1) Principle 1 - Effective Leadership

Details
Primary Need: Effective Leadership

Root Cause: The district expectation is that all students and staff will collaborate to maintain consistency with safety protocols. Effective leadership will communicate the protocols and have procedures in place to create a safe and effective learning environment which contribute to the goal of students increasing their academic proficiency.

Needs Statement: FESD maintains high expectations that all students will learn in a safe atmosphere and will demonstrate continuous improvement and growth toward academic proficiency.

Desired Outcomes: Students will feel safe in their learning environment and demonstrate continuous improvement and growth toward academic proficiency.

SMART Goal: By May 2021, School and District lead committees will implement the IAP and monitor/evaluate the progress, making revisions as needed to the plan. The teams will communicate progress to staff, parents and community.

1.1) Strategy 1.1

Details
Strategy Description: FESD maintains high expectations that all students will learn in a safe atmosphere and will demonstrate continuous improvement and growth toward academic proficiency.

AS 1.1.1) PELL or OELAS sponsored trainings
Title III LEP
Details
Action Step Description: Academic Services Director will attend the 2 PELL trainings and any additional trainings/conferences provided by OELAS. The Academic Services Director will train principals, testers and ELD teachers based on the information received at the PELL or other related trainings.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)

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

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

**AS 1.1.2) Comprehensive Needs Assessment**

**Details**

Action Step Description: Each site will compete an annual CNA and Fishbone. Based on the results of the CNA each school leadership team will develop a schoolwide IAP addressing strategies and action steps under each principle. School IAPs will be monitored at least quarterly and progress shared with the District Leadership Team, school staff @ their staff meeting and parents @ parent events. The District will incorporate action steps and strategies from school sites in the LEA IAP.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 3/30/2020 to 6/30/2021

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

**AS 1.1.3) Administrative Meetings**

**Details**

Action Step Description: The Superintendent meets monthly with the administrative team to review school and district topics which include but not limited to curriculum, quarterly district assessment
data review, school tutoring updates and the LEA IAP. School principals share updates regarding their school IAPs as well as Parent Engagement Activities and PD opportunities for teachers.

Person Responsible for this Action Step: Dr. Marvene Lobato (Organization Role: Superintendent)
Timeline: 8/3/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

[AS] 1.1.4) Site Leadership and Lead IAP Teams
TI SW1

Details
Action Step Description: Principals meet with their school leadership team to develop their integrated action plan based on the CNA, Fishbone and most recent data. Principals will gather input from staff and parents. School plans will be uploaded to ADE and posted on the school webpage. School IAPs will be monitored throughout the year and progress shared with staff, district administration and parents.

Person Responsible for this Action Step: Principals and Lead IAP Team (Organization Role: Principals-Teachers)
Timeline: 3/30/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

[AS] 1.1.5) On-going Monitoring of School and LEA IAPs
TI SW1

Details
Action Step Description: The principal and school leadership team will monitor the progress of the IAP on a monthly basis as well as review quarterly District and school data. Progress updates will be shared at staff and parent meetings. The LEA IAP progress/updates will be shared with
administrators at their administrative meetings with the Superintendent as well staff and parents at school sponsored events. An end of the year evaluation will be conducted by staff and parents.

Person Responsible for this Action Step: Principals-Admin Team (Organization Role: Principals, Directors, Superintendent)
Timeline: 8/3/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

**AS 1.1.6) Director of Academic Services**
Title I LEA
LEA Admin

**Details**
Action Step Description: The Director will oversee and maintain compliance/cycle monitoring with the Federal Programs, assist schools with their IAPs, work with schools to ensure students with another language spoken in the home have been tested, parents notified and students paced accordingly. .73 FTE of the salary and related benefits are paid out of Title 1.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

**AS 1.1.7) Monitor and Evaluate**
TI SW1

**Details**
Action Step Description: Participation in administrative meetings, leadership committees and trainings will be monitored throughout the year. Sign in sheets, meeting minutes and bringing back information
from workshops/trainings will provide insight on how the LEA and schools are progressing toward the needs that guided their IAP. Principals will provide updates to staff monthly and at parent events.

Person Responsible for this Action Step: Principals, Academic Services Director (Organization Role: Principals, Academic Services Director)

Timeline: 7/1/2020 to 6/30/2021

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

**AS 1.1.8** Academic Services Clerk
Title I LEA
LEA Admin

**Details**

Action Step Description: .47 FTE will assist the Academic Services Department with entering program data. .47FTE of salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)

Timeline: 7/1/2020 to 6/30/2021

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

**AS 1.1.9** Upslope Training for Administrators
Title II-A
TI SW1

**Details**

Action Step Description: Consultant to provide professional development for administrators to ensure consistent expectations of certified staff across the district. Trainer will cover issues such as professional teacher responsibilities, staff ethics, preparation for instruction and the manner in which to support/counsel staff members when issues arise. The focus will be on ensuring that all certified
staff members understand their professional responsibilities, the District's expectations and understand the consequences of not preparing for their professional responsibilities.

Person Responsible for this Action Step: Superintendent (Organization Role: Superintendent)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

2) Principle 2 - Effective Teachers and Instruction

  Details
  Primary Need: Effective Teachers and Instruction
  Root Cause: In order to maintain high academic expectations for all students, teachers need to provide appropriate planning time and PD opportunities to increase their knowledge of their grade level content, curriculum and strategies. The math, social studies and reading curriculum are relatively new and teachers continue to benefit from PD.
  Needs Statement: FESD will provide staff appropriate planning time and professional development opportunities to increase their knowledge of grade level content and incorporate effective instructional strategies.
  Desired Outcomes: Staff will increase their knowledge of grade level content and incorporate effective instructional strategies through various trainings and planning time.
  SMART Goal: By May 2021, all teachers will have participated in common planning and required PD. Teachers will incorporate the principles in lesson planning, delivery of instruction and quarterly data monitoring.

2.1) Strategy 2.1

  Details
  Strategy Description: Effective Teachers and Instruction: FESD will provide staff appropriate planning time and professional development opportunities to increase their knowledge of grade level content and incorporate effective instructional strategies.
2.1.1) ELD Summer Planning Team
Title III LEP
TI SW1

Details
Action Step Description: ELD teachers will meet at their respective school site during the summer to review Spring reassessment data. Each team will determine strengths/areas of challenge at each grade level. The ELD team will determine the number of ELD students and which model will be appropriate for the new school year based on Spring scores. They will also determine, based on Spring scores, the PI focus for those classes.

Person Responsible for this Action Step: Principals and ELD team (Organization Role: Principals and ELD team)
Timeline: 5/28/2021 to 6/30/2021

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

2.1.2) PD for ELD Teachers
Title III LEP
T3I

Details
Action Step Description: PD opportunities will be provided to ELL teachers in the areas of reading, writing, grammar and differentiated instruction. Designated HQ SEI teachers will have the opportunity to attend OELAS sponsored PD opportunities.

Person Responsible for this Action Step: Principals and Academic Services Director (Organization Role: Principals and Academic Services Director)
Timeline: 8/3/2020 to 6/30/2021

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

2.1.3) Districtwide ELD School Level Team Planning
**Title III LEP**

**Details**

Action Step Description: School level ELD teams will meet quarterly (outside of their contract time) to review data on their ELL students to determine progress made and next steps in instruction in order to increase the progress of our ELL students.

Person Responsible for this Action Step: Robert Altavilla, Chad Ostrom, Angela Krenkel, Marco Ruiz, Rebecca Osorio, Deisree Castillo (Organization Role: principals)

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

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

---

**[AS] 2.1.4) Planbook EDU licenses**

**Title III LEP**

**TI SW1**

**Details**

Action Step Description: The District requires all ELD designated teachers to use PlanbookEDU. Licenses have ELPS menu to assist teachers with lesson planning.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)

Timeline: 7/1/2020 to 6/30/2021

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

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**[AS] 2.1.5) Outside Consultant to Train/Obsrve ELD Teachers**

**Title III LEP**

**TSI**
- Details

Action Step Description: Outside consultant(s) will train HQ SEI teachers in effective writing strategies, differentiation, phonemic awareness, decoding and fluency strategies or activities when working with ELL students.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)

Timeline: 8/3/2020 to 6/30/2021

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

AS 2.1.6) Review Student Data and Maintain Classroom Data Binder
TI SW1
TSI

- Details

Action Step Description: Teachers at all sites will set up data binders for their class to include district and school level data (AzM2, AzAC reading, District Math benchmarks, DIBELS and AZELLA). Student progress will be discussed and monitored both at grade level and school level meetings. Teachers will conduct quarterly test talks with students. Principals will share data updates at the Admin. meetings and at staff and parent meetings.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 8/3/2020 to 6/30/2021

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

AS 2.1.7) Attend OELAS Conference
Title III LEP

- Details

Action Step Description: Designated HQ SEI teachers will have the opportunity to attend the OELAS Conference. Fees associated with the conference (registration, lodging, meals not covered
reimbursement and substitutes) will be paid from the Title III grant.
Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)
Timeline: 12/1/2020 to 12/18/2020
ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

AS 2.1.8) Stipend for ELD Lesson Plan Drop Down Template
Title III LEP

Details
Action Step Description: Stipend for ELD teacher(s), outside of contract time, to add additional performance indicators to the Planbook template which will assist ELD teachers in their instruction.
Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)
Timeline: 8/3/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

AS 2.1.9) Site IAP Team Spring & Summer Planning
TI SW1

Details
Action Step Description: School level teams will meet with the principal during the spring and summer (off contract time) to review data, staff and parent surveys and complete/revise their CNA & Fishbone based on new data. The team will set learning goal targets, determine next steps in instruction as well as the focus for the new school year.
Person Responsible for this Action Step: Principal and Lead IAP Team (Organization Role: Principal and Lead IAP Team)
Timeline: 4/1/2021 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

**AS 2.1.10) Equitable Services to Students at Private School**

**Title I LEA Private Schools**

**Details**

Action Step Description: Provide Reading and Math instruction to eligible students who live in our district boundaries but attend a private school. Services will be provided after consultation with Private School.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)

Timeline: 7/12/2000 to 6/30/2021

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

**AS 2.1.11) Lead Literacy and Math Teacher Stipends**

**TI SW1**

**Details**

Action Step Description: Each school site will select Literacy Leads and Math Leads that will be trained (off contract hours) and use the TOT model to train their staff in Reading, Writing and Math best practices/strategies. The training of teachers at their site will be during early release Thursdays and designated district PD days.

Person Responsible for this Action Step: Curriculum Director and Principals (Organization Role: Curriculum Director and Principals)

Timeline: 8/3/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

**AS 2.1.12) Master Teacher Mentors**

**TI SW1**

**Details**

Action Step Description: All teachers with fewer than 2 years in the teaching profession will work with an experienced and trained master teacher mentor. Mentors meet weekly with new teachers to provide targeted feedback. Quarterly professional development (whole group) is also provided to beginning teachers based on the needs of the new teachers.

Person Responsible for this Action Step: Curriculum Director (Organization Role: Curriculum)
Timeline: 7/20/2020 to 5/27/2021
ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

**AS 2.1.13) Reading Interventionists**

**TI SW1**

**Details**

Action Step Description: 7 FTE Reading Interventionists will provide instructional support to targeted students in a push-in/pullout model. The Interventionists will provide PD to staff as needed.

Person Responsible for this Action Step: Principals and Curriculum Director (Organization Role: Principals and Curriculum Director)
Timeline: 7/27/2020 to 6/30/2021
ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

**AS 2.1.14) Math Professional Development**

**State Improvement**

**TSI**
<table>
<thead>
<tr>
<th>Action Step Description</th>
<th>Details</th>
<th>ESSA Evidence</th>
<th>Person Responsible for Action Step</th>
<th>Timeline:</th>
<th>PD for SpEd/Resource Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support teachers with specific strategies, informal walkthroughs and provide feedback.</td>
<td>Person Responsible for this Action Step: Rebecca Osorio (Organization Role: T. Juscoano Principal)</td>
<td>Moderate evidence from at least one well-designed and well-implemented quasi-experimental study</td>
<td>7/27/2020 to 6/30/2021</td>
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</tr>
<tr>
<td>Action Step Description: The Student Services Dept. will provide PD to all special education and resource teachers on research findings on the importance of supporting students with disabilities and ELLs.</td>
<td>Person Responsible for this Action Step: Rose Ann Wasilier/Kristi Stewart (Organization Role: Student Services Department)</td>
<td>Promising evidence from at least one well-designed and well-implemented study</td>
<td>7/27/2020 to 6/30/2021</td>
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<tr>
<td>Action Step Description: PD will be provided to teachers who provide services to students with disabilities and ELLs in the areas of data analysis, differentiated instruction and A+M2 test administration to support our students and increase their academic proficiency.</td>
<td>Person Responsible for this Action Step: Principals (Organization Role: Principals)</td>
<td>Promising evidence from at least one well-designed and well-implemented study</td>
<td>7/1/2020 to 6/30/2021</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AS 2.1.17) ELD Writing Leads
Title III LEP

- Details

Action Step Description: ELD writing leads will be trained by an outside consultant in effective writing strategies during off contract time. The Lead Team will be responsible for training the ELD designated teachers at their site. A stipend will be paid to them.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study

AS 2.1.18) Monitor and Evaluate PD, Staff Development, Lead Teacher training
Title SW1

- Details

Action Step Description: Teachers will participate in PD in the areas of mathematics, social studies, differentiated instruction, ELPS, CANVAS, writing effective lesson plans, etc. PD participation will be monitored, staff will provide feedback from PD they receive. Administrators will review lesson plans, conduct walkthroughs, observing instruction and strategies incorporated from the PD. Feedback will be provided to teachers.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

AS 2.1.19) Site Leadership Planning Team
Title II-A
Title SW1
Action Step Description: Each principal will meet with their school level site lead team (off contract time) to review student assessment data, revise instruction plans, parent surveys. The team will set learning goal targets, and determine next steps in instructions based on student needs.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 7/1/2020 to 6/30/2021

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

**AS 2.1.20** PD for Teachers to Implement New LMS (CANVAS)

*Title II-A*

*TI SW1*

**Details**

Action Step Description: District-wide initiative ensuring that all teachers are ready to deliver instruction remotely. Utilizing the TOT model, a leadership group from each campus will be trained (off contract time) to prepare teachers for an increase in online/digital learning.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 7/1/2020 to 6/30/2021

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

**AS 2.1.21** Google Lead Teachers

*STUDENTSAEG*

*TI SW1*

**Details**

Action Step Description: Google Lead Teachers, 1 per site, will provide PD to staff supporting technology. Teachers will coordinate the training, plan the calendar and oversee the implementation of the PD across all sites. Each teacher will receive an addendum.
Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

[AS] 2.1.22) ELD Standards PD
Title II-A
TI SW1

Details
Action Step Description: ELD teams at each site will meet off contract hours to add the new ELP Standards to the curriculum maps. The team will provide PD to their staff on how to integrate the new ELPS in the content areas. LP Standards
Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

[AS] 2.1.23) Certified staff to Mentor New Teachers
Title II-A
Recruitment
TI SW1

Details
Action Step Description: 15 certified teachers will serve as mentors/support to new hires throughout the year. These mentors will be assigned a colleague to guide and offer assistance throughout their first year in the district. The mentor role is to ensure that the new teacher is supported, aware of all requirements and communicate with the administrator if their mentee needs resources or additional support.
Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021

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

**AS 2.1.24) Relocation Addendum**

**Title II-A**

**Recruitment**

**TI SW1**

**Details**

Action Step Description: New Hire teacher addendum for out of state teacher recruits to provide support with the high costs of relocating from out of state to Arizona. The teaching shortage and inadequate teacher compensation make recruiting teachers from our in-state universities difficult. We recruit many teachers from out of state; however, to hire them, we need to provide support with relocation costs.

Person Responsible for this Action Step: Human Resources Director (Organization Role: Human Resources Director)
Timeline: 7/1/2020 to 6/30/2021

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

**AS 2.1.25) ELD Professional Development Multisensory Grammar**

**Title II-A**

**ELL**

**TI SW1**

**Details**

Action Step Description: English Language Development Teachers will engage in professional development to strengthen their grammar instruction for our second language learners. Multisensory
Grammar training provides strategies for making grammar comprehensible to second language learners to analyze the written word using cues and hands-on activities.

Person Responsible for this Action Step: Curriculum Director (Organization Role: Curriculum Director)
Timeline: 7/1/2020 to 6/30/2021

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

[AS 2.1.26] Middle School ELA/ELD teachers to train Content Area Teachers
Title II-A
ELL
TI SW1

- Details

Action Step Description: Middle School ELA/ELD teachers to train Content Area Teachers

Person Responsible for this Action Step: Principals, Academic Services Director (Organization Role: Principals, Academic Services Director)
Timeline: 7/1/2020 to 6/30/2021

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

P 3) Principle 3 - Effective Organization of Time

- Details

Primary Need: Organization of Time

Root Cause: Students are highly mobile in the district and need to be provided additional learning opportunities to grow academically in reading and math.
Needs Statement: Schools in FESD will review their organization of time to ensure that students have appropriate time that supports their learning and growth. In addition, each site will provide supplemental support for students by offering enrichment and interventions to students.

Desired Outcomes: Students will show growth through supplemental support opportunities such as enrichments and interventions.

SMART Goal: By May 2021, targeted students will have participated in intervention, enrichment or after school programs.

3.1) Strategy 3.1

Details

Strategy Description: Organization of Time: Schools in FESD will review their organization of time to ensure that students have appropriate time that supports their learning and growth. In addition, each site will provide supplemental support for students by offering enrichment and interventions to students.

3.1.1) Tutoring and Interventions in Reading and Math

Details

Action Step Description: Each school site will provide tutoring and interventions to targeted students. Interventions will be held during the day and tutoring will be held after school, Spring intersession and Saturday Academies. Focus will be reading and math. The number of tutors and hours will be based on the school level needs. DIBELS and AzAC reading assessments and District math benchmarks will be used to monitor gains.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 8/3/2020 to 6/30/2021

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

3.1.2) Transportation for After School Programs

Details
Action Step Description: Transportation will be provided to students participating in the after school, spring intersession and summer Jump Start programs.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 9/8/2020 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.

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**AS 3.1.3) Supplemental After School Tutoring for ELLs**

**Title III LEP**

**TSI**

**Details**

Action Step Description: Each site will provide after school tutoring (after regular school hours or during the Summer) for students that qualify as ELL and have been identified as needing additional support in ELD. Number of tutors and hours will be based on school level needs.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 9/8/2020 to 6/30/2021

ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study.

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**AS 3.1.4) Common Planning Time for Teachers**

**TI SW1**

**TSI**

**Details**

Action Step Description: Teachers will have common planning time to prepare lessons, analyze data and discuss student progress.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 8/3/2020 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

**3.1.5) School and District Articulation Meetings**
**TI SW1**

**Details**

Action Step Description: Time is provided monthly during early release Thursdays for district wide grade level and special area articulation. Individual sites provide time for vertical and cross grade level articulation specific to their site. A team will meet during the summer to determine articulation topics for the next school year.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 8/3/2000 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

**3.1.6) Technology Integration**
**TI SW1**

**Details**

Action Step Description: Increase student achievement in reading, writing and math by improving technology integration. Teachers will be provided PD in enhancing student engagement in utilizing smart boards, projectors, document cameras, chrome books, keyboarding skills, headphones, etc to assist students in preparing for online testing.

Person Responsible for this Action Step: IT Dept and Principals (Organization Role: IT Director and Principals)

Timeline: 8/3/2020 to 6/30/2021

ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study
3.1.7) ELA and Math After School Tutoring for Target Subgroups

Details
Action Step Description: ELA and Math tutoring will be provided for subgroups of students with disabilities and ELL needs.
Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 8/3/2020 to 6/30/2021
ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

3.1.8) Monitor and Evaluate

Details
Action Step Description: The school and district IAP teams will monitor the progress of the supplemental activities offered to students. Student attendance will be evaluated as well as the final progress (pre/post scores) made toward student learning goals.
Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

4) Principle 4 - Effective Curriculum

Details
Primary Need: Effective Curriculum
Root Cause: The district has adopted new curriculum in Reading, Math, and Social Studies. Teachers need additional support in training as well as time to identify potential gaps and the need for supplemental resources.
Needs Statement: FESD implements an LEA wide comprehensive curriculum aligned to the AZ College and Career Standards to increase the academic proficiency level of our students in the areas of Reading, Writing, and Mathematics.

Desired Outcomes: Students will increase their academic proficiency level in the areas of Reading, Writing and Mathematics.

SMART Goal: By May 2020, site collaborative teams will have met quarterly to review curriculum maps and the new curriculum to determine if there are gaps. Supplemental resources will also be part of the review to determine if appropriate and if there is a need for additional supplemental resources.

4.1) Strategy 4.1

- Details

Strategy Description: Effective Curriculum: FESD implements an LEA wide comprehensive curriculum aligned to the AZ College and Career Standards to increase the academic proficiency level of our students in the areas of Reading, Writing, and Mathematics.

4.1.1) Supplemental ELD Instructional Materials

Title III LEP

- Details

Action Step Description: Supplemental ELD instructional materials will be purchased for ELD designated classrooms throughout the District. Materials purchased will be used by teachers in the designated ELD classes which may include but not limited to mentor texts, materials to teach ELD writing, materials to assist ELLs with reading, writing, listening, speaking and math.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 8/3/2020 to 6/30/2021

ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study

4.1.2) Supplemental Instructional Software-Licenses

Title III LEP

- Details
Action Step Description: Software licenses to be used with ELL students: Reading A-Z license renewal, Grammar Gallery. The purchase of additional licenses to assist students with familiarizing themselves with online testing (dragging, highlighting, underlining, etc) will be investigated and if appropriate will be purchased.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

**AS 4.1.3) Supplemental Resources**

**Details**

Action Step Description: Supplemental resources will be provided to teachers to support the district adopted curriculum to increase academic proficiency levels in the content areas. Materials may include: Kagan, Picture Perfect Science, Study Island, Scholastic News, novel set, Rewards, Rocket Math, Math Sees, etc. SIPPS Reading will be used during Tier II and III instruction. Students will receive Coach supplemental workbooks and teachers will incorporate Coach lesson to supplement their reading and math instruction. Reading Eggs (computer program) will be used to assist students in increasing reading skills. Students will also use written and computer based materials or licensed programs to provide enrichment, test preparation and remediation.

Person Responsible for this Action Step: Principals (Organization Role: Principal)
Timeline: 8/3/2020 to 6/30/2021
ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

**AS 4.1.4) Xerox paper for Writing Training**

**Title III LEP**

**Details**
Action Step Description: Xerox paper will be purchased to reimburse the district for paper used for training materials for writing and phonemic awareness trainings.

Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)
Timeline: 7/6/2020 to 6/30/2021
ESSA Evidence:

AS 4.1.5) Resources for Students with Disabilities
TI SW1
TSI
- Details
Action Step Description: Supplemental resources and curriculum will be used and purchased for the subgroup of students with disabilities. These resources (Wonder Works, Into Math, AZM2, ELA & Coach books, and other research-based supplemental resources deemed appropriate by the LEA, will be used in classrooms, during special education services, interventions and tutoring to increase proficiency.

Person Responsible for this Action Step: Principals and Student Services Director (Organization Role: Principals and Student Services Director)
Timeline: 8/3/2020 to 6/30/2021
ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

AS 4.1.6) Monitor and Evaluate
TI SW1
- Details
Action Step Description: The school and district IAP teams will monitor the effectiveness of the curriculum and the supplemental resources. Administrators will walk through classes to see the resources being used, asking teachers and students for feedback. Student progress will be monitored to evaluate if the resources used with students are effective.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

**AS 4.1.7) Training Book for Multi sensory Grammar PD**

**Title II-A**

**ELL**

**Prof Dev**

**Details**

- **Action Step Description:** Professional Development Resource for ELD Multisensory Training, such as: Multisensory Grammar & Written Composition Manual published by Neuhaus
- **Person Responsible for this Action Step:** Curriculum Director (Organization Role: Curriculum Director)
- **Timeline:** 7/1/2020 to 6/30/2021
- **ESSA Evidence:** Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

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**P 5) Principle 5 - Conditions, Climate & Culture**

**Details**

- **Primary Need:** Positive Learning Environment
- **Root Cause:** Increase the academic and social needs of our students.
- **Needs Statement:** FESD maintains high expectations that all students will learn in a safe and nurturing environment for our students, staff and community.
- **Desired Outcomes:** Schools will establish and maintain a positive and safe learning environment for students, staff and community.
- **SMART Goal:** By May 2021, a variety of services for students' needs will be addressed via McKinney Vento, hiring of school counselors, etc. to provide a safe and nurturing learning environment for our students, staff and community.
5.1) Strategy 5.1

Details

Strategy Description: Positive Learning Environment: FESD maintains high expectations that all students will learn in a safe and nurturing environment for our students, staff and community.

AS 5.1.1) Student Recognition
Title I LEA
Homeless - 7b

Details

Action Step Description: Students will be recognized throughout the school year at all sites to award students in the areas of character traits, academics, attendance and "caught doing something positive" (to name a few). Kids at Hope assemblies will also be scheduled to recognize positive behaviors throughout the month and year. Parents are invited to participate in the recognition events.

Person Responsible for this Action Step: Principals (Organization Role: Principal)
Timeline: 8/3/2020 to 5/27/2021

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

AS 5.1.2) McKinney Vento-Foster Care Liaison
Title I LEA
Homeless - 7b

Details

Action Step Description: The district will assign an individual as the McKinney Vento Homeless Children and Youth/Foster Care Liaison. This individual will provide public notice, train all staff on the identification of students and procedures to follow in order for the district to maintain compliance, communicate with the Transportation Dept. and set up shared transportation if needed. .25 FTE of salary and related benefits will be paid out of Title 1.
Person Responsible for this Action Step: Assistant Supt. for Business and HR Services (Organization Role: Assistant Supt. for Business and HR Services)
Timeline: 7/1/2020 to 6/30/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

5.1.3) Uniforms & Supplies for McKinney Vento Students

- Details
  Action Step Description: The district set aside for students who qualify for McKinney Vento services will be used to purchase uniforms and supplies for students that are in need.
  Person Responsible for this Action Step: McKinney Vento Liaison (Organization Role: McKinney Vento Liaison)
  Timeline: 7/1/2020 to 6/30/2021
  ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

5.1.4) Hire a School Counselor

- Details
  Action Step Description: Students that have social or emotional needs will meet in small groups with a school counselor to practice strategies to improve the emotional needs and behavior of students.
  Person Responsible for this Action Step: Principals (Organization Role: Principals)
  Timeline: 7/1/2020 to 6/30/2021
  ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes
and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS 5.1.5) Monitor and Evaluate**
**TI SW1**

**Details**

Action Step Description: Assistant principals will meet with the teachers and school counselor to monitor the services provided/review the discipline data in hopes of seeing a downward trend in the number of referrals submitted and severity of those referrals over the school year.

Person Responsible for this Action Step: Assistant Principals (Organization Role: Assistant Principals)

Timeline: 7/1/2020 to 6/30/2021

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

**6) Principle 6 - Family and Community Engagement**

**Details**

Primary Need: Family and Community Engagement

Root Cause: Parent participation is not consistent. Teachers become frustrated when they take the time to plan parent events and the parent turnout is low.

Needs Statement: FESD is dedicated to increasing parental and community involvement in respect to their knowledge in all aspects of the students' academic achievement.

Desired Outcomes: Parents and the community will be provided opportunities at each school site to increase their participation and knowledge in all aspects of academic achievement and ways to assist their child at home.

SMART Goal: By May 2021, parent participation in events will have increased 20% from the previous school year as evidenced by sign in sheets and the number of parents that completed the end of the year parent survey.
6.1) Strategy 6.1

- Details

Strategy Description: Family and Community Engagement FESD is dedicated to increasing parental and community involvement in respect to their knowledge in all aspects of the students' academic achievement. Schools will provide opportunities to parents to foster their child’s development and learning.

6.1.1) Parent/Family of ELLs Academy

Title III LEP

- Details

Action Step Description: School sites will host a parent academy for parents and families of ELL students. Parents/families of ELLs learn strategies/make it-take it to assist their child at home. Materials for make-it/take-it parent academies or family engagement activity packets will be purchased. Parent will use these materials to provide additional support and reinforce skills at home. HQ SEI teachers will be paid for prep time and facilitate the trainings.

Person Responsible for this Action Step: Principals and Academic Services Director (Organization Role: Principals and Academic Services Director)

Timeline: 7/1/2020 to 6/30/2021

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

6.1.2) Ongoing Communication with Parents & Community

Title SW1

- Details

Action Step Description: Parents and community members will receive updates of events via newsletters, school webpage, class dojo and notices sent home. The District will post notices and events on the District webpage. Student portals provide parent with access to their child's grades. Student agenda books will be purchased to facilitate daily, on-going communication between the school, teacher and home.

Person Responsible for this Action Step: Principals (Organization Role: Principal)
Timeline: 8/3/2020 to 5/27/2021

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.

6.1.3) Parent Input from Annual Title 1 Meetings

Details

Action Step Description: Individual sites will gather parent input at the annual Title 1 meetings held at the beginning of the year. Schools will share their school IAP, review the parent/school compact and share the school and LEA parent school policies. An end of the year parent meeting will be held to gather input on the various activities held throughout the year to assist in determining future parent trainings.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 8/3/2020 to 5/27/2021

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.

6.1.4) Preschool to Kindergarten Transition

Details

Action Step Description: School sites will provide preschool students and parent the opportunities to visit the kindergarten classrooms and to meet the teachers. Parent meetings are incorporated into the transition plan.

Person Responsible for this Action Step: Early Childhood Director (Organization Role: Early Childhood Director)

Timeline: 3/22/2021 to 5/27/2021
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere.

**AS 6.1.5) Middle School and High School Transitions**

**TI SW1**

**Details**

Action Step Description: School sites will provide 5th grade students the opportunity to visit the middle school classrooms, meet the teachers and tour the campus. 8th grade students will be given the opportunity as well to visit the high school to meet the teachers and tour the campus. Parent meetings will be set up to ease in the transition.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 10/1/2020 to 5/27/2021

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

**AS 6.1.6) Parent Trainings**

**TI SW1**

**Details**

Action Step Description: Teachers will offer parents the opportunity to attend site focused parent trainings. Teachers will be paid for prep time and workshop training time with parents.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 8/3/2020 to 5/27/2021

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

**AS 6.1.7) Community Partnerships**
Details

Action Step Description: The District and school sites will continue to develop partnerships with various businesses to increase communication between the district and the community. Current partnerships include St. Mary's Food Bank, Salvation Army, Back to School Clothing, Target, SRP and the City of Phoenix.

Person Responsible for this Action Step: Principals, Parent Liaison (Organization Role: Principals, Parent Liaison)

Timeline: 7/1/2020 to 6/30/2021

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

AS 6.1.8) Translation Services for Parent Events

Details

Action Step Description: Schools will provide translations at Parent Nights, trainings, conferences to increase the school-home connection.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 8/3/2020 to 5/27/2021

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

AS 6.1.9) Parent Learning Opportunities

Details

Action Step Description: Various districtwide learning opportunities (English classes, computer classes, adult education classes, nutrition, strategies to work with their child at home, school
procedures/processes and what to expect) will be offered to parents throughout the year to encourage parents to be involved in their child's education. Schools will collect evaluations from parents.

Person Responsible for this Action Step: Principals, Parent Liaison (Organization Role: Principals, Parent Liaison)
Timeline: 8/3/2020 to 6/30/2021

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

**AS** 6.1.10) Monitor and Evaluate
TI SW1
- Details

Action Step Description: The school and district IAP teams will monitor the participation of parents at various school/district events. The schools will keep evidence (sample newsletter, flyers, sign in sheets, agendas) in their required ESSA binder and compare to the previous year attendance. Parent input of types of parent opportunities will be asked at the Q1 Title 1 Annual Parent Meeting and parent feedback will be gathered at the Q4 Title 1 End of Year meeting.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 7/1/2020 to 6/30/2021

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

**AS** 6.1.11) Parent, Family and Community Engagement Clerk
Title I LEA
LEA Fam/Com
- Details

Action Step Description: The Parent, Family and Community Engagement Clerk will be a resource to all schools to ensure families are knowledgeable and involved in the schools. The clerk will provide
<table>
<thead>
<tr>
<th>parent training and share information about outside resources. (Phx Rescue Mission, St Mary's Food Back Back to School Clothing, etc). Salary and related benefits will be paid out of Title 1</th>
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</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Parent/Family Engagement Clerk (Organization Role: Parent/Family Engagement Clerk)</td>
</tr>
<tr>
<td>Timeline: 7/1/2020 to 6/30/2021</td>
</tr>
<tr>
<td>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</td>
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