WE TRYING TO SOLVE AND DOES THERE NEED TO BE FUNDING ATTACHED?

Person Responsible for this Action Step: Scot Roppe (Organization Role: Principal)

Timeline: 3/31/2020 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 2.1.3) Organizing Time lin New Times
N/A

 **Details**

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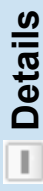
Person Responsible for this Action Step: Scot Roppe (Organization Role: Principal)

Timeline: 3/31/2020 to 6/1/2020

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

AS 2.1.4) Organizing Time lin New Times Funding Streams

Title I LEA
TI SW1



Details
Action Step Description: ACTION STEP 2 When our action plan above is realized, we will be able to utilize our Title one and Move On When Reading grants to greater efficiency. 60% of our Title One allotment is used to fund out Title 1 coordinator whom also serves as an interventionist. She is a reading specialist and has dedicated times to do interventions with our students that have difficulty reading our principal is K-8 certified and spend 25% of his day as an interventionist with struggling students in grades Kindergarten through 4th grade. (D. Samuel) We also have funded Accelerated Reading, STAR Reading, STAR Math and training so that we can promote reading at a much higher level in the past. Next year we will institute a themed 100 point reading rewards program. Students will be provided lanyards and "Tickets" to be punched after each ten qualifying AR points. A final reward for 100 points will be a rewards program and Pizza/Movie night for students with 100 points Grades K-3 will be offered double points for participation. We have also planned expenditures for the

remaining funds for refunding of Accelerated Reader (Renn Place) and technology.. We will achieve 100% one to one student/computers, increased books for listening centers and replacement of aged technology, including but not limited to LCD, Document cams, speakers for LCD and replacement computers for those not returned or that are broken during this COVID-19 crisis. Supplemental series for interventions and computer programs or purchased online services may be purchased. A summer reading program will also be considered. . Our Move On When Reading funds will continue to be used to fund an aide or aides to tutor and assist students that are struggling. Books sets, supplemental materials, technology to assist struggling children at home and other avenues of student assistance will be offered, Parent reading assistance nights will be tried to determine s enough parents are interested in assisting their children at home. Thee recent shut down of schools for the remainder of the year is a double edged sword. Parents may tire of helping their children and yet we hope they will see it as an opportunity to reflect that they may need more knowledge or resources that we hope to be able to fulfill.

Person Responsible for this Action Step: Scot Roppe (Organization Role: Principal)

Timeline: 3/31/2020 to 6/1/2021

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: Our team considered organization priorities without consensus. The process was long and laborious. The schedule took three weeks to design . Schedule models were dispersed during the summer and input was requested and received. As we neared school opening the schedule was reviewed and revised at a fevered pitch. The schedule was amended after days and weeks of implementation and finally again at the new semester break. There were numerous effective administrative adjustments involving the addition of welcomed new staff and site administrative positions. These new positions required input to all calendars and PD. District administration involved site administrators and other stakeholders with the design and purpose of the district PD calendar. This induced chages at the site level level ito ensure alignment with the calendar of the district PD events.. Our learning curve was rapid and

we all adjusted with our site calendar adjustments. That all personnel have been in place for nearly a year, expected efficiencies have become a norm. This will facilitate our new strategy

AS 2.2.1) Monthly self check

N/A

Details

Action Step Description: At a minimum of once per month, the new schedule will be reviewed and recommendations for revisions will be noted. Consensus by all stakeholders will be necessary to require a change to the schedule. Evidence will be notes, sign in sheets, agendas, etc.

Person Responsible for this Action Step: Scot Roppe (Organization Role: Principal)

Timeline: 3/25/2020 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

P 3) Principle 6 - Family and Community Engagement

Details

Primary Need: 6.2 Our school does not engage in ongoing, meaningful, and inclusive communication among families, communities and school.

Root Cause: Rural school in a large geographic area may cause some hardships for families to attend events. Some have parents that work odd hours that prevent them from attending school events, lack of response due to communication gaps (internet, non working phone, school doesn't know the phone number, wrong email or unchecked email address, etc)

Needs Statement: Our family and communities need multiple opportunities to attend school events that benefit their student.

Desired Outcomes: With the addition of PeachJar, Facebook, Synnervoice and web page WJM hopes to communicate school events to a larger audience.

SMART Goal: By May of 2021, parent participation at events will increase by at least 3% as evidenced by sign in sheets and other documents that prove attendance.

S 3.1) Strategy 3.1

[-] Details

Strategy Description: Event Calendar will include all planned outreach events for the school year, given to families in several formats, email, printed, or even Synnervoice reminders (auto phone call for those families who have opted IN) . Events will be communicated early and often on social media pages and through classroom portals.

AS 3.1.1) Calendar of Family Events

LEA Fam/Com

N/A

TI SW1

[-] Details

Action Step Description: Each month there will be a calendared event (Curriculum night, donuts with dads, moms and muffins, etc....) which will be set at the beginning of the year. The goal is to improve attendance over last year.

Person Responsible for this Action Step: Scot Roppe (Organization Role: Principal)

Timeline: 5/6/2020 to 6/6/2021

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