Principles, Strategies and Action Steps (REQUIRED)

Fowler Elementary District (076445000) Public District - FY 2021 - Medium Risk - LEA Integrated Action Plan (IAP) - Rev 3

| Go To |

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Create Principle

Create Strategy

1.1 Principles 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.

Create Strategy

1.1.1 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.

Create Action Step

1.1.1.1 PELL or OCEL sponsored training

Details

Action Step Description: Academic Services Director will attend the 2 PELL trainings and any additional training/conferences provided by OCELAS. 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: 8/30/2020 to 5/21/2021

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

1.1.2 Comprehensive Needs Assessment

Details

Action Step Description: Each site will conduct 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.

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. Mervene Lobato (Organization Role: Superintendent)

Timeline: 8/30/2020 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.

1.1.4 Site Leadership and Lead IAP Teams

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.

1.1.5 Ongoing Monitoring of School and LEA IAPs

Details

Action Step Description: Ongoing monitoring will occur to track the progress of the IAPs and to provide feedback to the leadership teams.

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

Timeline: 8/30/2020 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.
<table>
<thead>
<tr>
<th>Title</th>
<th>LEA</th>
<th>Details</th>
<th>Timeline</th>
<th>Action Step Description</th>
<th>Person Responsible for this Action Step</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director of Academic Services</strong></td>
<td>LEA Admin</td>
<td>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.</td>
<td>8/30/2021 to 6/30/2021</td>
<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>
<td>Cindy Bradley (Organization Role: Academic Services Director)</td>
</tr>
<tr>
<td><strong>Monitor and Evaluate</strong></td>
<td>TI SW1</td>
<td>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 goals that guided their IAP. Principals will provide updates to staff monthly and at parent events.</td>
<td>6/30/2021</td>
<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>
<td></td>
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<tr>
<td><strong>Academic Services Clerk</strong></td>
<td>LEA Admin</td>
<td>Action Step Description: 47 FTE will assist the Academic Services Department with entering program data. 47 FTE of salary and related benefits will be paid out of Title 1.</td>
<td>6/30/2021</td>
<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>
<td>Cindy Bradley (Organization Role: Academic Services Director)</td>
</tr>
<tr>
<td><strong>Uplift Training for Administrators</strong></td>
<td>Prof Dev</td>
<td>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/coach 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.</td>
<td>6/30/2021</td>
<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>
<td>Superintendent (Organization Role: Superintendent)</td>
</tr>
<tr>
<td><strong>Qualified Evaluator Training</strong></td>
<td>Prof Dev</td>
<td>Action Step Description: Five district administrators new to their role and the evaluation process will attend the qualified evaluator training in order to be eligible to conduct certified staff evaluations.</td>
<td>6/30/2021</td>
<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>
<td>HR Director (Organization Role: HR Director)</td>
</tr>
<tr>
<td><strong>Administrator Mentoring</strong></td>
<td>TI SW1</td>
<td>Action Step Description: Administrators new to their role will be assigned an administrator who will be responsible for guiding them through their first year in the newly assigned role. The administrator mentor's role will be to ensure that the new principal or assistant principal is supported, aware of the requirements and assisted as needed.</td>
<td>6/30/2021</td>
<td>ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggest 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>
<td>Principals and Assistant Principals (Organization Role: Principals and Assistant Principals)</td>
</tr>
<tr>
<td><strong>Planning Team for Reopening of Schools</strong></td>
<td>Prof Dev</td>
<td>Action Step Description: This team of teachers will work under the leadership of administrators and curriculum director to ensure together a plan is in place for addressing instructional loss, modifications in curriculum to transition students to in-person learning. Teachers will be paid a stipend for planning time held off contract time.</td>
<td>6/30/2021</td>
<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>
<td>Superintendent &amp; Administrators (Organization Role: Superintendent &amp; Administrator)</td>
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### Principles, Strategies and Action Steps (REQUIRED)

**Session**

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Timeline: 7/1/2020 to 6/30/2021
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**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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| 1    | Copy AS 1.1.13 Professional Development Conference Registration
Title: I A Prof Dev Add Action Step Progress Note |
| Details | Action Step Description: Conference registration for the Leading Change Summer Conference will be paid. A minimum of 1 representative from each campus will attend and bring back information to the school and district leadership teams.
Person Responsible for this Action Step: Principals and Curriculum Director (Organization Role: Principals and Curriculum Director)
Timeline: 6/1/2021 to 6/30/2021
ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study |

### 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: FESS 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.

### Strategy 2.1

**Details**

Strategy Description: Effective Teachers and Instruction: FESS will provide staff appropriate planning time and professional development opportunities to increase their knowledge of grade level content and incorporate effective instructional strategies;

### Action Step

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| 1    | Copy AS 2.1.1 ELD Summer Planning Team/AZELLA Data
Title: III LEP TSI SW1 Add Action Step Progress Note |
| 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 7/30/2021
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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| 1    | Copy AS 2.1.2 PD for ELD Teachers
Title: III LEP TSI Add Action Step Progress Note |
| Details | Action Step Description: PD opportunities will be provided to ELL teachers in the areas of reading, writing, grammar and differentiated instruction. Designated HQ SII teachers will have the opportunity to attend CIELAS 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 |

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| 1    | Copy AS 2.1.3 Districtwide ELD School Level Team Planning
Title: III LEP TSI Add Action Step Progress Note |
| 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 Alavilla, Chad Ostrone, Angelia Krenkel, Marco Rulz, Rebecca Osorio, Deserie Castillo (Organization Role: Principals and 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 |

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| 1    | Copy AS 2.1.4 Planbook EDU licenses
Title: III LEP TSI SW1 Add Action Step Progress Note |
| Details | Action Step Description: The District requires all ELD licensed 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 8/30/2021
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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| 1    | Copy AS 2.1.5 Outside Consultant(s) to Train/Observ ELD Teachers
Title: III LEP TSI Add Action Step Progress Note |
| Details | Action Step Description: Outside consultant(s) will train HQ SII 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)
### Principles, Strategies and Action Steps (REQUIRED)

<table>
<thead>
<tr>
<th>Timeline: 8/3/2020 to 6/30/2021</th>
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<tr>
<td>ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study</td>
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#### 2.1.6 Review Student Data and Maintain Classroom Data Binder

**Details**
- Action Step Description: Teachers at all sites will set up data binders for their class to include district and school level data (AzM2, A2AC reading, District Math benchmarks, DIBELS and AZPFLA). Student progress will be discussed and monitored both at grade level and school level meetings. Teachers will conduct quarterly test trials 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

#### 2.1.7 Attend CELAS Conference

**Details**
- Action Step Description: Designated HG SEI teachers will have the opportunity to attend the CELAS 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: 1/21/2021 to 12/18/2020
- ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

#### 2.1.8 Stipend for ELD Lesson Plan Drop Down Template

**Details**
- Action Step Description: Stipend for ELD teacher(s), outside of contract time, to update the Planbook template and add the new ELPS 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

#### 2.1.9 Site IAP Team Spring & Summer Planning

**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 goals/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

#### 2.1.10 Private School and Equitable Services to Students

**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 by a third party provider (FACTS) after consultation with Private School. The Private Schools will also parent engagement funds to purchase supplies for parent engagement activities.
- Person Responsible for this Action Step: Cindy Bradley (Organization Role: Academic Services Director)
- Timeline: 7/12/2020 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

#### 2.1.11 Lead Literacy and Math Teacher Stipends

**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

#### 2.1.12 Master Teacher Mentors

**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 leachers.
- 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

#### 2.1.13 Reading Interventionists

**Details**
- Action Step Description: 7 FTE Reading interventionists will provide instructional support to targeted students in a push-in pull-out 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

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<thead>
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<td><strong>ESSA Evidence</strong>: Strong evidence from at least one well-designed and well-implemented experimental study</td>
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</tbody>
</table>

| Action Step Description: 3rd - 5th grade teachers will work with outside math consultants who will support teachers with specific strategies, informal walkthroughs, and provide feedback. |
| Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Tuscano Principal) |
| Timeline: 7/22/2020 to 6/30/2021 |
| **ESSA Evidence**: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study |

| Action Step Description: The student services department will provide PD to all special education and resource teachers in data analysis, differentiated instruction, and AAM2 test administration to support subgroups of students with disabilities and ELLs. |
| Person Responsible for this Action Step: Rose Ann Wastian/Krist Stewart (Organization Role: Student Services Department) |
| Timeline: 7/22/2020 to 6/30/2021 |
| **ESSA Evidence**: Promising evidence from at least one well-designed and well-implemented correlational study |

| 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 AAM2 test administration to support students and increase their academic proficiency. |
| 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 |

| Action Step Description: ELDT 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 ELDT 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 |

| 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 |

| 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 goals/targets, and determine next steps in instructions based on student needs. Data and input gathered will also be reviewed with the team when completing the CNA as well as reviewing, monitoring and revising the school IAP as needed. |
| 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 |

| 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) throughout the year to prepare teachers for an increase in online/digital learning using CANVAS. Stipend and associated benefits will be paid. |
| 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 |

| Action Step Description: Technology Google Lead Teachers will provide district-wide PD to staff supporting technology and assist teachers that may have issues with access, software or teacher web pages. Teacher Leads 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 |
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<tr>
<td><strong>ELD Standards and Curriculum Map</strong></td>
<td>Action Step Description: ELD teams at each site will need to review and 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.</td>
<td>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.</td>
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<tr>
<td><strong>Certified Staff to Mentor New Teachers</strong></td>
<td>Action Step Description: Certified teachers will serve a mentor/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.</td>
<td>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.</td>
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<td><strong>Relocation Addendum</strong></td>
<td>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 out of state universities difficult. We recruit many teachers from out of state; however, to hire them, we need to provide support with relocation costs.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Middle School ELA/ELD teachers to train Content Area Teachers</strong></td>
<td>Action Step Description: Middle School ELA/ELD teachers to train Content Area Teachers include the ELPS during the integrated ELA minutes. ELA will review the ELPS with the content teachers focusing on which ELPS lend themselves better in the content areas as well as strategies to incorporate while teaching the integrated ELA periods.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Canvas PD to Train Lead Canvas Team</strong></td>
<td>Action Step Description: An outside trainer will train the district Canvas lead team for the implementation of Canvas, the district LMS. 5 training sessions will be provided.</td>
<td>Person Responsible for this Action Step: IT Dept &amp; Principals (Organization Role: IT Director &amp; school administrators) 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.</td>
</tr>
<tr>
<td><strong>Kagan Workshop PD and Teacher Training</strong></td>
<td>Action Step Description: An outside trainer will provide Kagan PD training to assist teachers in keeping students engaged in an online learning environment. Interested teachers will pay $25/hr for the designated training time to participate in 3 Kagan sessions (held during off contract time). Teachers will attend the online virtual seminars as well as working with their grade level teams to create lessons incorporating what was presented.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Curriculum Mapping Content Area Teachers</strong></td>
<td>Action Step Description: Content area teachers teams (Math, ELA, Science and Social Studies) representing schools and grade levels will meet under the guidance of the curriculum director to update and revise the curriculum maps as needed.</td>
<td>Person Responsible for this Action Step: Curriculum Director (Organization Role: Curriculum Director)</td>
</tr>
</tbody>
</table>

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**Principles, Strategies and Action Steps (REQUIRED)**

<table>
<thead>
<tr>
<th>Timeline: 7/13/2020 to 6/30/2021</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

### Curriculum Mapping Fine Arts Teachers

<table>
<thead>
<tr>
<th>Details</th>
<th>Action Step Description: Fine Arts area teacher teams (Music, Art, PE) representing schools and grade levels will meet under the guidance of the Curriculum Director to update and revise the Curriculum Maps as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Curriculum Director (Organization Role: Curriculum Director)</td>
<td></td>
</tr>
<tr>
<td>Timeline: 7/13/2020 to 6/30/2021</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

### Curriculum Mapping Middle School Elective Teachers

<table>
<thead>
<tr>
<th>Details</th>
<th>Action Step Description: Middle School teachers responsible for teaching the elective courses, (chorus, band, technology) will meet under the guidance of the Curriculum Director to update and revise the Elective Area Curriculum Maps as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Curriculum Director (Organization Role: Curriculum Director)</td>
<td></td>
</tr>
<tr>
<td>Timeline: 8/30/2020 to 6/30/2021</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

### Canvas Training for Sun Canyon Elem

<table>
<thead>
<tr>
<th>Details</th>
<th>Action Step Description: Off contract salaries and related benefits to provide time for planning and PD. Teachers will receive structured instruction and hands on practice using the adopted learning management system (CANVAS).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Principal (Organization Role: Principal)</td>
<td></td>
</tr>
<tr>
<td>Timeline: 8/30/2020 to 6/30/2021</td>
<td></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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</tr>
</tbody>
</table>

### Sun Canyon & SMMS Instructional Planning Groups

<table>
<thead>
<tr>
<th>Details</th>
<th>Action Step Description: Instructional planning groups both at Sun Canyon Elem. and Santa Maria Middle will meet off contract hours with their site principal and District Curriculum Director to review student assessment data and identify student needs. The teams will work in grade level groups to structure lesson plans based on the data review and identified needs. Stipends and associated benefits will be paid from Title II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Principals, Curriculum Director (Organization Role: Principals, Curriculum Director)</td>
<td></td>
</tr>
<tr>
<td>Timeline: 8/30/2020 to 6/30/2021</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

### Outside consultant to train Zones of Regulation Training

<table>
<thead>
<tr>
<th>Details</th>
<th>Action Step Description: An outside trainer will provide PD to teachers district-wide on increasing educator awareness of the need for sensitivity to building coping skills with our students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Principals and Curriculum Director (Organization Role: Principals and Curriculum Director)</td>
<td></td>
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<tr>
<td>Timeline: 8/30/2020 to 6/30/2021</td>
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</tr>
<tr>
<td>ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study</td>
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</tbody>
</table>

### Screenprint for ELD teachers at Tuscano to work with Outside Consultant

<table>
<thead>
<tr>
<th>Details</th>
<th>Action Step Description: ELD teachers at Tuscano will be paid for off contract time to work with the outside consultant(s) to incorporate ELD strategies from trainings into the lesson plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Tuscano Principal, Academic Services Director (Organization Role: Principal, Academic Services Director)</td>
<td></td>
</tr>
<tr>
<td>Timeline: 1/4/2021 to 6/30/2021</td>
<td></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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</tr>
</tbody>
</table>

### Middle School Targeted & Integrated HQ ESI Teachers

<table>
<thead>
<tr>
<th>Details</th>
<th>Action Step Description: Middle school ELA and Social Studies teachers responsible for the targeted and integrated ELD minutes will work with outside consultant during off contract time to incorporate ELD strategies from trainings into their lesson plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible for this Action Step: Principals, Academic Services Director (Organization Role: Principal, Academic Services Director)</td>
<td></td>
</tr>
<tr>
<td>Timeline: 12/22/2020 to 12/22/2020</td>
<td></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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</tbody>
</table>

### ELD Site Planning Team with New ELPS and Lesson Plans

| Details | Action Step Description: Site ELD teams will meet during the summer to plan instruction based on the new ELPS. The focus will be for the Team to get better acquainted with the new Standards and plan for their integrated/targeted instruction. |

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### Principles, Strategies and Action Steps (REQUIRED)

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

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

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.

#### 1.36 Writing Training for ELD Teachers

**Details**

Action Step Description: Writing training will be provided by the outside consultant to the ELD writing lead team. The leads will use the TOT model to training their ELD teachers at their respective sites. The training will provide strategies and next steps that will assist our ELL students improve their writing. Training will be off contract time.

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

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

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.

#### 1.39 Social Emotional Learning (SEL) PD for Tuscano Elementary Staff

**Details**

Action Step Description: Staff at Tuscano Elementary will participate in SEL training (off contract time). This training will provide staff various emotional coping strategies when working with students and families.

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

Timeline: 9/8/2020 to 5/28/2021

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

#### 1.40 School Counselor @ Sun Canyon

**Details**

Action Step Description: The School Counselor will be hired to assist students and staff with providing support during the pandemic, virtual learning. The counselor will assist teachers in providing appropriate social emotional learning supports in the classroom.

Person Responsible for this Action Step: Counselor & Principal (Organization Role: Counselor & Principal)

Timeline: 9/8/2020 to 5/28/2021

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

#### 1.41 Attend AZ School Counselor Annual Conference

**Details**

Action Step Description: 2 school counselors will attend the AZ School Counselor Annual Conference. Fees associated with the conference will be paid from the grant.

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

Timeline: 5/19/2020 to 5/28/2021

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

#### 1.42 CANVAS LMS Learning Addendum

**Details**

Action Step Description: Teachers during their off contract time, were required to learn the district learning management system in order to adapt their lessons to the new virtual instructional mode of delivery.

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

Timeline: 7/13/2020 to 5/26/2021

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.

#### 1.43 PD Planning Time for In-Service Day

**Details**

Action Step Description: Teachers who present at the Feb. in-service day will be paid for planning time (off contract hours) to prepare for their PD session.

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

Timeline: 1/4/2021 to 3/12/2021

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.

#### 1.44 Professional Development Houghton Mifflin Harcourt

**Details**

Action Step Description: Contracted trainers will work with small groups to provide PD on the implementation of the recently adopted curriculum. Consultants will provide one hr trainings, 4 times/day during the February teacher in-service day.

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

Timeline: 1/4/2021 to 2/12/2021

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

#### 1.45 Kindergarten Enrichment Teachers

**Details**

Action Step Description: Kindergarten teachers will provide an additional 1/2 day of instruction allowing the teacher to provide additional time instruction in language arts, math and provide enrichment opportunities for kindergarten students.

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

Timeline: 7/22/2020 to 6/30/2021

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

#### 1.46 Reading Interventionist Classified

**Details**

Action Step Description: Reading teachers will provide an additional 1/2 day of instruction allowing the teacher to provide additional time instruction in language arts, math and provide enrichment opportunities for kindergarten students.

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

Timeline: 7/22/2020 to 6/30/2021

ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study.
Principles, Strategies and Action Steps (REQUIRED)

Action Step Description: Instructional assistants will work under the supervision of the Reading Interventionist to provide additional support to students who are struggling to meet their reading goals.

Person Responsible for this Action Step: Principals (Organization Role: Principals)
Timeline: 9/1/2020 to 5/8/2021
ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

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

Create Strategy

#### 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 acceleration and Saturday Academics will be focused on reading and math. The number of tutors and hours will be based on the school level needs. DIBELS and AzA reading assessments and District math benchmarks will be used to monitor gains.
  - **Person Responsible for this Action Step**: Principals (Organization Role: Principals)
  - **Timeline**: 5/28/2021 to 8/17/2021
  - **ESSA Evidence**: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

#### 3.1.2 Transportation for After School or Summer 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**: 8/8/2020 to 8/5/2021

#### 3.1.3 Supplemental After School Tutoring for ELLs

- **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**: 9/1/2020 to 6/30/2021

#### 3.1.4 Common Planning Time for Teachers

- **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

#### 3.1.5 School and District Articulation Meetings

- **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**: 8/3/2020 to 6/30/2021

#### 3.1.6 Technology Integration

- **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, head phones, 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

Session Timeout: 00:59:55

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### Principles, Strategies and Action Steps (REQUIRED)

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1.10</strong></td>
<td><strong>3.1.11</strong></td>
<td><strong>3.1.12</strong></td>
<td><strong>3.1.13</strong></td>
</tr>
<tr>
<td><strong>Transportation for Summer Enrichment Program</strong></td>
<td><strong>Time: 3/01/2021 to 3/10/2021</strong></td>
<td>Proven through quasi-experimental study</td>
<td>Promising evidence from at least one well-designed and well-implemented correlational study.</td>
</tr>
<tr>
<td><strong>Extra Curricular Enrichment Clubs @ Elementary Campus</strong></td>
<td><strong>Time: 9/8/2020 to 5/28/2021</strong></td>
<td>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>
<td></td>
</tr>
<tr>
<td><strong>Extra Curricular Enrichment Clubs @ Middle Schools</strong></td>
<td><strong>Time: 9/8/2020 to 5/28/2021</strong></td>
<td>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>
<td></td>
</tr>
<tr>
<td><strong>School Counselors &amp; Extra Curricular Groups</strong></td>
<td><strong>Time: 9/8/2020 to 5/28/2021</strong></td>
<td>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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</tr>
<tr>
<td><strong>Summer School Program</strong></td>
<td><strong>Time: 5/28/2021 to 6/30/2021</strong></td>
<td>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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</table>

*ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study.*
### Principles, Strategies and Action Steps (REQUIRED)

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

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

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

#### Create Strategy

**Principle 4 - Effective Curriculum**

**Details**

**PrimaryKey:** 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:** ESSD 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.

#### Create Action Step

**Strategy 4.1**

**Details**

**Strategy Description:** Effective Curriculum: ESSD 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.

**Create Action Step**

<table>
<thead>
<tr>
<th><strong>Action Step Description:</strong></th>
<th><strong>Timeline:</strong> 6/1/2021 to 6/30/2021</th>
<th><strong>ESSA Evidence:</strong> Promising evidence from at least one well-designed and well-implemented correlational study</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Supplemental ELD Instructional Materials</em></td>
<td><strong>Person Responsible for this Action Step:</strong> Principals (Organization Role: Principals)</td>
<td><strong>Add Action Step Progress Note</strong></td>
</tr>
<tr>
<td><em>Supplemental Instructional Software Licenses</em></td>
<td><strong>Person Responsible for this Action Step:</strong> Cindy Bradley (Organization Role: Academic Services Director)</td>
<td><strong>Add Action Step Progress Note</strong></td>
</tr>
<tr>
<td><em>Supplemental Resources</em></td>
<td><strong>Person Responsible for this Action Step:</strong> Principals (Organization Role: Principal)</td>
<td><strong>Add Action Step Progress Note</strong></td>
</tr>
<tr>
<td><em>Xerox paper for Writing Training</em></td>
<td><strong>Person Responsible for this Action Step:</strong> Cindy Bradley (Organization Role: Academic Services Director)</td>
<td><strong>Add Action Step Progress Note</strong></td>
</tr>
<tr>
<td><em>Resources for Students with Disabilities</em></td>
<td><strong>Person Responsible for this Action Step:</strong> Principals and Student Services Director (Organization Role: Principals and Student Services Director)</td>
<td><strong>Add Action Step Progress Note</strong></td>
</tr>
<tr>
<td><em>Monitor and Evaluate</em></td>
<td><strong>Person Responsible for this Action Step:</strong> Principals (Organization Role: Principals)</td>
<td><strong>Add Action Step Progress Note</strong></td>
</tr>
</tbody>
</table>

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### Timeline

- **6/3/2020**
- **7/6/2020**
- **7/1/2020**
- **6/1/2021**
- **6/30/2021**
- **7/6/2021**
- **6/30/2021**
- **7/31/2021**

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### Principles, Strategies and Action Steps (REQUIRED)

**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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<tr>
<th>Action Step</th>
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<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1.7</strong> Supplies for PD Teams</td>
<td>Title II A Prof Dev</td>
<td>Action Step Description: PD resources will be purchased for teachers providing PD to use during virtual and in-person trainings. Resources may include index cards, copy paper, highlighters, data display charts, whiteboards, etc. Person Responsible for this Action Step: Principals (Organization Role: Principals) Timeline: 8/30/2020 to 9/30/2021</td>
</tr>
<tr>
<td><strong>4.1.8</strong> Chromebooks/laptops, cases and site licenses for Students</td>
<td>Title I SWI</td>
<td>Action Step Description: Chromebooks/laptops, cases and site licenses will be purchased for students to have access to the online learning platforms and the curriculum. Person Responsible for this Action Step: IT Dept &amp; Principals (Organization Role: Technology &amp; Principals) Timeline: 7/1/2020 to 8/28/2021</td>
</tr>
<tr>
<td><strong>4.1.10</strong> Supplemental Science Software</td>
<td>STUDENTS AEG Effective Use Technology</td>
<td>Action Step Description: Supplemental Science software will be purchased. This access to digital resources will allow teachers coordinating the Science Fair to provide students additional support for their independent learning as well as extracurricular participation in Science enrichment activities. Person Responsible for this Action Step: Principals (Organization Role: Principals) Timeline: 7/1/2020 to 8/28/2021</td>
</tr>
<tr>
<td><strong>4.1.11</strong> Supplies for Summer Enrichment Program</td>
<td>STUDENTS AEG Well-Rounded</td>
<td>Action Step Description: Teachers working in the Summer Enrichment Program will submit a request to purchase supplies to use in the Summer Enrichment Program. Person Responsible for this Action Step: Principals (Organization Role: Principals) Timeline: 3/22/2021 to 5/30/2021</td>
</tr>
<tr>
<td><strong>4.1.12</strong> Sports Equipment for Middle School Sports Programs</td>
<td>STUDENTS AEG Safe &amp; Healthy</td>
<td>Action Step Description: Equipment for after school competitive sports will be purchased. Items may include but not limited to: softballs, baseballs, footballs, equipment bags, nets, scoreboard, score books, field spray paint/chalk, cones, etc. Person Responsible for this Action Step: Principals (Organization Role: Principals) Timeline: 9/8/2020 to 6/30/2021</td>
</tr>
<tr>
<td><strong>4.1.13</strong> Student Uniforms for Extra Curricular Sports @ Middle Schools</td>
<td>STUDENTS AEG Safe &amp; Healthy</td>
<td>Action Step Description: Uniforms will be purchased to meet the requirement for middle school students participating in competitive sports (basketball, soccer, softball, volleyball). Person Responsible for this Action Step: Principals (Organization Role: Principals) Timeline: 9/8/2020 to 6/30/2021</td>
</tr>
<tr>
<td><strong>4.1.14</strong> Supplies for Extra Curricular Enrichment Clubs</td>
<td>STUDENTS AEG Well-Rounded</td>
<td>Action Step Description: Supplies will be purchased for students who participate in the extra curricular enrichment clubs. Supplies may include: items for cooking, materials for STEM &amp; STEAM, student recognition awards. Person Responsible for this Action Step: Principals (Organization Role: Principals) Timeline: 9/8/2020 to 6/28/2021</td>
</tr>
<tr>
<td><strong>4.1.15</strong> Supplies for Counselor Small Groups</td>
<td>STUDENTS AEG Safe &amp; Healthy</td>
<td>Action Step Description: Supplies will be purchased for counselors to use when meeting with students. Supplies may include: student journals, folders, writing supplies, drawing supplies, board games.</td>
</tr>
</tbody>
</table>
Principles, Strategies and Action Steps (REQUIRED)

Person Responsible for this Action Step: Counselors & Principals (Organization Role: Counselors & Principals)
Timeline: 9/8/2020 to 5/28/2021
ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study

- **Supplies for Mentor Teachers**
  - Details:
    - Action Step Description: Subscriptions to online journals, such as ACSID, professional books for a book study as well as supplies for organizing, planning and providing PD will be purchased to use with new teachers.
    - Person Responsible for this Action Step: Curriculum Director & Mentors (Organization Role: Curriculum Director & Mentors)
    - Timeline: 7/14/2020 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.

- **Chromebooks Laptops, Cases and site licenses for Teachers**
  - Details:
    - Action Step Description: Chromebooks/laptops and cases to protect the devices will be purchased for teachers to teach virtually during the time that students are learning remotely as well as when students return to in-person classes with the hybrid model.
    - Person Responsible for this Action Step: IT Dept & Principals (Organization Role: IT Director & school administrators)
    - Timeline: 3/17/2021 to 3/17/2021
    - ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study

- **Consumable Supplies for Middle School Students**
  - Details:
    - Action Step Description: Consumable supplies will be purchased for teacher to use with students. Supplies may include: writing materials, journals, folders, paper, pens, highlighters, whiteboard markers, individual whiteboards, student certificates, recognition incentives, etc.
    - Person Responsible for this Action Step: Principals (Organization Role: Principals)
    - Timeline: 8/17/2020 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.

- **Computer Programs & Digital Access Software for Santa Maria Middle**
  - Details:
    - Action Step Description: Computer based reading program, site licenses and digital software will be purchased to provide students additional options to download ebooks, use online tools (editing, highlighting, adding comments), and create digital presentations. Purchases may include: Accelerated Reader, KAM, Brain Pop, Peardeck.
    - Person Responsible for this Action Step: Principals (Organization Role: Principals)
    - Timeline: 7/1/2020 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.

- **Student News, Media and Journalism Activities/Supplies**
  - Details:
    - Action Step Description: A library computer (to produce and show the news) and student cameras (for student reporters to document their stories) will be purchased for students to use in their daily production of "Student News".
    - Person Responsible for this Action Step: Principals (Organization Role: Principals)
    - Timeline: 3/17/2021 to 3/17/2021
    - ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational study

- **Consumable Supplies for Summer School**
  - Details:
    - Action Step Description: Consumable supplies, which may include items such as: writing paper, pens, highlighters, whiteboard markers, individual whiteboards, whiteboard erasers, poster board, chart paper, post its, copy paper, toner, paper for certificates, student timelines for reward incentives, recognition pins, supplies for student projects will be purchased for teachers to use with students during the summer school program.
    - Person Responsible for this Action Step: Principals (Organization Role: Principals)
    - Timeline: 3/24/2021 to 3/24/2021
    - ESSA Evidence:

**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.

**Create Strategy**

- **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.

**Create Action Step**

- **Student Recognition**
  - Details:...
Principles, Strategies and Action Steps (REQUIRED)

### Principle 1

**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.

### Principle 2

**Details**

Action Step Description: The district will assign an individual as the McKinney Vento 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 I.

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.

### Principle 3

**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.

### Principle 4

**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.

### Principle 5

**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: FESSD 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.

Create Strategy

### Strategy 1

**Details**

Strategy Description: Family and Community Engagement FESSD 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.

Create Action Steps

### Action Step 1

**Details**

Action Step Description: School sites will host a parent academy for parents and families of ELL students. Parents and families of ELLs learn strategies 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.

### Action Step 2

**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)
### Principles, Strategies and Action Steps (REQUIRED)

<table>
<thead>
<tr>
<th>Timeline: 8/3/2020 to 5/27/2021</th>
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#### 6.1.3 Parent Input from Annual Title 1 Meetings

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<tr>
<td>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 parents/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.</td>
</tr>
<tr>
<td>Person Responsible for this Action Step: Principals (Organization Role: Principals)</td>
</tr>
<tr>
<td>Timeline: 8/3/2020 to 5/27/2021</td>
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<tr>
<td><strong>ESSA Evidence:</strong> 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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#### 6.1.4 Preschool to Kindergarten Transition

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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Person Responsible for this Action Step: Early Childhood Director (Organization Role: Early Childhood Director)</td>
</tr>
<tr>
<td>Timeline: 3/22/2021 to 5/27/2021</td>
</tr>
<tr>
<td><strong>ESSA Evidence:</strong> 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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#### 6.1.5 Middle School and High School Transitions

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<tbody>
<tr>
<td>Action Step Description: School sites will provide 8th 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.</td>
</tr>
<tr>
<td>Person Responsible for this Action Step: Principals (Organization Role: Principals)</td>
</tr>
<tr>
<td>Timeline: 10/1/2020 to 5/27/2021</td>
</tr>
<tr>
<td><strong>ESSA Evidence:</strong> 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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#### 6.1.6 Parent trainings

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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Person Responsible for this Action Step: Principals (Organization Role: Principals)</td>
</tr>
<tr>
<td>Timeline: 8/3/2020 to 5/27/2021</td>
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#### 6.1.7 Community Partnerships

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<tr>
<td>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.</td>
</tr>
<tr>
<td>Person Responsible for this Action Step: Principals, Parent Liaison (Organization Role: Principals, Parent Liaison)</td>
</tr>
<tr>
<td>Timeline: 7/11/2022 to 6/30/2021</td>
</tr>
<tr>
<td><strong>ESSA Evidence:</strong> 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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#### 6.1.8 Translation Services for Parent Events

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<tr>
<td>Action Step Description: Schools will provide translations at Parent Nights, trainings, conferences to increase the school-home connection.</td>
</tr>
<tr>
<td>Person Responsible for this Action Step: Principals (Organization Role: Principals)</td>
</tr>
<tr>
<td>Timeline: 8/3/2020 to 5/27/2021</td>
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#### 6.1.9 Parent Learning Opportunities

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<tr>
<td>Action Step Description: Various district wide 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 parent throughout the year to encourage parents to be involved in their child’s education. Schools will collect evaluations from parents.</td>
</tr>
<tr>
<td>Person Responsible for this Action Step: Principals, Parent Liaison (Organization Role: Principals, Parent Liaison)</td>
</tr>
<tr>
<td>Timeline: 8/3/2020 to 6/30/2021</td>
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#### 6.1.10 Monitor and Evaluate

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<tr>
<td>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.</td>
</tr>
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</table>
Principles, Strategies and Action Steps (REQUIRED)

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.

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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Timeline:

Parent, Family and Community Engagement Clerk

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 parent training, and share information about outside resources (Phx Rescue Mission, St Mary's Food Back to School Clothing, etc). Salary and related benefits will be paid out of Title 1 set aside.

Person Responsible for this Action Step: Parent/Family Engagement Clerk (Organization Role: Parent/Family Engagement Clerk)

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.

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.

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.

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

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

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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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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.

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.

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

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