

**Fowler Elementary District (070445000) Public District - FY 2021 - Western Valley Middle School (070445106)  
Public School - School Integrated Action Plan (SIAP) - Rev 0**

**Plan Items**

**P** 1) Principle 1 - Effective Leadership

**- Details**

Primary Need: Our leadership needs to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

Root Cause: -Limited pool of certified teachers -Need plan to recruit and retain effective teachers, including exit surveys -Diversity and cultural-relevance training needed

Needs Statement: Our leadership needs to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

Desired Outcomes: Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

SMART Goal: In FY21, WVMS will develop a plan to recruit and retain highly-qualified teachers in all content areas.

**S** 1.1) Strategy 1.1

**- Details**

Strategy Description: Standards

**AS** 1.1.1) Bi-Weekly Grade Level Meetings

TI SW1

TSI

**- Details**

Action Step Description: Bi-weekly "Data Dialogue" meetings, across all grade levels, will be held with administration to review common formative assessment data results. Instructional "best

practices" and professional development topics will be embedded during the meetings.  
Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)  
Timeline: 8/3/2020 to 5/22/2021  
ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

**S** 1.2) Strategy 1.2

**- Details**

Strategy Description: Quarterly Action Plans

**AS** 1.2.1) Quarterly Action Plans

TI SW1

**- Details**

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

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

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

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

**S** 1.3) Strategy 1.3

**- Details**

Strategy Description: School Integrated Action Plan

**AS** 1.3.1) SIAP Lead Team

TI SW1

**- Details**

Action Step Description: Create Site Integrated Action Plan in a collaborative process (2 leads from 6th - 8th, administration, special education lead, special area lead, counselor, reading interventionist),

meeting quarterly to discuss benchmark data and information related to the IAP. Revisions are made as needed, based on data. Updates are provided to staff at monthly staff meetings and shared with parents/community at parent events.

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

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

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

#### **S** 1.4) Strategy 1.4

##### **-** Details

Strategy Description: Collaborative Planning Process

#### **AS** 1.4.1) Collaborative Planning Process

TI SW1

##### **-** Details

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

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

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

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

#### **S** 1.5) Strategy 1.5

##### **-** Details

Strategy Description: CNA Monitored Quarterly

#### **AS** 1.5.1) CNA Monitored Quarterly

TI SW1

**Details**

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

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

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

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

1.6) Strategy 1.6

**Details**

Strategy Description: Quarterly ELD Meetings

1.6.1) Quarterly ELD Meetings

Title III LEP

TSI

**Details**

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

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

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

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

1.7) Strategy 1.7

**Details**

Strategy Description: High-Quality Teachers

**AS** 1.7.1) Corrective Action Plan for Non-HQ Teachers

TI SW1

**- Details**

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

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

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

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

**S** 1.8) Strategy 1.8

**- Details**

Strategy Description: Stipends for Site Leadership Team

**AS** 1.8.1) Stipends for Site Leadership Team

TI SW1

**- Details**

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

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

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

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

**S** 1.9) Strategy 1.9

**- Details**

Strategy Description: Site Leadership Team

**AS** 1.9.1) Site Leadership Role  
TI SW1

**Details**

Action Step Description: The site leadership team will be in charge of creating and updating the school's Integrated Action Plan. In addition, the team will utilize a data-driven decision making process for schoolwide programs. We will meet monthly to analyze data and discuss student progress toward our 2021 AMO goal for all students passing all categories on the AZM2 assessment and AZELLA tests (Including Math, Reading, Writing, and English proficiency). We will use the data collected to monitor and adjust the professional development program based on current needs. We will review data with the lead team to drive the individual team planning within the curriculum maps. We will have school representation on district-level curriculum mapping revisions and curriculum planning projects.

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

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

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

**S** 1.10) Strategy 1.10

**Details**

Strategy Description: Vision Statement

**AS** 1.10.1) Vision Statement  
TI SW1

**Details**

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

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

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

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

**S** 1.11) Strategy 1.11

**- Details**

Strategy Description: 6th - 8th ELA and Math Leads

**AS** 1.11.1) 6th - 8th ELA and Math Leads

TI SW1

TSI

**- Details**

Action Step Description: Designated lead teachers will receive professional development and serve as instructional leads for the campus. One teacher from 6th - 8th grades will serve as ELA lead. An additional ELA ELD Lead will be selected to support English Language Learners. One teacher from 6th - 8th grades will serve as Math Lead. All teachers will provide professional development and support to all ELA and Math teachers throughout the school year, in a trainer of trainers model.

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

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

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

**S** 1.12) Strategy 1.12

**- Details**

Strategy Description: Monitor & Evaluate

**AS** 1.12.1) Monitor & Evaluate Meetings

TI SW1

**- Details**

Action Step Description: The site leadership team will monitor and evaluate on-going meetings in the following areas: Site Leadership (bi-weekly), ELD (quarterly), Schoolwide Committees (monthly), and

Grade Level Meetings (bi-weekly). The team will evaluate the effectiveness of all meeting cohorts by reviewing meeting agendas, meeting minutes, and by reviewing follow-through on action items following each meeting. Monitoring and evaluating of school meetings will occur quarterly throughout the school year (October 2020, December 2020, March 2021, May 2021).

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

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

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

**AS** 1.12.2) Monitor and Evaluate Action Plans:

TI SW1

**Details**

Action Step Description: The site leadership team will monitor and evaluate grade level action plans on a quarterly basis. The team will evaluate SMART goals set, follow-through on action items, action benchmarks for review, and meeting minutes regarding progress made on the action plans.

Evaluation marking periods will occur quarterly (October 2020, December 2020, March 2021, May 2021).

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

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

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

**AS** 1.12.3) Monitor & Evaluate Site Leadership Team

TI SW1

**Details**

Action Step Description: The site leadership team will monitor and evaluate their effectiveness as team leads and our collaborative work as a team, by completing a self-assessment regarding their role on the team. The team will evaluate the results of the self-assessment and share results as a team. In addition, the Site Leadership Team will evaluate meeting agendas and minutes to make adjustments to the team outcomes or meeting structure. Monitoring and evaluating of the team will occur at the end of each semester (December 2020, May 2021).



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

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

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

**AS** 1.12.4) Monitor and Evaluate Vision

TI SW1

**- Details**

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

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

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

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

**AS** 1.12.5) Monitor and Evaluate CNA Process

TI SW1

**- Details**

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

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

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

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

**AS** 1.12.6) Monitor and Evaluate Corrective Action Plans (Non-HQ Teachers)  
TI SW1

**Details**

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

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

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

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

**P** 2) Principle 2 - Effective Teachers and Instruction

**Details**

Primary Need: Western Valley needs to maintain high academic, behavioral and social emotional learning expectations for all students.

Root Cause: -Consistent behavioral expectations, interventions, and common language needed across the campus for all staff -Training for classified/support staff -Staff needs to be trained on culturally responsive teaching strategies

Needs Statement: Western Valley needs to maintain high academic, behavioral and social emotional learning expectations for all students.

Desired Outcomes: Western Valley will maintain high academic, behavioral and social emotional learning expectations for all students, which will lead to a high degree of student engagement and reduction in out-of-school suspensions.

SMART Goal: By FY21, WVMS will provide training in culturally responsive practices, Restorative Discipline practices, and reduce schoolwide suspensions for all students by 10%, through training of all WVMS certified

and classified staff.

**S** 2.1) Strategy 2.1

**- Details**

Strategy Description: Schoolwide Academic Vocabulary

**AS** 2.1.1) Schoolwide Academic Vocabulary

TI SW1

**- Details**

Action Step Description: The school will integrate a schoolwide academic vocabulary focus, which is a district-wide initiative to increase reading comprehension. Academic vocabulary will be posted weekly in every classroom, from 6th to 8th grades.

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

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

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

**S** 2.2) Strategy 2.2

**- Details**

Strategy Description: Online Resources 6th - 8th

**AS** 2.2.1) Online Resource, 6th - 8th

TI SW1

**- Details**

Action Step Description: Online programs will be utilized to support student achievement, including Study Island, Illustrative Math, and other district-approved supplemental programs.

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

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

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

## § 2.3) Strategy 2.3

### ▣ Details

Strategy Description: Response to Intervention System (RTI)

#### AS 2.3.1) Implementation of a RTI System of Instruction

TI SW1

TSI

### ▣ Details

Action Step Description: The school will appoint a RTI committee that consists of the Literacy Leads, Administration, and Special Education teacher that will lead a RTI program that provides PD on integrating in-class interventions, provides additional structure for pull-out interventions, and enhances our after-school tutoring program. The administrative team will ensure the fidelity of the core instruction, while the RTI team will monitor the Tier 2 and Tier 3 interventions. In addition, the Reading Interventionist is providing interventions to struggling students.

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

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

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

#### AS 2.3.2) Interventionist Instructional Assistants

Title I LEA

TI SW1

### ▣ Details

Action Step Description: Two interventionist instructional assistants will be hired to work with students in ELA and math remediation for 6th - 8th grades. The instructional assistants will also administer DIBELS 8 testing. The assistants will be trained and will have oversight from a Certified Reading Interventionist. Both candidates will need to meet the highly-qualified requirements for instructional assistants. Salary and related benefits to be paid out of Title 1 funding.

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

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

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

## § 2.4) Strategy 2.4

### ▣ Details

Strategy Description: Child Study Team (CST) Process

### AS 2.4.1) CST Process

TSI

#### ▣ Details

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

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

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

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

## § 2.5) Strategy 2.5

### ▣ Details

Strategy Description: Technology Integration in Instruction

### AS 2.5.1) Use of Instructional Technology

TI SW1

#### ▣ Details

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

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

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

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

**AS** 2.5.2) Chromebooks for Online Instruction

Title I LEA

TI SW1

**Details**

Action Step Description: Chromebooks will be provided to 6th - 8th grade students to ensure accessibility to online instruction, provided by a certified teacher. Students will be provided with Chromebooks, chargers, and carrying cases.

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

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

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

**AS** 2.5.3) Online Resources 6th - 8th

Title I LEA

TI SW1

**Details**

Action Step Description: Site licenses for 6th - 8th grade student online work will be provided. Site licenses will be purchased for supplemental programs and will include Study Island, Freckle, Edmentum, News ELA, Scholastic News, ReadWorks, and others as approved by site administration.

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

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

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

**S** 2.6) Strategy 2.6

**- Details**

Strategy Description: Use of document cameras, chrome books, headphones

**AS** 2.6.1) Use of document cameras, chrome books, headphones

Title I LEA

TI SW1

**- Details**

Action Step Description: Document cameras, chrome books, headphones will be purchased to assist teachers with increasing student access to learning materials and lessons. These items will be integrated in the classroom to enhance instruction.

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

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

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

**S** 2.7) Strategy 2.7

**- Details**

Strategy Description: Data Binder System

**AS** 2.7.1) Data Binder System

TI SW1

TSI

**- Details**

Action Step Description: All teachers use a data binder to track individual student mastery of individual performance objectives. Teachers may meet weekly during their common prep time to share data binders and plan based on a needs assessment of concept mastery and common

formative assessments. This will also guide the scope of the intervention program. Teachers will also track Tier II intervention groups and continue to provide intervention until mastery is achieved. Data binders will be submitted and reviewed by administration.

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

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

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

## § 2.8) Strategy 2.8

### ▣ Details

Strategy Description: Professional Development

### AS 2.8.1) Professional Development Yearly Plan

TI SW1

#### ▣ Details

Action Step Description: The administration will implement a comprehensive professional development program that addresses scientific-based strategies for improving core instruction and student achievement. All certified staff will receive training in developing a schoolwide positive behavior discipline program, our district writing program, Google Classroom, and will continue LETRS training. New teachers will also receive additional training in writing strategies and Academic Language Acquisition. All science teachers will receive STEM training through the Arizona Science Center. Professional development will be provided by district consultants and teacher leads on our campus through a trainer-of-trainers model.

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

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

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

## § 2.9) Strategy 2.9

### ▣ Details



## Strategy Description: Lesson Plans (EEI)

### **AS** 2.9.1) Essential Elements of Instruction TI SW1

#### **Details**

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

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

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

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

### **S** 2.10) Strategy 2.10

#### **Details**

Strategy Description: Intervention Program - Tutoring

### **AS** 2.10.1) Tutoring Intervention After School (Reading, Math) TI SW1 TSI

#### **Details**

Action Step Description: Teachers will provide tutoring after school in reading and math, as need is identified with various data (AZ-MERIT, AZAC District Benchmarks, DIBELS, etc.). Teachers will utilize approved supplemental curriculum.

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

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

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

### **S** 2.11) Strategy 2.11

**[-] Details**

Strategy Description: Comprehensive Assessment System

**AS** 2.11.1) AZAC Assessment System

TI SW1

**[-] Details**

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

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

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

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

**S** 2.12) Strategy 2.12

**[-] Details**

Strategy Description: Leadership Team Planning

**AS** 2.12.1) Site Leadership Summer Planning

TI SW1

**[-] Details**

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

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

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

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

**S** 2.13) Strategy 2.13

**- Details**

Strategy Description: ELD Planning

**AS** 2.13.1) ELD Summer Planning

Title III LEP

TI SW1

TSI

**- Details**

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

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

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

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

**S** 2.14) Strategy 2.14

**- Details**

Strategy Description: Middle School Cohort Teams

**AS** 2.14.1) Middle School Cohort Teams

TI SW1

**- Details**

Action Step Description: Our students will be scheduled into department/cohort teams, consisting of one content area teacher per team. The teams will share a common planning time, which will allow for collaborative planning time and a student support system across all content areas.

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

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

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

§ 2.15) Strategy 2.15

▣ **Details**

Strategy Description: Sub-Group Support (Special Education & ELLs)

AS 2.15.1) Professional Development in D.I.  
TSI

▣ **Details**

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

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

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

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

§ 2.16) Strategy 2.16

▣ **Details**

Strategy Description: Sub-Group Tutoring (Special Education, ELLs)

AS 2.16.1) Sub-Group Tutoring  
ELL  
TI SW1

▣ **Details**

Action Step Description: After school tutoring will be offered to all 6th - 8th grade special education and ELL students to remediate deficient ELA and math skills.

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

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

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

**S** 2.17) Strategy 2.17

**- Details**

Strategy Description: Targeted Sub-Group: Special Education 6th - 8th (TSI)

**AS** 2.17.1) Targeted Support for Sub-Group Special Education 6th - 8th ELA/Math  
TSI

**- Details**

Action Step Description: Students in the special education subgroup will receive resource services in ELA and math by a highly-qualified special education resource teacher, at least three times per week, during the school day. Fully certified teachers are using district adopted curriculum, and supplementary materials including Wonder Works, Into Math, AZM@ ELA & Math Coach books and other research-based supplemental resources deemed appropriate by the school and LEA.

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

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

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

**S** 2.18) Strategy 2.18

**- Details**

Strategy Description: Targeted Sub-Group Special Education 6th - 8th Tutoring (TSI)

**AS** 2.18.1) Targeted Support for Sub-Group Special Education 6th - 8th ELA/Math Tutoring  
TSI

**- Details**

Action Step Description: Students in the special education subgroup will receive tutoring (remediation) in ELA and math by a highly-qualified teacher, at least three times per week, during the school year. Fully certified teachers are using district adopted curriculum, and supplementary

materials including Wonder Works, Into Math, AZM@ ELA & Math Coach books and other research-based supplemental resources deemed appropriate by the school and LEA.

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

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

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

## ☐ 2.19) Strategy 2.19

### ☐ Details

Strategy Description: Targeted Sub-Group English Language Learners 6th to 8th (TSI)

### ☐ AS 2.19.1) Targeted Support for Sub-Group English Language Learner 6th - 8th ELA/Math TSI

#### ☐ Details

Action Step Description: Students in the identified sub group are receiving interventions in ELA during the school day. Students in the subgroup are provided with reading interventions by a highly-qualified reading interventionist, four days per week to remediate basic phonics, fluency and comprehension skills. Fully certified teachers are using district adopted curriculum as well as the ELP Standards to meet the needs of our English Language Learners and students that have scored proficient but are in the monitoring phase. Teachers utilize Wonder Works, SIPPS, and other research-based supplemental resources deemed appropriate by the school and LEA.

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

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

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

## ☐ 2.20) Strategy 2.20

### ☐ Details

Strategy Description: Targeted Sub-Group 6th - 8th English Language Learners - Tutoring (TSI)

**AS** 2.20.1) Targeted Support for Sub-Group English Language Learner Tutoring 6th - 8th ELA/Math TSI

**Details**

Action Step Description: Students in the identified sub group are receiving after school tutoring in reading and math three times per week after school. Fully certified teachers are using district adopted curriculum as well as the ELP Standards to meet the needs of our English Language Learners and students that have scored proficient but are in the monitoring phase. Teachers utilize Wonder Works, Into Math, SIPPS, and other research-based supplemental resources deemed appropriate by the school and LEA.

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

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

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

**S** 2.21) Strategy 2.21

**Details**

Strategy Description: 6th - 8th Certified Reading Interventionist

**AS** 2.21.1) 6th - 8th Certified Reading Interventionist

Title I LEA

TI SW1

TSI

**Details**

Action Step Description: A 6th - 8th Certified Reading Interventionist will work with small groups of students to support ELA development. Students will be identified through DIBELS Next scores and be provided phonics screeners to identify deficient reading skills. Students will receive four days of intervention, for 30 minutes, throughout the school year. Support will also be provided to our neediest sub-groups, including ELL and sped students. Salary and related benefits to be paid out of Title 1 funding.

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

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

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

**S** 2.22) Strategy 2.22

**- Details**

Strategy Description: Monitor & Evaluate

**AS** 2.22.1) Monitor & Evaluate Use of Educational Technology Resources

TI SW1

**- Details**

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

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

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

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

**AS** 2.22.2) Monitor & Evaluate Instructional Support for All Students

TI SW1

**- Details**

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's Response to Intervention system, the Child Study Team process, and effective planning for instruction using teaching best practices (academic vocabulary, Essential Elements of Instruction). The team will review training agendas for all staff regarding the RTI model of instruction, the CST agendas and staff handouts, and sample lesson plans from 6th - 8th grades. Monitoring and



evaluating of the overall school's instructional program will occur at the end of each semester (December 2020, May 2021).

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

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

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

**AS** 2.22.3) Monitor & Evaluate Professional Development Plan

TI SW1

 **Details**

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

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

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

ESSA Evidence:

**AS** 2.22.4) Monitor & Evaluate Summer Planning Sessions

TI SW1

 **Details**

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

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

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

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

**AS** 2.22.5) Monitor & Evaluate Instructional Interventions

TI SW1

**Details**

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the overall school intervention program. The team will review DIBELS 8 data, progress monitoring data, tutoring binders, flexible groups (both in school and after school), and teacher data binders, where ongoing data is collected for planning purposes. The reading interventionist will lead the evaluation process. Monitoring and evaluating of the school's intervention program will occur at the end of each semester (December 2020, May 2021).

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

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

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

**AS** 2.22.6) Monitor & Evaluate Assessment Measures

TI SW1

**Details**

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

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

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

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

**S** 2.23) Strategy 2.23

**Details**

Strategy Description: Expand Literature Access

**AS** 2.23.1) High-Interest Literature 6th - 8th Grades

Title I LEA

TI SW1

**- Details**

Action Step Description: Age appropriate, high-interest literature (non-fiction), for 6th - 8th grades will be purchased and provided to enhance ELA instruction. The school librarian will work in conjunction with ELA teachers on selecting novel sets. Titles include, but are not limited to Marcus Vega Doesn't Speak Spanish by Pablo Cartana, Wonder by RJ Palacio, The Lightning Thief by Rick Riordan, and Ghost by Jason Reynolds. All final approval of all titles will remain with the school administrator.

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

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

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

**P** 3) Principle 3 - Effective Organization of Time

**- Details**

Primary Need: WVMS is in need for the professional (contract) day to be organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.

Root Cause: -Teachers rarely get to see their colleagues teaching, best practices in action -No embedded time to train classified and support staff -Differentiated PD for middle school content areas needed, including special areas

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

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

SMART Goal: By the end of FY21, WVMS will provide job-embedded professional development for all staff. PD will be differentiated, based on staff needs.

**S** 3.1) Strategy 3.1

**- Details**

Strategy Description: Schoolwide Master Schedule

**AS** 3.1.1) Master Schedule to support collaboration  
TI SW1

**- Details**

Action Step Description: Our school master schedule will support collaboration across all grade level teams. Teams within our campus are given a common preparatory time, organized by math/science and ELA/social studies teachers. This time is used for analyzing assessment results and planning based on item and performance objective analysis. Early release time (Thursdays) will be dedicated to district articulation, staff professional development, district training, and team planning.

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

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

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

**S** 3.2) Strategy 3.2

**- Details**

Strategy Description: Thursday Planning Time

**AS** 3.2.1) Early Release Time  
TI SW1

**- Details**

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

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

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

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

**S** 3.3) Strategy 3.3

**- Details**

Strategy Description: Professional Development

**AS** 3.3.1) Professional Development provided for instruction

TI SW1

**- Details**

Action Step Description: The administration will implement a comprehensive professional development program that addresses scientific-based strategies for improving core instruction and student achievement. All certified staff will receive training in developing a schoolwide positive behavior discipline program, our district writing program, Google Classroom, and will continue LETRS training. New teachers will also receive additional training in writing strategies and Academic Language Acquisition. All science teachers will receive STEM training through the Arizona Science Center. Professional development will be provided by district consultants and teacher leads on our campus through a trainer-of-trainers model.

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

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

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

**S** 3.4) Strategy 3.4

**- Details**

Strategy Description: After School Tutoring - Title 1

**AS** 3.4.1) After School Tutoring - Title 1

TI SW1

**- Details**

Action Step Description: After school tutoring provided for all targeted students, 6th - 8th.

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

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

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

**S** 3.5) Strategy 3.5

**- Details**

Strategy Description: Interventions provided by highly-qualified staff

**AS** 3.5.1) Interventions provided by highly-qualified staff

TI SW1

**- Details**

Action Step Description: 6th through 8th grade tutoring will be provided by an applicably certified teacher in reading and math.

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

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

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

**S** 3.6) Strategy 3.6

**- Details**

Strategy Description: Spring and Summer Jump Start for 6th to 8th Grades

**AS** 3.6.1) Spring and Summer Jump Start for 6th to 8th Grades

TI SW1

**- Details**

Action Step Description: Spring intersession program will be offered to our 6th-8th grade students in order to prepare them for the AZM2 state assessment. 6th to 8th grade students that scored "partially

proficient" on the 2019 AZM2 assessment will be targeted for the program. In addition, a summer Jump Start Program will be offered to targeted, incoming 6th to 8th grade students.  
Person Responsible for this Action Step: Marco Ruiz (Organization Role: Principal)  
Timeline: 8/3/2020 to 5/22/2021  
ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

**S** 3.7) Strategy 3.7

**- Details**

Strategy Description: 6th - 8th ELD Tutoring

**AS** 3.7.1) ELD Tutoring - 6th to 8th Grades

Title III LEP

TI SW1

TSI

**- Details**

Action Step Description: ELD tutoring will be provided for all 6th to 8th grade ELL students after school, supported through Title 3 funding. All staff administering tutoring classes will be SEI endorsed and applicably certified.

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

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

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

**S** 3.8) Strategy 3.8

**- Details**

Strategy Description: Transportation for Tutoring

**AS** 3.8.1) Transportation for Tutoring

TI SW1

**- Details**

Action Step Description: Transportation will be provided for after school tutoring students in ELA and Math, in grades 6th through 8th.

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

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

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

**S** 3.9) Strategy 3.9

**- Details**

Strategy Description: Articulation Meetings for all teaching staff

**AS** 3.9.1) Articulation Meetings for all teaching staff

TI SW1

**- Details**

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

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

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

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

**S** 3.10) Strategy 3.10

**- Details**

Strategy Description: Monitor & Evaluate

**AS** 3.10.1) Monitor & Evaluate Schoolwide Schedules



TI SW1

**Details**

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

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

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

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

**AS 3.10.2) Monitor & Evaluate Professional Development Plan**

TI SW1

**Details**

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

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

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

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

**AS 3.10.3) Monitor & Evaluate Tutoring Program**

TI SW1

**Details**

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's after school tutoring program, flexible groups for remediation ELA and math skills, quantity of

students requiring transportation, and impact of spring and summer intersessions, based on student pre and post assessment data. The team will review progress monitoring data for students in ELA and math, number of participants and assessment data for pre and post assessments in spring and summer. Monitoring and evaluating of the school's tutoring program will occur at the end of each semester (December 2020, May 2021).

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

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

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

#### **P** 4) Principle 4 - Effective Curriculum

##### **-** Details

Primary Need: WVMS staff needs to systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Root Cause: -No job-embedded time allocated to review curriculum effectiveness -Evaluation criteria needs to be developed by the district to require evaluation -Articulation meetings are not utilized to evaluate curriculum gaps

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

Desired Outcomes: WVMS will implement a procedure to systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula throughout the school year.

SMART Goal: By FY 21, WVMS will implement a procedure to systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula throughout the school year.

#### **S** 4.1) Strategy 4.1

##### **-** Details

Strategy Description: Core curriculum implementation

**AS** 4.1.1) Core curriculum implementation  
TI SW1


 **Details**

Action Step Description: Our school has aligned professional development and reading core instruction to our goal that all students will meet proficiency each year. This includes the utilization of the district adopted curriculum, Collections reading program, McGraw-Hill Math Connects program, Prentice Hall Science program, and the Houghton Mifflin Social Studies program. Our self-contained classrooms will utilize the Unique curriculum. Our district will also participate in a new math adoption process. Math Leads will implement program components to determine a "best fit" with our district and state standards.

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

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

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

 4.2) Strategy 4.2

 **Details**

Strategy Description: Curriculum Mapping

 4.2.1) Creation map development and adoption

TI SW1


 **Details**

Action Step Description: The LEA will guide the curriculum mapping process for all grades, 6th to 8th, in all content areas. We will ensure school representation on district-level curriculum mapping revisions and curriculum planning projects.

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

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

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

 4.3) Strategy 4.3

 **Details**

## Strategy Description: Assessment Planner

### **AS** 4.3.1) Quarterly Assessment Planners and CFAs

TI SW1

#### **Details**

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

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

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

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

### **S** 4.4) Strategy 4.4

#### **Details**

Strategy Description: Supplemental Curriculum

### **AS** 4.4.1) Use of approved supplemental curriculum

Title I LEA

TI SW1

#### **Details**

Action Step Description: Supplemental curriculum will be used to support the core program. Supplemental curriculum will include Performance Coach Books, Rewards, SIPPS, and Illustrative Math. Other supplemental curriculum will be approved by the school's site leadership team.

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

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

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

**S** 4.5) Strategy 4.5

**- Details**

Strategy Description: Professional Development - Supplemental Curriculum

**AS** 4.5.1) Professional Development

TI SW1

**- Details**

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

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

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

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

**S** 4.6) Strategy 4.6

**- Details**

Strategy Description: Monitor & Evaluate

**AS** 4.6.1) Monitor & Evaluate Schoolwide Curriculum Implementation

TI SW1

**- Details**

Action Step Description: The site leadership team will monitor and evaluate the use of district core curriculum, use of district curriculum maps and use of approved supplemental ELA and math curriculum. The team will evaluate the effectiveness of the integration of core curriculum materials through teacher surveys, program data reports on usage for online resources, reviewing curriculum feedback forms in all content areas, and all available data for supplemental online programs (i.e. Freckle, Study Island, etc.). . Monitoring and evaluating of educational technology resources will occur at the end of each semester (December 2020, May 2021).

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

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

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

**AS** 4.6.2) Monitor & Evaluate Assessment Planners and CFAs

TI SW1

**Details**

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

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

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

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

**S** 4.7) Strategy 4.7

**Details**

Strategy Description: ELA and Math Supplemental Curriculum

**AS** 4.7.1) ELA and Math Supplemental Curriculum

Title I LEA

TI SW1

**Details**

Action Step Description: ELA and Math supplemental curriculum will be purchased and utilized for 6th - 8th grade students. Programs include SIPPS, Read 180, Freckly, Study Island, Reading Mastery, etc. All supplemental materials will be approved by the site leadership team.

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

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

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

**S** 4.8) Strategy 4.8

**- Details**

Strategy Description: Study Skills & Organization

**AS** 4.8.1) Student Agendas, Supplies

Title I LEA

TI SW1

**- Details**

Action Step Description: Student agendas and supplies will be purchased and provided to improve study skills in 6th - 8th grades. Students will be provided explicit instruction on maintaining organization through binders, two-column notes, use of agenda and a focus on time management. Agendas will serve as a way of communication between school and parents. Items purchased include binders, dividers, pencil pouches, paper, writing utensils, and student agendas.

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

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

ESSA Evidence:

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

**- Details**

Primary Need: WVMS staff has a need to hold high expectations for learning for all students.

Root Cause: -No common language related to exemplars or what defines rigorous instruction -No common grading and assessment system -Teachers and staff make excuses for student subgroup failure (ELL, sped, etc.)

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

Desired Outcomes: Our leadership will sustain a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.

SMART Goal: By FY21, WVMS will develop a plan to address relevance and rigor in instruction and methods to discuss and challenge low-expectations on campus.

**S** 5.1) Strategy 5.1

**- Details**

Strategy Description: Climate Committee

**AS** 5.1.1) School-Based Climate Committee

TI SW1

**- Details**

Action Step Description: The school's climate committee will ensure that a positive, supportive, and collaborative culture is established and maintained within our community.

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

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

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

**S** 5.2) Strategy 5.2

**- Details**

Strategy Description: Student Recognition Activities

**AS** 5.2.1) Student Recognition Activities

TI SW1

**- Details**

Action Step Description: Student recognition will be supported through intentional practices throughout the year. This will include Positive Time Outs, Awards Assemblies, Student of the Month,



Kids at Hope Awards, grade level Wildcat Days, and classroom recognition. Parents and community members will also be invited to participate in recognizing students.

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

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

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

### 5.3) Strategy 5.3

#### Details

Strategy Description: Kids at Hope Training for new staff

#### AS 5.3.1) Kids at Hope Training for new staff

TI SW1

#### Details

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

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

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

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

### 5.4) Strategy 5.4

#### Details

Strategy Description: Schoolwide Discipline System

#### AS 5.4.1) Schoolwide Discipline and Safety Plan

TI SW1

**[-] Details**

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

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

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

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

**[S] 5.5) Strategy 5.5**

**[-] Details**

Strategy Description: School Health Index Data Utilization

**[AS] 5.5.1) School Health Index Data Utilization**

TI SW1

**[-] Details**

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

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

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

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

**[S] 5.6) Strategy 5.6**

**[-] Details**

Strategy Description: Monitor & Evaluate

**AS** 5.6.1) Monitor & Evaluate Schoolwide Discipline/Behavior Support Program  
TI SW1

**- Details**

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

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

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

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

**AS** 5.6.2) Monitor & Evaluate Kids At Hope Training  
TI SW1

**- Details**

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

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

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

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

**AS** 5.6.3) Monitor & Evaluate School Health Index Report and Wellness Policy  
TI SW1

**- Details**

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

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

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

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

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

### **-** Details

Primary Need: WVMS needs to engage families in critical data-informed decisions that impact student learning.

Root Cause: -Lack of curriculum events focused on parent engagement in student data understanding and monitoring from home -Parents need to be provided opportunities to understand school measures in a comfortable and inviting environment -Student participation in data decisions regarding their education needs to be provided for the community

Needs Statement: WVMS needs to engage families in critical data-informed decisions that impact student learning.

Desired Outcomes: WVMS will engage families in critical data-informed decisions that impact student learning.

SMART Goal: By the end of FY21, WVMS will plan and execute at least two curriculum events focused on parent and student involved in data-informed decisions.

## **S** 6.1) Strategy 6.1

### **-** Details

Strategy Description: FESD Truancy Prevention Program

## **AS** 6.1.1) Truancy Monitoring Policy and Process

TI SW1

### **-** Details

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

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

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

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

## 6.2) Strategy 6.2

### Details

Strategy Description: Transition Programs for 5-6, 8-9 Grades

#### 6.2.1) Transition Programs for 5-6, 8-9 Grades

TI SW1

### Details

Action Step Description: A 5th grade "Move Up" day will be coordinated with the elementary staff to ensure a positive 5th to 6th grade transition. In addition, a 9th grade orientation day will be coordinated with the local feeder high school (Sierra Linda) to ensure a smooth high school transition.

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

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

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

## 6.3) Strategy 6.3

### Details

Strategy Description: Home and School Connection

#### 6.3.1) Communication Plan

TI SW1


 **Details**

Action Step Description: The principal will require all teachers to make a minimum of 2 parental contacts per quarter. Teachers and administrators will also perform home visits if they are unable to contact parents via telephone or letters home. This will also include implementing the district's truancy program that informs parents of laws and procedure for excessive truancy as an intervention before the citation process. Student agendas will also be provided to all 6th to 8th grade students. The agenda will serve as a communication tool for school to home, and vice versa. Parents will be required to maintain signatures as proof of communication.

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


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

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

 6.4) Strategy 6.4

 **Details**

Strategy Description: Parent Workshops

 6.4.1) Parent Workshops Embedded throughout Year

TI SW1

 **Details**

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

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

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

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

**S** 6.5) Strategy 6.5

**- Details**

Strategy Description: Title 1 Parent Meetings

**AS** 6.5.1) Annual Title 1 Parent Meetings

TI SW1

**- Details**

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

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

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

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

**S** 6.6) Strategy 6.6

**- Details**

Strategy Description: SIAP Parent Meetings

**AS** 6.6.1) IAP Meetings

TI SW1

**- Details**

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

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

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

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

**S** 6.7) Strategy 6.7

**- Details**

Strategy Description: Parent Teacher Organization

**AS** 6.7.1) Monthly PTO Meeting

TI SW1

**- Details**

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

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

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

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

**S** 6.8) Strategy 6.8

**- Details**

Strategy Description: School Site Council

**AS** 6.8.1) Site Council

TI SW1

**- Details**

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

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

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



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

**S** 6.9) Strategy 6.9

**- Details**

Strategy Description: Parent-Teacher Conferences

**AS** 6.9.1) Parent-Teacher Conferences

TI SW1

**- Details**

Action Step Description: Parents will participate in 2 conferences (September 2020, March 2021). Student data will be shared with parents. Parents will also receive progress reports every week.

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

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

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

**S** 6.10) Strategy 6.10

**- Details**

Strategy Description: Childcare and Translation Services

**AS** 6.10.1) Childcare and Translation Services

TI SW1

**- Details**

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

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

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

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

**S** 6.11) Strategy 6.11

**- Details**

Strategy Description: ELD Parent Workshop

**AS** 6.11.1) ELD Parent Workshop

Title III LEP

TI SW1

**- Details**

Action Step Description: A parent workshop will be provided for ELD parents, focused on language development.

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

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

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

**S** 6.12) Strategy 6.12

**- Details**

Strategy Description: Community Partnerships

**AS** 6.12.1) Community Partnerships

TI SW1

**- Details**

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

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

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

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

**S** 6.13) Strategy 6.13

**- Details**

Strategy Description: Monitor & Evaluate

**AS** 6.13.1) Monitor & Evaluate Parent Involvement

TI SW1

**- Details**

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the school's parent involvement policies and opportunities. The team will review the following parent involvement programs and policies: Home-School Communication, Parent workshops, annual Title 1 meeting, IAP parent meetings, PTO meetings, School Site Council, and ELD workshops for parents. Monitoring and evaluation will involve the following items: Parent Satisfaction Surveys, Title 1 parent surveys, parent feedback on the WVMS Parent Involvement Policy, workshop feedback forms and Site Council meeting agendas and minutes. Monitoring and evaluating of the school's parent involvement programs will occur at the end of each semester (December 2020, May 2021).

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

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

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

**AS** 6.13.2) Monitor & Evaluate Truancy Program

TI SW1

**- Details**

Action Step Description: The site leadership team will monitor and evaluate the school's truancy program and policy. The team will review the quarterly truancy data (chronic absences, tardies, ditching incidents) and overall program implementation (i.e. warning letter, truancy hearings,

outcomes). Evaluation of the schoolwide truancy program will occur at the end of each quarter (October 2020, December 2020, March 2021, May 2021).

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

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

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

**AS** 6.13.3) Monitor & Evaluate 8th Grade Transition Program

TI SW1

 **Details**

Action Step Description: The 8th grade team will monitor and evaluate the effectiveness of the 8th grade transition programs (to 9th). The team will review grade level meeting agendas, the transition day agendas and 8th grade teacher transition evaluations, and student surveys after the experience. Monitoring and evaluating of the transition programs will occur at the end of the year (May 2021).

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

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

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

**AS** 6.13.4) Monitor & Evaluate Community Partnerships

TI SW1

 **Details**

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

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

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

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

