

Fowler Elementary District (070445000) Public District - FY 2021 - Western Valley Elementary School (070445105) Public School - School Integrated Action Plan (SIAP) - Rev 0

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 -No common language related to exemplars or what defines rigorous instruction -No common grading and assessment system

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

SMART Goal: By FY21, WVES leadership will implement training to challenge and uncover staff expectations of student achievement and provide follow-up training to improve those perceptions and practices.

S 1.1) Strategy 1.1

- Details

Strategy Description: Schoolwide Committee Meetings, for all grade levels/departments.

AS 1.1.1) Schoolwide 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

S 1.2) Strategy 1.2

- Details

Strategy Description: Quartely 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: Marco (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

S 1.3) Strategy 1.3

- Details

Strategy Description: Site Integrated Action Plan

AS 1.3.1) Collaborative Planning Process

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 and will be monitored throughout the year.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

S 1.4) Strategy 1.4

- Details

Strategy Description: Continuous Needs Assessment

AS 1.4.1) CNA monitored quarterly

TI SW1

- Details

Action Step Description: The school's continuous 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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: ELD Team Meetings On-going planning meetings

AS 1.5.1) Quarterly ELD Team Meetings

Title III LEP
TI SW1

Details

Action Step Description: Our ELD (English Language Development) teachers will have quarterly meetings, off contract time, at minimum. AZELLA test scores 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

1.6) Strategy 1.6

Details

Strategy Description: High Quality of Teachers

1.6.1) Corrective Action Plan for Non-HQ Teachers

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 Title 1 applicably 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

1.7) Strategy 1.7

Details

Strategy Description: Leadership Addendums Site Leadership addendum allocated for additional grade level team responsibilities.

AS 1.7.1) Stipends for Site Leadership Team

TI SW1

- Details

Action Step Description: The LEA will provide leadership stipends for additional duties associated with school-based leadership appointments.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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: Site Leadership Team

AS 1.8.1) 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 schoolwide programs. We will meet monthly to analyze data and discuss student progress toward our 2021 AMO goal for all students passing all categories on the AZM2 assessment and AZELLA tests (Including Math, Reading, Writing, and English proficiency). 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.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

S 1.9) Strategy 1.9

- Details

Strategy Description: Vision Statement

AS 1.9.1) Create Vision Statement

TI SW1

- Details

Action Step Description: The site leadership team will facilitate the development of a school vision statement, which will include the involvement of all school stakeholders (students, parents, staff, community).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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: Bi-Weekly Data Meetings

AS 1.10.1) Bi-Weekly Grade Level Meetings

TI SW1

- Details

Action Step Description: Bi-weekly "Data Dialogue" meetings, across all grade levels, will be held with administration to review common formative assessment data results. Instructional "best practices" and professional development topics will be embedded during the meetings.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 7/27/2020 to 5/21/2021

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

S 1.11) Strategy 1.11

- Details

Strategy Description: K-5th ELA and Math Leads

AS 1.11.1) K-5th 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 1.12) Strategy 1.12

- Details

Strategy Description: Monitor and Evaluate

AS 1.12.1) Monitor & Evaluate Meetings

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate on-going meetings in the following areas: Site Leadership (bi-weekly), ELD (quarterly), Schoolwide Committees (monthly), and Grade Level Meetings (bi-weekly). 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 (October 2020, December 2020, March 2021, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 1.12.2) Monitor & Evaluate Action Plans

TI SW1

Details

Action Step Description: The site leadership team will monitor and evaluate grade level action plans on a quarterly basis. The team will evaluate SMART goals set, follow-through on action items, action benchmarks for review, and meeting minutes regarding progress made on the action plans. Evaluation marking periods will occur quarterly (October 2020, December 2020, March 2021, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 1.12.3) Monitor & Evaluate Site Leadership Team

TI SW1

Details

Action Step Description: The site leadership team will monitor and evaluate their effectiveness as team leads and our collaborative work as a team, by completing a self-assessment regarding their role on the team. The team will evaluate the results of the self-assessment and share results as a team. In addition, the Site Leadership Team will evaluate meeting agendas and minutes to make

adjustments to the team outcomes or meeting structure. Monitoring and evaluating of the team will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 1.12.4) Monitor & Evaluate Vision Statement

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the vision statement by reviewing the vision statement draft process, the communication plan, and the involvement of all stakeholder groups. The team will evaluate the effectiveness of the vision statement by reviewing vision statement meeting agendas, incorporation of all stakeholder groups, and the outcome of communicating the vision throughout the community. Monitoring and evaluating of the team will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 1.12.5) Monitor and Evaluate CNA Process

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the Comprehensive Needs Assessment process and the involvement of all stakeholder groups. The team will evaluate the process for scoring all principles, incorporation of all stakeholder groups, and whether the "lowest scored" areas are included in the school's overall plan. The team review the complete CNA tool and the three school "fishbones" to evaluate the effectiveness of the process. Monitoring and evaluating of the team will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 6/25/2020 to 5/27/2021

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

AS 1.12.6) Monitor and Evaluate Corrective Action Plans (Non-HQ Teachers)

TI SW1

- Details

Action Step Description: The school administrator and Human Resources Director will monitor and evaluate all teachers on CAPs. The administrator and the HR Director will meet with the employee at the end of each quarter to measure progress on meeting the action steps within the plan. Evidence of progress on the plan will be noted within the CAP template. Monitoring and evaluating of CAPs will occur quarterly (October 2020, December 2020, March 2021, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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: WVES teachers use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.

Root Cause: -Teachers rarely get to see their colleagues teaching, best practices in action -Need training on best practices for support staff, related to each role -Time is limited for PD and debriefing after classroom observations -Teachers make 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: WVES teachers will use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.

SMART Goal: By the end of FY21, a schoolwide 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.

S 2.1) Strategy 2.1

- Details

Strategy Description: Academic Vocabulary

AS 2.1.1) Schoolwide Academic Vocabulary
TI SW1

- Details

Action Step Description: The school will integrate a schoolwide 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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 Resources, K-5th

AS 2.2.1) Online Resources K-5th
TI SW1

- Details

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

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

§ 2.3) Strategy 2.3

▣ Details

Strategy Description: Implementation of a 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, and Special Education teacher. The team will lead an RTI 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, three classified staff members will assist the Reading Interventionist in providing assistance to targeted students.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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 CST process. In the CST process, the CST coordinator, team, 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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 Instructional Technology .

AS 2.5.1) Use of Instructional Technology

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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

ESSA Evidence:

§ 2.6) Strategy 2.6

▣ Details

Strategy Description: Data Binder System

AS 2.6.1) K-5th 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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 Yearly Plan

AS 2.7.1) Professional Development Yearly Plan

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 LETRS training. STEM instruction training will be provided to our 3rd - 5th grade teams. All new teachers will receive Academic Language Acquisition training. Math Leads will create math practice booklets in grades 1-5, to be used for spiral review. Wonders training will be provided to enhance teacher knowledge of a recent ELA district adoption. In addition, teachers will receive

training in the new science curriculum. Professional development will be provided by district consultants and teacher leads on our campus through a trainer-of-trainers model.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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: Lesson Plans

AS 2.8.1) Essential Elements of Instruction

TI SW1

- Details

Action Step Description: Lesson plans will be collected from all teachers. Lesson plans will include the EEI (Essential Elements of Instruction, Madeline Hunter).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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: Interventions provided during and after school

AS 2.9.1) Interventions provided during and after school

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, Rocket Math, Six-Minute Solution, Rewards, Foundations and other supplemental intervention programs. Interventions will be provided before, during, and after school (21st CCLC).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

§ 2.10) Strategy 2.10

▣ Details

Strategy Description: Comprehensive Assessment System

AS 2.10.1) AZAC Assessment System TI SW1

▣ Details

Action Step Description: Our district provides AZAC quarterly tests that are aligned to the standards and the quarterly district curriculum maps, so that concepts will be assessed in the quarter they get taught. These should align to DIBELS, the state AZM2 assessment, and the AZELLA test to compile assessment data.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2000 to 5/21/2021

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

§ 2.11) Strategy 2.11

▣ Details

Strategy Description: Site Leadership Summer Planning

AS 2.11.1) Site Leadership Summer Planning
TI SW1

Details

Action Step Description: Summer planning time is allotted for the site leadership team to plan for the subsequent school year. The CNA, Title 1 Parent Survey, and Teacher survey data will be used to make necessary revisions to the IAP.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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: ELD Summer Planning

AS 2.12.1) ELD Summer Planning
Title III LEP

Details

Action Step Description: Summer planning time is allotted for all ELD teachers to plan for the subsequent school year. The team will review Spring AZELLA results to determine how many ELD sections will be allotted for the following year.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2000 to 5/21/2021

ESSA Evidence:

S 2.13) Strategy 2.13

Details

Strategy Description: Instructional Assistant for Reading (Classified)

AS 2.13.1) Instructional Assistant for Reading
Title I LEA
TI SW1

Details

Action Step Description: HQ Instructional Assistant to provide reading intervention for targeted students. Salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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: Professional Development for Differentiated Instruction

AS 2.14.1) Sub-Group Support (Special Education)
TI SW1

Details

Action Step Description: 3rd - 5th grade special education subgroup

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

S 2.15) Strategy 2.15

Details

Strategy Description: Sub-Group Tutoring

AS 2.15.1) Sub-Group Tutoring

TI SW1

 **Details**

Action Step Description: After school tutoring will be offered to all 3rd - 5th grade special education students to remediate deficient ELA and math skills.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)


Timeline: 8/3/2020 to 5/21/2021

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

 2.16) Strategy 2.16

 **Details**

Strategy Description: Professional Development in D.I.

 2.16.1) Professional Development in 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

 2.17) Strategy 2.17

 **Details**

Strategy Description: K-5th Certified Reading Interventionist and Kindergarten Enrichment sections

 2.17.1) K-5th Certified Reading Interventionist

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 Next 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 sped students, our identified sub-groups. Salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 2.17.2) Kindergarten Enrichment Teachers

Title I LEA

TI SW1

 **Details**

Action Step Description: Three 1/2 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: Principals (Organization Role: Principals)

Timeline: 7/27/2020 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

S 2.18) Strategy 2.18

 **Details**

Strategy Description: Monitor and Evaluate

AS 2.18.1) Monitor & Evaluate Use of Educational Technology Resources

TI SW1

Details

Action Step Description: The site leadership team will monitor and evaluate the use of educational technology resources (hardware, software) and supplemental online programs. The team will evaluate the effectiveness of the integration of both by reviewing teacher surveys, program data reports on usage, and administration walkthrough forms, where use of technology is noted. Monitoring and evaluating of educational technology resources will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 2.18.2) Monitor & Evaluate Instructional Support for All 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, 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. Monitoring and evaluating of the overall school's instructional program will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 2.18.3) Monitor & Evaluate Professional Development Plan

TI SW1

[-] Details

Action Step Description: The site leadership team will monitor and evaluate the yearly professional development plan. The team will evaluate established SMART goals,, follow-through on action items, action benchmarks for review, and professional development evaluations/comments from staff. Evaluation Monitoring and evaluating will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

ESSA Evidence:

AS 2.18.4) Monitor & Evaluate Summer Planning Sessions

TI SW1

[-] Details

Action Step Description: The site leadership team will monitor and evaluate summer planning sessions for the Site Leadership and ELD teams. The team will evaluate the effectiveness of all planning sessions by reviewing meeting agendas, meeting minutes, and by reviewing follow-through on action items following the planning sessions. Monitoring and evaluating of school meetings will occur yearly (late July 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 2.18.5) Monitor & Evaluate Instructional Interventions

TI SW1

[-] Details

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the overall school intervention program. The team will review DIBELS 8 data, progress monitoring data, tutoring binders, flexible groups (both in school and after school), and teacher data binders, where ongoing data is collected for planning purposes. The reading interventionist will lead the evaluation

process. Monitoring and evaluating of the school's intervention program will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 2.18.6) Monitor & Evaluate Assessment Measures

TI SW1

 **Details**

Action Step Description: The site leadership team will monitor and evaluate the use of district benchmark assessments (AZAC). The team will review quarterly benchmark assessments in ELA and math to discuss results and will review grade level feedback forms on benchmark items that need revisions. Monitoring and evaluating of the school's intervention program will occur at the end of each quarter (October 2020, December 2020, March 2021, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 2.18.7) Monitor & Evaluate Kindergarten Program

TI SW1

 **Details**

Action Step Description: The kindergarten team will monitor and evaluate the effectiveness of the kindergarten program, including the transition program from preschool to kindergarten. The team will review grade level meeting agendas, the transition day agendas and preschool teacher transition evaluations, and parent surveys regarding the kindergarten program. Monitoring and evaluating of the kindergarten program will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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 to meet the needs of all staff.

Root Cause: -Teachers rarely get to see their colleagues teaching, best practices in action -Coverage for teachers is limited (sub shortage) -Need training on best practices for support staff, related to each role

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 2020, 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 Schedule to support collaboration

AS 3.1.1) Master Schedule to Support Collaboration

TI SW1

- Details

Action Step Description: Our school master schedule will support collaboration across all grade level teams. All teams within our campus are given a common preparatory 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

§ 3.2) Strategy 3.2

▣ Details

Strategy Description: Early Release Time

AS 3.2.1) Thursday Early Release Time

TI SW1

▣ Details

Action Step Description: As part of the PD Thursdays, the staff will review and make adjustments to the IAP, based on current data and trends. Thursdays will be used for articulation meetings, staff meetings, district training, and team planning time.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

§ 3.3) Strategy 3.3

▣ Details

Strategy Description: Professional Development provided for instruction

AS 3.3.1) Professional Development for Instruction

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 LETRS training. STEM instruction training will be provided to our 3rd - 5th grade teams. All new teachers will receive Academic Language Acquisition training. Math Leads will create math practice booklets in grades 1-5, to be used for spiral review. Wonders training will be provided to enhance teacher knowledge of a recent ELA district adoption. Training will also be provided for all teachers in our new science curriculum. Professional development will be provided by district consultants and teacher leads on our campus through a trainer-of-trainers model.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

3.4) Strategy 3.4

Details

Strategy Description: After School Tutoring - Title 1 & 3

3.4.1) Provide After School Tutoring TI SW1

Details

Action Step Description: After school tutoring provided for all targeted students, Kindergarten through 5th grades, in ELA and math remediation.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/21/2021

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

3.5) Strategy 3.5

Details

Strategy Description: Interventions provided by highly-qualified staff

AS 3.5.1) Interventions provided by highly-qualified staff

TI SW1

- Details

Action Step Description: In kindergarten, interventions will be provided by a applicably certified teacher, reading interventionist and highly-qualified teacher assistant. In addition, 2nd - 5th grade students will be provided additional interventions during after school tutoring. All staff providing interventions to students will be trained by the certified reading interventionist.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 3.6) Strategy 3.6

- Details

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

AS 3.6.1) 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 2019 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: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 3.7) Strategy 3.7

Details

Strategy Description: ELD Tutoring, 2nd-5th

AS 3.7.1) ELD Tutoring, 2nd-5th
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.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 3.8) Strategy 3.8

Details

Strategy Description: Transportation for Tutoring

AS 3.8.1) Transportation for Tutoring
TI SW1

Details

Action Step Description: Transportation will be provided for after school tutoring program.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 3.9) Strategy 3.9

Details

Strategy Description: Articulation Meetings for all teaching staff

AS 3.9.1) Articulation Meetings for all teaching staff

TI SW1

- Details

Action Step Description: WVES teachers will collaborate with teachers in similar grade or area assignments throughout the district. Teachers will be responsible for discussing relative strengths and weaknesses so that they can collaborate and glean ideas from different teachers. In addition, CFAs will be created during horizontal articulation meetings.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 3.10) Strategy 3.10

- Details

Strategy Description: Monitor and Evaluate

AS 3.10.1) Monitor & Evaluate Professional Development Plan

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the yearly professional development plan. The team will evaluate established SMART goals, follow-through on action items, action benchmarks for review, and professional development evaluations/comments from staff. Evaluation Monitoring and evaluating will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 3.10.2) Monitor & Evaluate Schoolwide Schedules

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the WVMS Master Schedule and use of the early release PD schedule. The team will review the schedule for issues of equity (interventions accessible and embedded to all 6th - 8th students that need it) and the yearlong PD calendar. In addition, PD surveys will be used to evaluate the pros and cons of the schedules. Evaluation Monitoring and evaluating will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 3.10.3) Monitor & Evaluate Tutoring Program

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's after school tutoring program, 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 tutoring program will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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 monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Root Cause: -No curriculum evaluation process in place -Articulation meetings not structured to include collaboration time across the district to evaluate curricula needs and gaps. -Site leadership team does not evaluate curricula to make schoolwide decisions on use

Needs Statement: WVES school staff needs to systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Desired Outcomes: WVES school staff will systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

SMART Goal: By FY 21, WVES leadership will create a system in which staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

S 4.1) Strategy 4.1

- Details

Strategy Description: ELA Wonders Training

AS 4.1.1) Wonders ELA Training
TI SW1

- Details

Action Step Description: Wonders training will be provided to support the recently adopted ELA curriculum. Professional development will be provided by teacher leads on our campus through a trainer-of-trainers model.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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: Core Curriculum implementation

AS 4.2.1) 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, McGraw-Hill Math Connects program, Scott Foresman Science program, and the Harcourt Social Studies program. In addition, teachers will utilize the Lucy Calkins writing kits as part of our district-adopted writing program. Our self-contained classrooms will utilize the Unique curriculum. Our district will also participate in a new math adoption process. Math Leads will implement program components to determine a "best fit" with our district and state standards.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 4.3) Strategy 4.3

- Details

Strategy Description: Curriculum map creation and adoption

AS 4.3.1) Curriculum map creation and adoption

TI SW1

- Details

Action Step Description: The LEA will guide the curriculum mapping process for all grades, K through 5th, in all content areas. We will ensure school representation on district-level curriculum mapping revisions and curriculum planning projects.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 4.4) Strategy 4.4

- Details

Strategy Description: Quarterly Assessment Planners and CFAs

AS 4.4.1) Quarterly Assessment Planners and CFAs

TI SW1

- Details

Action Step Description: Quarterly Assessment Planners will be created by all grade level teams, which will directly align with district curriculum maps. Common formative assessments will be created to measure the standards in the district curriculum maps.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 4.5) Strategy 4.5

- Details

Strategy Description: Use of approved supplemental curriculum

AS 4.5.1) Use of approved supplemental curriculum for reading

Title I LEA

TI SW1

- Details

Action Step Description: Supplemental curriculum will be used to support the core program. Supplemental curriculum will include Performance Coach Books, Rewards, SIPPS, Triumphs, and

Six-Minute Solution. Other supplemental curriculum will be approved by the school's site leadership team.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 4.6) Strategy 4.6

- Details

Strategy Description: Supplemental Curriculum Professional Development

AS 4.6.1) Professional Development, Supplemental Curriculum

TI SW1

- Details

Action Step Description: Professional development will be provided for all approved supplemental curriculum. Training will be provided by certified teachers and/or a reading interventionist.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 4.7) Strategy 4.7

- Details

Strategy Description: Monitor and Evaluate

AS 4.7.1) Monitor & Evaluate Schoolwide Curriculum Implementation

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the use of district core curriculum, use of district curriculum maps and use of approved supplemental ELA and math curriculum. The team will evaluate the effectiveness of the integration 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 (i.e. Freckle, Study Island, etc.). . Monitoring and evaluating of educational technology resources will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 4.7.2) Monitor & Evaluate Assessment Planners and CFAs

TI SW1

Details

Action Step Description: The site leadership team will monitor and evaluate the creation of grade level Assessment Planners and related common formative assessments (CFAs). The team will review ELA and math standards selected for quarterly assessment planners and review ELA and math CFAs developed to ensure that they meet mastery criteria for learning standards. Monitoring and evaluating of the Assessment Planners and CFAs will occur at the end of each quarter (October 2020, December 2020, March 2021, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

ESSA Evidence:

P 5) Principle 5 - Conditions, Climate & Culture

Details

Primary Need: Western Valley determined that there is a need for comprehensive services to meet the academic and social needs of our students. Our desired outcome is to integrate various community partnerships into the school to help address the social and academic needs of our students

Root Cause: -Lack of school counselor 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 to fully support the academic and social needs of our students.

SMART Goal: BY FY 21, WVES leadership will develop a plan to provide comprehensive services to meet the academic and social needs of our students. WVES will include various community partnerships into the school to help support the social and academic needs of our students.

5.1) Strategy 5.1

Details

Strategy Description: School-based Climate Committee

AS 5.1.1) School-based Climate 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.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

5.2) Strategy 5.2

Details

Strategy Description: Student Recognition Activities

AS 5.2.1) Student Recognition Activities

TI SW1

- Details

Action Step Description: Student recognition will be supported through intentional practices throughout the year. This will include Positive Time Outs, Awards Assemblies, Student of the Month, Kids at Hope Awards, and classroom recognition. Parents and community members will also be invited to participate in recognizing students.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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: Kids at Hope Training for New Staff

AS 5.3.1) Kids at Hope Training for New Staff

TI SW1

- Details

Action Step Description: The school administration will ensure an equitable, respectful and supportive environment, focused on promoting high achievement expectations for all students. In addition, all new staff will be trained in the Kids At Hope philosophy, which promotes the idea that all children are capable of success, no exceptions.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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: Schoolwide Discipline & Safety Plan

AS 5.4.1) Schoolwide Discipline and Safety Plan

TI SW1

- Details

Action Step Description: The administration will ensure a safe and orderly school environment. Regular safety drills (fire drill, lockdowns) will be conducted monthly to ensure student and staff readiness and preparedness. A consistent schoolwide discipline program will ensure that there are rules, consequences and appropriate recognition of positive behavior. Character education will be facilitated through staff training. ADE's character education grant funds will be used to integrate scientifically-based character education programs in our school. KOI will provide the staff training for a schoolwide discipline program, focused on positive behavior systems.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 5.5) Strategy 5.5

- Details

Strategy Description: School Health Index Implemented and Data Utilization

AS 5.5.1) School Health Index Implemented and Data Utilization

TI SW1

- Details

Action Step Description: The School Health Index will be used inform the school wellness policy. The school's Wellness Committee will direct all school wellness programs, policies, and practices.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 5.6) Strategy 5.6

- Details

Strategy Description: Monitor and Evaluate

AS 5.6.1) Monitor & Evaluate Schoolwide Discipline/Behavior Support Program

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the schoolwide PBIS behavior plan program and implementation of student incentives tied to the program. The team will review the PBIS checklists, staff surveys regarding PBIS implementation, quarterly discipline data (i.e. referrals, office infractions), and feedback from staff on student incentives tied to schoolwide expectations. Evaluation of the schoolwide program will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 5.6.2) Monitor & Evaluate Kids At Hope Training

TI SW1

- Details

Action Step Description: The site leadership team will monitor and evaluate the yearly Kids-At-Hope training. The team will review staff training feedback forms for PD quality. Monitoring and evaluating will occur in August 2020, following the training.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 5.6.3) Monitor & Evaluate School Health Index Report and Wellness Policy
TSI

Details

Action Step Description: The site leadership team will monitor and evaluate the School Health Index data, including the school's Wellness Policy. The team will review the School Health Index data report, the WVES Wellness Policy, and feedback from parent feedback on the policy. Evaluation of the schoolwide program will occur at the end of each year (May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

ESSA Evidence:

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 -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 2020, WVES will develop a plan to expand partnerships in our community to support families in improving student learning.

S 6.1) Strategy 6.1

Details

Strategy Description: Truancy Monitoring Policy & Process

AS 6.1.1) Truancy Monitoring Policy & Process

TI SW1

Details

Action Step Description: The FESD Truancy Prevention Program will be utilized to ensure good attendance habits for all students. Parents and students will be provided with information on the district mandatory attendance policy. Absences will be monitored by the Assistant Principal, which will include notification letters, truancy hearings, and truancy citations (if needed).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.2) Strategy 6.2

Details

Strategy Description: Transition Programs for Pre-K and 5th Grades .

AS 6.2.1) Transition Programs for Pre-K and 5th Grades

TI SW1

Details

Action Step Description: The school will hold transition meetings for all students coming from the preschool program with special needs. The school will also provide a "Kinder Jump Start" program for all incoming preschool and Head Start students in March of 2021. In addition, a "Kindergarten Round Up" will be provided in order to register and welcome all incoming kindergarten students in May of 2021. A 5th grade "Move Up" day will be coordinated with the middle school to ensure a positive 5th to 6th grade transition.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.3) Strategy 6.3

- Details

Strategy Description: Home-School Communication Plan

AS 6.3.1) Communication Plan--Student Agendas

Title I LEA

TI SW1

- Details

Action Step Description: The principal will require all teachers to make a minimum of 2 parental contacts per quarter. Teachers and administrators will also perform home visits if they are unable to contact parents via telephone or letters home. This will also include implementing the district's truancy program that informs parents of laws and procedure for excessive truancy as an intervention before the citation process. Student agendas will be provided to all 2nd-5th grade students. The agenda will serve as a communication tool for school to home, and vice versa. Parents will be required to maintain signatures as proof of communication. Student folders may be used to substitute the agenda in grades K-1st.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.4) Strategy 6.4

- Details

Strategy Description: 5th Grade Departmental Transition

AS 6.4.1) 5th Grade Transition

TI SW1

[-] Details

Action Step Description: The 5th grade team will departmentalize during the 4th quarter. Each teacher will assume the instructional responsibility of one core content area (ELA, math, science, social studies). The program will ease the transition for 5th grade students entering 6th grade.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

[S] 6.5) Strategy 6.5

[-] Details

Strategy Description: Parent Workshop Embedded throughout year

[AS] 6.5.1) Parent Workshops Embedded throughout year

TI SW1

[-] Details

Action Step Description: FESD will provide various parent workshops throughout the school year. The programs will be offered in the spring to all parents district wide. District-wide programs will include Computer Skills, English Classes, Early Literacy Skills, and various other topics that will directly support integrating parents into the school environment. In addition, topics will help to foster the home/school connection.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

[S] 6.6) Strategy 6.6

[-] Details

Strategy Description: Annual Title 1 Parent Meetings - Fall and Spring

AS 6.6.1) Annual Title 1 Parent Meeting
TI SW1

Details

Action Step Description: The school will have an annual Title I meeting 1st and 4th quarters to discuss the goals and plans for both the school and the district. During the meeting, parent input will be gathered on the school/parent policy, school/parent/teacher compact, and parent activities.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.7) Strategy 6.7

Details

Strategy Description: Parent IAP Meetings

AS 6.7.1) IAP Parent Meetings
TI SW1

Details

Action Step Description: Monthly "Coffee With the Principal" events will be held in order to inform parents of on-going progress on our school's IAP, Title 1 Program, and student achievement data. In addition, relevant parent topics of interest will be presented throughout the year.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.8) Strategy 6.8

Details

Strategy Description: Monthly PTO Meeting

AS 6.8.1) Monthly PTO Meeting
TI SW1

Details

Action Step Description: The school's PTO will meet monthly and plan events that build the community awareness and involvement at our school. The PTO will also have various activities to build community support within the school.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

ESSA Evidence:

S 6.9) Strategy 6.9

Details

Strategy Description: School Site council

AS 6.9.1) School Site council
TI SW1

Details

Action Step Description: A School Site Council will be maintained throughout the school year. The council will consist of parents, certified staff, classified staff, community partners, and administration. The council will meet monthly and will discuss schoolwide programs, practices, and policies. Shared decision making will be an integral part of the council.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

ESSA Evidence:

S 6.10) Strategy 6.10

Details

Strategy Description: Parent Conferences

AS 6.10.1) Parent Conferences
TI SW1

Details

Action Step Description: The school will continue family engagement through implementation of parent teacher conferences and curriculum nights. Parents will participate in 4 meetings per year (August 2020, October 2020, January 2021, March 2021). Student data will be shared with parents and academic home tasks and materials will be provided to parents to support learning at home. Individual student goals will be set at each meeting to help increase student achievement. Parents will receive progress updates at each meeting to measure growth. Teachers will also plan for one ELA and one math curriculum night for parents.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.11) Strategy 6.11

Details

Strategy Description: Childcare and Translation Services

AS 6.11.1) Childcare and Translation Services
TI SW1

Details

Action Step Description: Childcare services will be provided at all parent functions and meetings, paid from Title 1 funds. In addition, translation services will be provided for all parent meetings, upon request. All services will be paid from Title 1 funding.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.12) Strategy 6.12

- Details

Strategy Description: ELD Parent Workshop - Early Literacy Skills

AS 6.12.1) ELD Parent Workshop - Early Literacy Skills

Title III LEP

- Details

Action Step Description: A parent workshop will be provided for parents of ELLs, focused on early literacy skills.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.13) Strategy 6.13

- Details

Strategy Description: Current Community Partnerships

AS 6.13.1) Current Community Partnerships

TI SW1

- Details

Action Step Description: WVES has the following community partnerships to help support student achievement and parent engagement: Peter Piper Pizza, Northwest Christian School, St. Mary's Food Bank, and Salvation Army.

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

S 6.14) Strategy 6.14

- Details

Strategy Description: Monitor and Evaluate

AS 6.14.1) Monitor & Evaluate Parent Involvement

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, School Site Council, 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. Monitoring and evaluating of the school's parent involvement programs will occur at the end of each semester (December 2020, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

ESSA Evidence:

AS 6.14.2) Monitor & Evaluate Truancy Program

TSI

- Details

Action Step Description: The site leadership team will monitor and evaluate the school's truancy program and policy. The team will review the quarterly truancy data (chronic absences, tardies, ditching incidents) and overall program implementation (i.e. warning letter, truancy hearings, outcomes). Evaluation of the schoolwide truancy program will occur at the end of each quarter (October 2020, December 2020, March 2021, May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 6.14.3) Monitor & Evaluate Transition Programs (Kindergarten & 5th)
TI SW1

Details

Action Step Description: The kindergarten and 5th grade teams will monitor and evaluate the effectiveness of the kindergarten and 5th grade transition programs. 5th grade team will also evaluate the effectiveness of departmentalization for 4th quarter. The team will review grade level meeting agendas, the transition day agendas and preschool and 5th grade teacher transition evaluations, and student assessment data in 4th quarter in all core subjects. Monitoring and evaluating of the transition programs will occur at the end of the year (May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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

AS 6.14.4) Monitor & Evaluate Community Partnerships
TI SW1

Details

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's community partnerships. The team will review annual partner surveys from partners, parents and staff. Monitoring and evaluating of the school's community partnerships will occur at the end of the year (May 2021).

Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)

Timeline: 8/3/2020 to 5/22/2021

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