

Fowler Elementary District (070445000) Public District - FY 2022 - Western Valley Elementary School (070445105) Public School - School Integrated Action Plan (SIAP) - Rev 1

Plan Items

P 1) Principle 1 - Effective Leadership

- Details

Primary Need: WVES leadership needs to maintain a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.

Root Cause: -Not all teachers may believe in holding high standards for all learners, inconsistent understandings -No common language related to exemplars or what defines rigorous instruction -No common grading and assessment system

Needs Statement: WVES leadership needs to maintain a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.

Desired Outcomes: WVES leadership needs to maintain a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.

SMART Goal: By end of the 2021-22 school year, WVES leadership will implement training to challenge and uncover staff expectations of student achievement and growth, and provide follow-up training to improve those perceptions and practices. Teachers will participate in professional development about effective instructional practices, following the Danielson Framework and best teaching practices. Following the professional development, teachers will implement best practices in their classroom instruction, as measured by walkthroughs by site leadership. Reading achievement for all students will increase by an average of 10% on our pre to post district assessments. Math achievement for all students will increase by an average of 10% on our pre to post district assessments. Science achievement for all students will increase by an average of 5% from 2021 to 2022.

S 1.1) Strategy 1.1

- Details

Strategy Description: School-wide Committee Meetings, for all grade levels/departments.

AS 1.1.1) School-wide Committee Meetings

TI SW1

- Details

Action Step Description: All staff will participate in school-based committees. The committees will be in charge of creating schoolwide policies and procedures in discipline and safety, Response to Intervention, student culture and climate, staff culture and climate, and school partnerships and resources.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

AS 1.1.2) District Wide Articulation

TI SW1

- Details

Action Step Description: Teachers will meet quarterly as a horizontal articulation team. They will discuss current instructional practices, share ideas, plan for future lessons, evaluate data and collaborate.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

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: Quarterly Action Plans

AS 1.2.1) Quarterly Action Plans

TI SW1

Details

Action Step Description: Grade level action plans will be created quarterly based on areas of need. Action plans will be reviewed quarterly by administration.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

1.3) Strategy 1.3

Details

Strategy Description: Site Integrated Action Plan

1.3.1) Site Integrated Action Plan

TI SW1

Details

Action Step Description: A Site Integrated Action Plan will be created with all stakeholder groups, guided by the school's Site Leadership Team. The plan will address all areas of needs, as determined by the school's Comprehensive Needs Assessment results. The plan will be shared with all stakeholder groups (staff & parents) and will be monitored throughout the year.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

1.4) Strategy 1.4

Details

Strategy Description: Quarterly CNA Monitoring

AS 1.4.1) IAP monitoring
TI SW1

Details

Action Step Description: The school's needs will be measured and monitored by the site leadership team quarterly the school year. The on-going monitoring will inform revisions to the Integrated Action Plan. Progress will be shared quarterly with staff and parents.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 1.5) Strategy 1.5

Details

Strategy Description: Quarterly ELD Team Meetings

AS 1.5.1) Quarterly ELD Team Meetings
ELL
TI SW1

Details

Action Step Description: Our ELD (English Language Development) teachers will have quarterly meetings, off contract time, at minimum. AZELLA test scores/quarterly data will be reviewed, lesson plans will be monitored, and teachers will receive professional development in the development of academic language.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 1.6) Strategy 1.6

- Details

Strategy Description: High Quality of Teachers

AS 1.6.1) Corrective Action Plan for Non-HQ Teachers & 4 Week Notification
TI SW1

- Details

Action Step Description: The HR Department will meet with principals and develop a corrective action plan (CAP) with set timelines for staff members that are not considered highly qualified and appropriately certified. Principals will monitor their staff that have a CAP. A four-week letter will be sent home to parents for any teaching staff that do not meet the Title 1 criteria.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 1.7) Strategy 1.7

- Details

Strategy Description: Site Leadership Team

AS 1.7.1) Site Leadership Role
TI SW1

- Details

Action Step Description: The site leadership team will be in charge of creating and updating the school's Integrated Action Plan. In addition, the team will utilize a data-driven decision making process for school-wide programs. We will meet monthly to analyze data and discuss student progress toward our 2022 AMO goal for all students passing all categories on the AZM2 assessment and AZELLA tests (Including Math, Reading, & Writing, and English proficiency, respectively). We will use the data collected to monitor and adjust the professional development program based on current needs. We will review data with the lead team to drive the individual team planning within the curriculum maps. We will have school representation on district-level curriculum mapping revisions

and curriculum planning projects. Leadership Addendums Site Leadership addendum allocated for additional grade level team responsibilities.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 1.8) Strategy 1.8

- Details

Strategy Description: Grade Level Meetings

AS 1.8.1) Grade Level Meetings

TI SW1

- Details

Action Step Description: Bi-weekly meetings across all grade levels, will be held with administration to review common formative assessment data results. Instructional practices, professional development, and task analysis of AZ College & Career Readiness Standards will be embedded during the meetings.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 1.9) Strategy 1.9

- Details

Strategy Description: K-5 ELA and Math Leads

AS 1.9.1) K-5 ELA and Math Leads

TI SW1

- Details

Action Step Description: Designated lead teachers will receive professional development and serve as instructional leads for the campus. Three teachers, from K-5th grades will serve as ELA lead. An additional ELA ELD Lead will be selected to support English Language Learners. Three teachers from K-5th grades will be selected as Math Leads. All teachers will provide professional development and support to all ELA and Math teachers throughout the school year, in a trainer of trainers model.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 1.10) Strategy 1.10

- Details

Strategy Description: Monitor and Evaluate

AS 1.10.1) Monitor and Evaluate

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate on-going meetings in the following areas: Site Leadership, ELD, School-wide Committees, and Grade Level Meetings. The team will evaluate the effectiveness of all meeting cohorts by reviewing meeting agendas, meeting minutes, and by reviewing follow-through on action items following each meeting. Monitoring and evaluating of school meetings will occur quarterly throughout the school year, and adjustments to the outcomes or meeting structures will be made as needed.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

P 2) Principle 2 - Effective Teachers and Instruction

[-] Details

Primary Need: Western Valley Elementary School teachers use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and following the Universal Design for Learning.

Root Cause: -Need training on instructional practices for support staff -Need training on UDL -Time is limited for PD and debriefing after classroom observations -Teachers have excuses for subgroups' failure

Needs Statement: WVES teachers need to use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals.

Desired Outcomes: Western Valley Elementary School teachers will use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and following the Universal Design for Learning.

SMART Goal: By the end of 2021-2022 school year, a school-wide system will be created and implemented which will use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals. Reading achievement for all students will increase by an average of 10% on our pre to post district assessments. Math achievement for all students will increase by an average of 10% on our pre to post district assessments. Science achievement for all students will increase by an average of 5% from 2021 to 2022.

[S] 2.1) Strategy 2.1

[-] Details

Strategy Description: School-Wide Academic Vocabulary

[AS] 2.1.1) Academic Vocabulary

TI SW1

[-] Details

Action Step Description: The school will integrate a school-wide academic vocabulary focus, which is a district-wide initiative to increase reading comprehension. Academic vocabulary will be posted weekly in every classroom, from kindergarten to 5th grades.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.2) Strategy 2.2

- Details

Strategy Description: Online Instructional Resources

AS 2.2.1) Online Instructional Resources

TI SW1

- Details

Action Step Description: Online programs will be utilized to support student achievement, including Online Wonders, Reading A to Z, Study Island, Into Math online, and other district-approved supplemental programs.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.3) Strategy 2.3

- Details

Strategy Description: Implementation of RTI System of Instruction

AS 2.3.1) Implementation of RTI System of Instruction

TI SW1

- Details

Action Step Description: The school will select a RTI team that consists of the Literacy Leads, Administration, Special Education teacher, and school counselor. The team will lead an RTI academic program that provides PD on integrating in-class interventions, provides additional structure for pull-out interventions, and enhances our after-school enrichment and intervention program. The administrative team will ensure fidelity of the core instruction, while the RTI team will monitor the Tier

2 and Tier 3 interventions. In addition, classified staff members will assist the Reading Interventionist in providing assistance to targeted students.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

§ 2.4) Strategy 2.4

▣ Details

Strategy Description: CST Process

AS 2.4.1) CST Process

TI SW1

▣ Details

Action Step Description: Teachers that are not able to help a student progress with Tier II interventions will refer the child to the Child Study Team (CST) process. In the CST process, the CST coordinator, team of teachers, and administration will provide goals, specific interventions, and an avenue for progress monitoring data showing growth toward the goal. This will be an essential part of the RTI process as well as the ChildFind process.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

§ 2.5) Strategy 2.5

▣ Details

Strategy Description: Use of Technology Hardware and Devices

AS 2.5.1) Use of Technology Hardware & Devices

TI SW1

[-] Details

Action Step Description: The use of educational technology devices, including Chrome Books, iPads, laptops, document cameras, interactive boards, and amplification systems, will be integrated in the classroom to enhance instruction. On-going professional development and training will be provided to all teachers. One site Google teacher lead will support best practices in the classroom.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

[S] 2.6) Strategy 2.6

[-] Details

Strategy Description: K-5th Grade Data Binder System

[AS] 2.6.1) K-5th Grade Data Binder System

TI SW1

[-] Details

Action Step Description: All teachers use a data binder to track individual student mastery of individual performance objectives. Teachers may meet weekly during their common prep time to share data binders and plan based on a needs assessment of concept mastery and common formative assessments. This will also guide the scope of the intervention program. Teachers will also track Tier II intervention groups and continue to provide intervention until mastery is achieved. Data binders will be submitted and reviewed by administration. In addition, the K-4th grade student profile sheets will be collected and distributed to future teachers in order to provide longitudinal student data for planning purposes.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.7) Strategy 2.7

- Details

Strategy Description: Professional Development Plan

AS 2.7.1) Professional Development Plan

Prof Dev

TI SW1

- Details

Action Step Description: The administration will implement a comprehensive professional development program that addresses scientific-based strategies for improving core instruction and student achievement. All certified staff will receive continued training in our district writing program and will continue literacy training. Social Emotional Learning professional development will be provided to our K-5th grade general and special education staff, support staff, special area teachers. All new teachers will receive Academic Language Acquisition training. Professional development will be provided by district consultants and teacher leads on our campus through a trainer-of-trainers model. Participants will be asked to complete an need of training evaluation.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.8) Strategy 2.8

- Details

Strategy Description: Interventions

AS 2.8.1) Interventions

TI SW1

- Details

Action Step Description: In the classroom, teachers will perform small and large group interventions with supplementary materials from the district curriculum when the data indicates that there are

students that have not mastered the performance objective. Teachers will utilize SIPPS, Read Naturally, and supplemental intervention programs from the district adopted curriculum. Interventions will be provided before, during, and after school (21st CCLC).

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.9) Strategy 2.9

- Details

Strategy Description: Site Leadership Summer Planning

AS 2.9.1) Site Leadership Summer Planning

TI SW1

- Details

Action Step Description: Summer planning time is allotted for the site leadership team to plan for the upcoming school year. The CNA, Title 1 Parent Survey, and student assessment results, and professional development evaluation results will be used to make the necessary revisions to the IAP.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.10) Strategy 2.10

- Details

Strategy Description: ELD Summer Planning

AS 2.10.1) ELD Summer Planning

TI SW1

 **Details**

Action Step Description: Summer planning time is allotted for all ELD teachers to plan for the upcoming school year. The team will review Spring AZELLA results to determine how many ELD sections will be allotted for the following year, and what professional development is needed to target student language needs.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

 2.11) Strategy 2.11

 **Details**

Strategy Description: Reading Intervention Department

 2.11.1) Reading Intervention Department (certified & classified)

Title I LEA

TI SW1

 **Details**

Action Step Description: A K-5th certified Reading Interventionist will work with identified students in sub-groups to remediate ELA skills. Students will be identified through the use of DIBELS 8 data and will be assessed through a phonics screener to identify deficient literacy skills. Students will receive four days of reading intervention, for 30 minutes, throughout the school year. The support will also include ELD and Special Education students, our identified sub-groups. Salary and related benefits will be paid out of Title 1. Highly Qualified Instructional Assistants will provide reading intervention for targeted students. Salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.12) Strategy 2.12

- Details

Strategy Description: Professional Development for Differentiated Instruction

AS 2.12.1) Professional Development for Differentiated Instruction

TI SW1

- Details

Action Step Description: Professional development in differentiated instruction will be provided to all teachers that serve special education students.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.13) Strategy 2.13

- Details

Strategy Description: Kindergarten Enrichment Teachers

AS 2.13.1) Kindergarten Enrichment Teachers

Title I LEA

TI SW1

- Details

Action Step Description: Three half-time Kindergarten teachers will be hired to provide enrichment to Kindergarten students in the afternoon. Salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 2.14) Strategy 2.14

- Details

Strategy Description: Monitor and Evaluate Instructional Support for All Students

AS 2.14.1) Monitor and Evaluate Instructional Support for Students

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's Response to Intervention system, the Child Study Team process, SEL lessons, and effective planning for instruction using teaching best practices (academic vocabulary, Essential Elements of Instruction). The team will review training agendas for all staff regarding the RTI model of instruction, the CST agendas and staff handouts, and sample lesson plans from K-5th grades.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

P 3) Principle 3 - Effective Organization of Time

- Details

Primary Need: Based on our CNA, Western Valley determined that there is a need for professional development for all staff. Our desired outcome is to develop a long-term professional development plan for academic and social-emotional growth, and planning for instruction for all types of learners.

Root Cause: -Teachers rarely get to see their colleagues teaching, using a collegial coaching model -Coverage for teachers is limited (sub shortage) -Need training on best practices for support staff, related to individual roles -Need training on conceptual mathematical understandings

Needs Statement: The WVES professional contract day needs to be structured to support professional learning for all teachers and staff.

Desired Outcomes: The WVES professional contract day will be structured to support professional learning for all teachers and staff.

SMART Goal: By the August 2021, the WVES professional contract day will be structured to support professional learning for all teachers and staff.

S 3.1) Strategy 3.1

- Details

Strategy Description: Master Course Schedule to Support Collaboration

AS 3.1.1) Master Course Schedule to Support Collaboration

TI SW1

- Details

Action Step Description: Our school master course schedule will support collaboration across all grade level teams. All teams within our campus are given a common planning time. This time is used for analyzing assessment results and planning based on item and performance objective analysis. Two additional 60-minute periods per month will be provided to grade levels for additional common planning time. Early release time (Thursdays) will be dedicated to district articulation, staff professional development, district training, and team planning.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 3.2) Strategy 3.2

- Details

Strategy Description: Professional Development for Instruction

AS 3.2.1) Professional Development for Instruction

TI SW1

- Details

Action Step Description: Site administration will implement a comprehensive professional development program that addresses scientific-based strategies for improving core instruction and

student achievement. All certified staff will receive continued training in the areas of Universal Design for Learning, Webb's Depth of Knowledge, literacy and numeracy, STEM instruction, English Language Acquisition, and social emotional learning. Professional development will be provided by district consultants and teacher leads on our campus through a trainer-of-trainers model. Participants will complete an end of training evaluation.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

3.3) Strategy 3.3

Details

Strategy Description: Interventions & Tutoring

3.3.1) Interventions & Tutoring

Title I LEA

TI SW1

Details

Action Step Description: After school tutoring provided for all targeted students, Kindergarten through 5th grades, in ELA and math remediation. Throughout the day, interventions will be provided by a applicably certified teacher, reading interventionist and highly-qualified teacher assistant.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

3.4) Strategy 3.4

Details

Strategy Description: Spring and Summer Jump Start for 3rd - 5th Grades

AS 3.4.1) Spring and Summer Jump Start for 3rd - 5th Grades

TI SW1

- Details

Action Step Description: A spring intersession program will be offered to our 3rd - 5th grade students in order to prepare them for the AzM2 state assessment. 4th and 5th grade students that scored "partially proficient" on the 2021 AzM2 assessment will be targeted for the program. 3rd grade "partially proficient" students will be targeted using AZAC ELA and Math District Benchmark results. In addition, a summer Jump Start Program will be offered to targeted 2nd - 5th grade students.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 3.5) Strategy 3.5

- Details

Strategy Description: ELD Tutoring for 2nd-5th Grades

AS 3.5.1) ELD Tutoring for 2nd-5th Grades

Title III LEP

- Details

Action Step Description: ELD tutoring will be provided for all 2nd through 5th grade ELL students after school, supported through Title 3 funding. All staff administering tutoring classes will be SEI endorsed and applicably certified. All instruction will be using SEI strategies targeted to assist students with their English language acquisition.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 3.6) Strategy 3.6

- Details

Strategy Description: Monitor & Evaluate Professional Development Plan

AS 3.6.1) Monitor & Evaluate Professional Development Plan

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the year's professional development plan. The team will evaluate established SMART goals, follow-through on action items, action benchmarks for review, and professional development evaluations from staff. Evaluation Monitoring and evaluating will occur at the end of each semester.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 3.7) Strategy 3.7

- Details

Strategy Description: Monitor & Evaluate Tutoring and Interventions

AS 3.7.1) Monitor & Evaluate Tutoring and Interventions

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's during the day and after school tutoring programs. The team will evaluate the effectiveness of flexible groups for remediation ELA and math skills, quantity of students requiring transportation, and impact of spring and summer intersessions, based on student pre and post assessment data. The team will review progress monitoring data for students in ELA and math, number of participants and assessment data for pre and post assessments in spring and summer. Monitoring and evaluating of the school's intervention and tutoring programs will occur at the end of each semester.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

P 4) Principle 4 - Effective Curriculum

- Details

Primary Need: WVES school staff needs to systematically monitor, review, and evaluates the implementation and effectiveness of adopted curricul ensuring continuous improvement for all students.

Root Cause: -No curriculum evaluation process is in place -Articulation meetings are not structured to include collaboration time across the district to evaluate curriculum needs and gaps -Site leadership team does not evaluate curriculum to make school-wide decisions on most effective use and additional needs

Needs Statement: WVES school staff needs to systematically monitor, review, and evaluate the implementation and effectiveness of adopted curriculum ensuring continuous improvement for all students.

Desired Outcomes: WVES school staff will systematically monitor, review, and evaluate the implementation and effectiveness of adopted curriculum ensuring continuous improvement for all students.

SMART Goal: By the end of the 2021-2022 school year, WVES leadership will create a system in which staff systematically monitors, reviews, and evaluates the implementation and effectiveness of adopted curriculum ensuring continuous improvement for all students. Reading achievement for all students will increase by an average of 10% on our pre to post district assessments. Math achievement for all students will increase by an average of 10% on our pre to post district assessments. Science acheivement for all students will increase by an average of 5% from 2021 to 2022.

S 4.1) Strategy 4.1

- Details

Strategy Description: Core Curriculum Implementation

AS 4.1.1) Core Curriculum Implementation

TI SW1

- Details

Action Step Description: Our school has aligned professional development and reading core instruction to our goal that all students will meet proficiency each year. This includes the utilization of the district adopted curriculum which includes the Wonders reading program, HMH Into Math program, and the McGraw Hill Impact Social Studies program. In addition, teachers will continue the Story Grammar writing process. Our self-contained classrooms will use the Unique curriculum. Our district will also participate in a new science adoption process. Site Leads will investigate what program will provide the best fit for our students' needs.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 4.2) Strategy 4.2

- Details

Strategy Description: Supplemental ELD Instructional Materials

AS 4.2.1) Supplemental ELD Instructional Materials

TI SW1

- Details

Action Step Description: Supplemental ELD instructional materials will be purchased for ELD designated classrooms. Materials purchased will be used by teachers in the ELD classes. Materials may include but not limited to mentor texts, materials to provide additional supports in writing/grammar, vocabulary, listening/speaking, reading, and math.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 4.3) Strategy 4.3

- Details

Strategy Description: Monitor & Evaluate School-wide Curriculum Implementation

AS 4.3.1) Monitor & Evaluate School-wide Curriculum Implementation

TI SW1

Details

Action Step Description: The site leadership team will monitor and evaluate the use of district core curriculum, the effectiveness and use of district curriculum maps, and use of approved supplemental ELA and math curriculum. The team will evaluate the effectiveness of core curriculum materials through teacher surveys, program data reports on usage for online resources, reviewing curriculum feedback forms in ELA and math, and all available data for supplemental online programs (e.g. Freckle, Study Island, etc.).

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

P 5) Principle 5 - Conditions, Climate & Culture

Details

Primary Need: Western Valley determined that there is a need for a systemic plan to meet the social emotional needs of our students.

Root Cause: -Lack of training for staff to meet the social and emotional needs of our students -Limited community access to affordable mental, medical, and social service agencies in our community -Parent reluctance to request assistance for mental, medical, and social services

Needs Statement: WVES needs to offer services to fully support the academic and social needs of our students.

Desired Outcomes: WVES will offer services and opportunities for families to learn about supports available for the academic and social needs of our students.

SMART Goal: By start of the 2021-2022 school year, WVES will integrate daily SEL time into the master course schedule, and have a professional development plan to provide teachers with training to support all students.

S 5.1) Strategy 5.1

- Details

Strategy Description: School Climate and Culture Committee

AS 5.1.1) School Climate and Culture Committee

TI SW1

- Details

Action Step Description: The school's climate committee will ensure that a positive, supportive, and collaborative culture is established and maintained within our community. This will include student and staff climate and culture, with recognition events for each group of individuals and ways to celebrate successes publicly. Collaboration will be planned, celebrated, and supported during the school day.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 5.2) Strategy 5.2

- Details

Strategy Description: Student Recognition

AS 5.2.1) Student Recognition

TI SW1

- Details

Action Step Description: Student Recognition will be supported throughout the year. This will include Awards Assemblies, Kids at Hope Awards, classroom recognition, and opportunities for student leadership. Parents and community members will be invited to participate in recognizing students.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 5.3) Strategy 5.3

- Details

Strategy Description: School-Wide Discipline and Safety Plan

AS 5.3.1) School-Wide Behavior and Safety Plan
SSPYEAR1

- Details

Action Step Description: WVE administration will ensure a safe and orderly school environment. Regular safety drills will be conducted regularly (fire drills- monthly, lockdown drills- each semester) to ensure staff and students' preparedness. A consistent school-wide behavior program ensures that clear expectations and positive supports are in place to celebrate students who are following school expectations, and that opportunities for students to correct their behavior are in place for students who are making poor choices. The School Safety Team will meet monthly to determine what staff training and supports are needed regarding development of a positive behavior system.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 5.4) Strategy 5.4

- Details

Strategy Description: Monitor and Evaluate School-Wide Discipline and Safety Plan

AS 5.4.1) Monitor and Evaluate School-Wide Behavior and Safety Plan
SSPYEAR1

- Details

Action Step Description: The School Safety Assessment & Prevention Team (SSAPT) will monitor and evaluate the school-wide behavior plan implementation and student recognition associated with the program. The team will review previous year's discipline referral data to make decisions about what parts of the behavior plan are working and which need revision. Staff, student, and community input will be solicited to assist in plan development and design.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

P 6) Principle 6 - Family and Community Engagement

- Details

Primary Need: WVES needs to create and maintain positive collaborative partnerships among families, communities, and school to support student learning.

Root Cause: -Lack of community resources in immediate area for social/emotional learning, mental health, and extracurricular activities for students -No effort to reach out to area businesses to request school support -No action plan in place to expand community partnerships

Needs Statement: WVES needs to create and maintain positive collaborative partnerships among families, communities, and school to support student learning.

Desired Outcomes: WVES will create and maintain positive collaborative partnerships among families, communities, and school to support student learning.

SMART Goal: By December 2021, WVES will develop a plan to expand partnerships in our community to support families in improving student learning and physical and mental health.

S 6.1) Strategy 6.1

- Details

Strategy Description: Transition Programs for Pre-K and 5th Grade Students

AS 6.1.1) Transition Programs for Pre-K and 5th Grade Students

TI SW1


 **Details**

Action Step Description: WVES will hold transition meetings for students with special needs coming up from the preschool program. The school will provide a Kindergarten Round-Up in the spring, to register and welcome all incoming students for the 2021-22 school year. A 5th grade Move-Up Day will be coordinated with the middle school to ensure a positive transition from 5th to 6th grade.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)


Timeline: 8/2/2021 to 8/26/2022

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

 6.2) Strategy 6.2

 **Details**

Strategy Description: Home-School Communication

 6.2.1) Home-School Communication

TI SW1

 **Details**

Action Step Description: Site administration will send out a monthly newsletter to families with relevant information and upcoming events. Monthly Coffee with the Principal meetings will be held (in tandem with the WV Middle School, whenever possible), to inform parents of progress on the school's IAP, Title I programming, parent education workshops, and student achievement data. Monthly PTO meetings will be held to plan events that will increase community involvement in the school.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 8/26/2022

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 6.2.2) Annual Title 1 Meetings

TI SW1

Details

Action Step Description: WVE will host two annual Title 1 meetings with parents during the 1st and 4th quarter to discuss Title 1, the school and district IAPs, and opportunities for students and parents. During the meetings, updates on the school Title 1 allocation, the IAP and opportunities for parents to become involved will be discussed. Parents will be asked to provide input and make suggestions.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

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 6.3) Strategy 6.3

Details

Strategy Description: Parent Conferences

AS 6.3.1) Parent Conferences & Learning Nights

TI SW1

Details

Action Step Description: WVES teachers will hold in-person or virtual conferences with parents, at a minimum of twice a year. Student data will be shared with parents, including comparative data so parents can see how their child is performing academically as compared with their peers. Additionally, Curriculum Nights will be hosted twice a year, where teachers will share with parents strategies and ideas to practice at home.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 8/26/2022

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 6.4) Strategy 6.4

- Details

Strategy Description: Childcare and Translation Services

AS 6.4.1) Childcare and Translation Services

TI SW1

- Details

Action Step Description: Childcare services will be provided at all parent functions and meetings, paid out of Title I funding. Translation services will also be available for all parent meetings, paid out of Title I funding.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 8/26/2022

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 6.5) Strategy 6.5

- Details

Strategy Description: ELD Parent Workshops

AS 6.5.1) ELD Parent Workshops

Title III LEP

- Details

Action Step Description: A parent workshop will be provided for parents of ELL students, focused on early literacy skills, language acquisition, and how parents can foster English proficiency at home.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 5/26/2022

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 6.6) Strategy 6.6

- Details

Strategy Description: Community Partnerships

AS 6.6.1) Community Partnerships

TI SW1

- Details

Action Step Description: WVES has community partnerships that support student achievement and parent engagement. Current partners are: Peter Piper Pizza, St. Mary's Food Bank, Valley of the Sun United Way, Northwest Christian School, Grand Canyon University (Restorative Justice).

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 8/26/2022

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 6.7) Strategy 6.7

- Details

Strategy Description: Monitor and Evaluate Home-School Communication

AS 6.7.1) Monitor and Evaluate Home-School Communication

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's parent involvement policies and opportunities. The team will review the following parent involvement programs and policies: Home-School Communication, Parent workshops, annual Title 1 meeting, IAP parent meetings, PTO meetings, and ELD workshops for parents. Monitoring and evaluation will involve the following items: Parent Satisfaction Surveys, Title 1 parent surveys, parent feedback on the WVES Parent Involvement Policy, workshop feedback forms and Site Council meeting agendas and minutes.

Person Responsible for this Action Step: Jennifer Quirk (Organization Role: Principal)

Timeline: 8/2/2021 to 8/26/2022

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