Principles, Strategies and Action Steps (REQUIRED)

Fowler Elementary District (070445000) Public District - FY 2022 - Global Hold(s): (2023, 2024) - Western Valley Middle School (070445106) Public School - School Integrated Action Plan (SIAP) - Rev 1

Plan Items

P 1) Principle 1 - Effective Leadership

⊟ Details

Primary Need: The Western Valley Middle School leadership team needs to recruit effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners. This area is one of Western Valley Middle School's area of needs.

Root Cause: -Need plan to recruit and retain effective teachers, including exit surveys for staff leaving positions -Limited pool of certified teachers -Cultural relevance and diversity training a need

Needs Statement: Western Valley Middle School leadership needs to recruit effective teachers who meet the state's criteria for being appropriately certificated to teach our diverse learners.

Desired Outcomes: Western Valley Middle School leadership commits to recruit effective teachers who meet the state's criteria for being appropriately certificated to teach our diverse learners.

SMART Goal: By the end of the 2021-2022 school year, WVMS leadership will meet with staff to plan, implement and collaborate how to increase academic and social growth. This will include providing professional development on best practices, collecting and analyzing student data and creating goals. Reading achievement for all students will increase by an average of 10% on district pre to post assessment during the 2021-2022 school year. Math achievement for all students will increase by an average of 10% on district pre to post assessment during the 2021-2022 school year. Science achievement for all students will increase by an average of 5% from 2021-2022.

S 1.1) Strategy 1.1

⊟ Details

Strategy Description: Bi-Weekly Grade Level Meetings

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 assessments results. Instructional "best practices" and professional development topics that would benefit staff.

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

Timeline: 8/2/2021 to 5/20/2022

ESSA Evidence:

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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 1.3) Strategy 1.3

Details

Strategy Description: School Integrated Action Plan

AS 1.3.1) School Integrated Action Plan & Site Leadership Team

TI SW1

Details

Action Step Description: Create Site Integrated Action Plan & Planning Team in a collaborative process (2 leads from 6th - 8th, administration, special area lead, counselor), will meet to complete the CNA, review data and plan the school IAP. The Team continues to meet quarterly to discuss benchmark data and information related to the IAP, monitoring and evaluating the progress. 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[S] 1.5) Strategy 1.5

⊟ Details

Strategy Description: Comprehensive Needs Assessment Monitored Quarterly

[AS] 1.5.1) Comprehensive Needs Assessment 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[S] 1.6) Strategy 1.6

⊟ Details

Strategy Description: Quarterly ELD Meetings

[AS] 1.6.1) Quarterly ELD Meetings
ELL
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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

⑤ 1.7) Strategy 1.7

⊟ Details

Strategy Description: Corrective Action Plan for Non-HQ Teachers

AS 1.7.1) Corrective Action Plan for Non-HQ Teachers & 4 Week Notification
TI SW1

⊟ Details

Action Step Description: The HR Department will meet with principals and develop a corrective action plan (CAP) with set timelines for staff members that are not considered 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

⑤ 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

⑤ 1.9) Strategy 1.9

⊟ Details

Strategy Description: Site Leadership Team

AS 1.9.1) Site Leadership Roles
TI SW1

⊟ Details

Action Step Description: The site leadership team will be in charge of creating and updating the school's Integrated Action Plan. In addition, the team will utilize a data-driven decision making process for school-wide programs. We will meet monthly to analyze data and discuss student progress toward our 2022 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

⑤ 1.10) Strategy 1.10

⊟ Details

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

AS 1.10.1) 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. ELA Leads will provide training (TOT) to teachers in the area of writing. 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 trainer's model.

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

Timeline: 8/2/2021 to 5/20/2022

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

S 1.11) Strategy 1.11

Details

Strategy Description: Monitor & Evaluate Meetings

AS 1.11.1) 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 2021, December 2021, March 2022, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

---

AS 1.11.2) 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, benchmarks for review, and meeting minutes regarding progress made on the action plans. Evaluation marking periods will occur quarterly (October 2021, December 2021, March 2022, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

---

AS 1.11.3) 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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

---

AS 1.11.4) 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 2021, December 2021, March 2022, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

Ⓟ 2) Principle 2 - Effective Teachers and Instruction

☐ **Details**

Primary Need: Western Valley Middle School needs to maintain high academic, behavioral and social emotional learning expectations for all students. This is one of Western Valley Middle School's area of needs.

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

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

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

SMART Goal: By FY22, Western Valley Middle School will provide training in culturally responsive practices, restorative discipline practices, and reduce school-wide suspensions by 10% through training of all WVMS certified and classified staff.

Ⓢ 2.1) Strategy 2.1

☐ **Details**

Strategy Description: Online Resources 6th - 8th

AS 2.1.1) Online Resources 6th - 8th
TI SW1

➖ **Details**

Action Step Description: Online programs will be utilized to support student achievement, including IXL Reading and Math, Edmentum, Math 180, and other district-approved supplemental programs.

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

Timeline: 8/2/2021 to 5/20/2022

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

S 2.2) Strategy 2.2

➖ **Details**

Strategy Description: Implementation of a RTI System of Instruction

AS 2.2.1) 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[S] 2.3) Strategy 2.3

[−] **Details**

Strategy Description: Interventionist Instructional Assistants

[AS] 2.3.1) Interventionist Instructional Assistants
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.

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

Timeline: 8/2/2021 to 5/20/2022

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

[S] 2.4) Strategy 2.4

[−] **Details**

Strategy Description: 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[S] 2.5) Strategy 2.5

[−] **Details**

Strategy Description: Use of Instructional Technology

[AS] 2.5.1) Use of Instructional Technology
TI SW1

[−] **Details**

Action Step Description: The use of educational technology devices, including Chrome Books, document cameras, panel display screens, 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[AS] 2.5.2) Chromebooks for Online Instruction for Students
TI SW1

[−] **Details**

Action Step Description: Chromebooks, cases and licenses 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

AS 2.5.3) Computer Programs & Digital Access Software
TI SW1

⊟ **Details**

Action Step Description: Site licenses and digital software will be purchased to provide students additional online options. Purchased items may include Kami, Peardeck Coach online, Nearpod, IXL and other digital subscriptions.

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

Timeline: 8/2/2021 to 5/20/2022

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

AS 2.5.4) Flat Panel Display Screens
Title I LEA
TI SW1

⊟ **Details**

Action Step Description: Visual display interactive display screens will be purchased for teachers to use with students as part of the daily instruction. The display screens are teacher friendly, big enough to be visible to students and promote student engagement. Cost to set up flat panels in classrooms is also included out of Title 1.

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

Timeline: 7/1/2021 to 6/30/2022

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

S 2.6) Strategy 2.6
⊟ **Details**

Strategy Description: Data Binder System

AS 2.6.1) 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 2.7) Strategy 2.7

➖ **Details**

Strategy Description: Professional Development

AS 2.7.1) Professional Development Yearly Plan
TI SW1

➖ **Details**

Action Step Description: The administration will implement a comprehensive professional development program that addresses scientific-based strategies for improving core instruction and student achievement. All certified staff will receive training in developing a school-wide positive behavior discipline program (PBIS), Arizona Virtual Institute, our district writing program, Canvas and Google Classroom. 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 2.8) Strategy 2.8

− **Details**

Strategy Description: Lesson Plans (EEI)

AS 2.8.1) Essential Elements of Instruction
TI SW1

− **Details**

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

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

Timeline: 8/2/2021 to 5/20/2022

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

AS 2.8.2) Grade Level Teams and Lesson Plans
TI SW1

− **Details**

Action Step Description: Grade level teams will meet to review the Curriculum Maps and adapt lessons to meet the needs of hybrid students and virtual learning.

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

Timeline: 8/2/2021 to 5/20/2022

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

ⓢ 2.9) Strategy 2.9

⊟ Details

Strategy Description: Intervention Program - Tutoring

🆎 2.9.1) Tutoring Intervention After School (Reading, Math)
Title I LEA
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-M2, AZAC District Benchmarks, DIBELS, etc.). Teachers will utilize approved supplemental curriculum.

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

Timeline: 8/2/2021 to 5/20/2022

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

ⓢ 2.10) Strategy 2.10

⊟ Details

Strategy Description: Comprehensive Assessment System

🆎 2.10.1) AZAC Assessment System
TI SW1

⊟ Details

Action Step Description: Our district provides AZAC quarterly tests that are aligned to the standards and the 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 2.11) Strategy 2.11

□ **Details**

Strategy Description: Leadership Team Planning

AS 2.11.1) Site Leadership Summer Planning
TI SW1

□ **Details**

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

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

Timeline: 8/2/2021 to 5/20/2022

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

S 2.12) Strategy 2.12

□ **Details**

Strategy Description: ELD Planning

AS 2.12.1) ELD Summer Planning
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: Andrew Tippins (Organization Role: Principal)

Timeline: 7/12/2021 to 5/20/2022

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

[S] 2.13) Strategy 2.13

Details

Strategy Description: Middle School Cohort Teams

[AS] 2.13.1) 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[S] 2.14) Strategy 2.14

Details

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

[AS] 2.14.1) Sub-Group Tutoring

TI SW1
TSI

☐ 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

ESSA Evidence:

Ⓢ 2.15) Strategy 2.15

☐ Details

Strategy Description: 6th - 8th Certified Reading Interventionist

AS 2.15.1) 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

Ⓢ 2.16) Strategy 2.16

■ Details

Strategy Description: Monitor & Evaluate

AS 2.16.1) 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 walk-through forms, where use of technology is noted. Monitoring and evaluating of educational technology resources will occur at the end of each semester (December 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

AS 2.16.2) 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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

AS 2.16.3) 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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

AS 2.16.4) 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: Andrew Tippins (Organization Role: Principal)

Timeline: 7/19/2021 to 5/20/2022

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

AS 2.16.5) 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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

AS 2.16.6) 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 2021, December 2021, March 2022, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

P 3) Principle 3 - Effective Organization of Time

Details

Primary Need: Western Valley Middle School is in need for the professional 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. This is one of Western Valley Middle Schools area of needs.

Root Cause: -Differentiated professional development for middle school content including special areas -No specific time to train classified or support staff -Teachers rarely get to see their colleagues teaching, best practice in action

Needs Statement: Western Valley's professional contract day needs to be structured to support the professional learning for all teachers and staff.

Desired Outcomes: Western Valley's professional contract day will be structured to support the professional learning for all teachers and staff.

SMART Goal: Throughout the 2021-2022 school year, WVMS will provide specific job-embedded professional development for all staff. Professional development will be differentiated, based on staff needs. Evidence of best practices will be collected by site administration through walkthroughs.

ⓈＳ 3.1) Strategy 3.1

⊟ Details

Strategy Description: School-wide 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.

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

Timeline: 8/2/2021 to 5/20/2022

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

ⓈＳ 3.2) Strategy 3.2

⊟ Details

Strategy Description: 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 adjust 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: Andrew Tippins (Organization Role: Principal)

  Timeline: 8/2/2021 to 5/20/2022

  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 school-wide positive behavior discipline program, our district writing program and Canvas LMS support. New teachers will also receive additional training in writing strategies and Academic Language Acquisition. All teachers will receive training through the Arizona Arizona Virtual Institute and all Science teachers will receive 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: Andrew Tippins (Organization Role: Principal)

  Timeline: 8/2/2021 to 5/20/2022

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

S 3.4) Strategy 3.4

⊟ Details

Strategy Description: After School Tutoring

AS 3.4.1) After School Tutoring
TI SW1

⊟ Details

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

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

Timeline: 8/2/2021 to 5/20/2022

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

S 3.5) Strategy 3.5

⊟ Details

Strategy Description: 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 3.6) Strategy 3.6

⊟ Details

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

AS 3.6.1) Summer School Positions for Middle School
TI SW1

⊟ Details

Action Step Description: : A Summer Program will be offered to targeted, middle school students that have been identified as academically at risk.

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

Timeline: 8/2/2021 to 5/20/2022

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

S 3.7) Strategy 3.7

⊟ Details

Strategy Description: 6th - 8th ELD Tutoring

AS 3.7.1) 6th - 8th ELD Tutoring
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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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 After School Tutoring
Title I LEA
TI SW1

– Details

Action Step Description: Transportation will be provided for students who have been identified as academically at risk and would benefit from tutoring.

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

Timeline: 8/2/2021 to 5/20/2022

ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

P 4) Principle 4 - Effective Curriculum

⊟ Details

Primary Need: Western Valley Middle School staff need to monitor, review and evaluate the implementation and effectiveness of the adopted curriculum ensuring continuous improvement from all students.

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

Needs Statement: Western Valley Middle School staff needs to monitor, review and evaluate the implementation and effectiveness of the adopted curriculum ensuring continuous improvement from all students.

Desired Outcomes: Western Valley Middle School will implement procedures to monitor, review and evaluate the implementation and effectiveness of the adopted curriculum ensuring continuous improvement from all students.

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

S 4.1) Strategy 4.1

⊟ **Details**

Strategy Description: Core curriculum implementation

AS 4.1.1) Core curriculum implementation
TI SW1

⊟ **Details**

Action Step Description: Our school has aligned professional development and reading core instruction to our goal that all students will meet proficiency each year. This includes the utilization of the district adopted curriculum, Collections reading program, Houghton Mifflin Into Math 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 Science adoption process. Science Leads will implement program components to determine a "best fit" with our district and state standards.

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

Timeline: 8/2/2021 to 5/20/2022

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

AS 4.1.2) Consumable Supplies for Summer School
TI SW1

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 trinkets 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

AS 4.1.3) Consumable Supplies for Students
Title I LEA
TI SW1

Details

Action Step Description: Consumable supplies (highlighters, post its, poster boards, folders, paper, etc) for students will be purchased for teachers to use with students in their classes and for projects.

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

Timeline: 7/1/2021 to 6/30/2022

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

S 4.2) Strategy 4.2

Details

Strategy Description: Curriculum Mapping

AS 4.2.1) Curriculum Map Revisions and Implementing
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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 4.3) Strategy 4.3

▬ **Details**

Strategy Description: Quarterly Assessment Planners and CFAs

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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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
TI SW1

  ⊟ **Details**

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

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

  Timeline: 8/20/2021 to 5/20/2022

  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 - Supplemental Curriculum
  TI SW1

    ⊟ **Details**

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

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

    Timeline: 8/2/2021 to 5/20/2022

    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. Math 180, Waggle, etc.). . Monitoring and evaluating of educational technology resources will occur at the end of each semester (December 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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 2021, December 2021, March 2022, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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
TI SW1

➖ **Details**

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

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

Timeline: 8/2/2021 to 5/20/2022

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
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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes

and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

AS 4.8.2) Poster Maker Ink
TI SW1

☐ **Details**

Action Step Description: Poster maker ink to be used by teachers to create learning resources for instructional use in classrooms.

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

Timeline: 8/2/2021 to 5/20/2022

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

P 5) Principle 5 - Conditions, Climate & Culture

☐ **Details**

Primary Need: Western Valley Middle School staff has a need to hold high learning expectations for all students.

Root Cause: -Lack of common language related to exemplars or what defines rigorous instruction -Lack of common grading and assessment system -Teachers and staff make excuses for student subgroups (ELL, Special education, etc)

Needs Statement: The Western Valley Middle School 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 members.

Desired Outcomes: The Western Valley Middle School leadership will sustain a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff members.

SMART Goal: Throughout the 2021-2022 school year, all teachers will receive professional development in social emotional learning and have SEL lessons provided by our counselors. Administration will use counselors record keeping of services, class logs, lesson plans and minutes of weekly meetings with students as evidence.

⒮ 5.1) Strategy 5.1

➖ **Details**

Strategy Description: Climate Committee

🄰🅂 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

⒮ 5.2) Strategy 5.2

➖ **Details**

Strategy Description: Student Recognition Activities

🄰🅂 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 5.3) Strategy 5.3

— Details

Strategy Description: 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

S 5.4) Strategy 5.4

— Details

Strategy Description: School-wide Committee Work (Discipline System and PBIS)

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, lock-downs) will be conducted monthly to ensure student and staff readiness and preparedness. A consistent school-wide 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 school-wide discipline program, focused on positive behavior systems.

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

Timeline: 3/31/2021 to 3/31/2021

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

AS 5.4.2) PBIS Planning Team & Training
TI SW1

➖ **Details**

Action Step Description: The principal and planning team will meet, off contract time, to begin the planning process and implementation of PBIS for the 21-22 SY. The Team will focus on establishing a positive school culture and creating an effective learning environment. During the summer 2021, the PBIS Planning Team will schedule training dates. Staff will come in for training with the expectation that the program will be implemented on campus beginning August 2021. Addendums and related benefits will be paid from Title 1.

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

Timeline: 8/2/2021 to 5/20/2022

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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

⑤ 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 school-wide 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 school-wide expectations. Evaluation of the school-wide program will occur at the end of each semester (December 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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 July 2021, following the training.

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

Timeline: 8/2/2021 to 5/20/2022

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

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

⊟ **Details**

Primary Need: Western Valley Middle School needs to engage families in 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: Western Valley Middle School needs to engage families in data-informed decisions that impact student learning.

Desired Outcomes: Western Valley Middle School will engage families in data-informed decisions that impact student learning.

SMART Goal: By the end of FY22, WVMS will plan and execute at least two curriculum events focused on parent and student involved data-informed decisions. Evidence will be collected through sign in sheets and agendas of school events. Reading achievement for all students will increase by an average of 10% on district pre to post assessment during the 2021-2022 school year. Math achievement for all students will increase by an average of 10% on district pre to post assessment during the 2021-2022 school year. Science achievement for all students will increase by an average of 5% from 2021-2022.

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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[S] 6.2) Strategy 6.2

[-] Details

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

[AS] 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

[S] 6.3) Strategy 6.3

[-] Details

Strategy Description: Home and School Connection

[AS] 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.

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

Timeline: 8/2/2021 to 5/20/2022

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

S 6.4) Strategy 6.4

■ Details

Strategy Description: Parent Workshops

AS 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 parent's 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. Parent input will be gathered through evaluations.

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

Timeline: 8/2/2021 to 5/20/2022

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 Meeting

AS 6.5.1) Annual Title 1 Parent Meeting
TI SW1

Details

Action Step Description: The school will have an annual Title I meeting 1st and 4th quarter 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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) 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.
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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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: Parent-Teacher Conferences

AS 6.8.1) Parent-Teacher Conferences
TI SW1

⊟ **Details**

Action Step Description: Parents will participate in 2 conferences (August 2021, February 2022). Student data will be shared with parents. Parents will also receive progress reports every week.

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

Timeline: 8/2/2021 to 5/20/2022

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: Childcare and Translation Services

AS 6.9.1) 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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: ELD Parent Workshop

AS 6.10.1) 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: Andrew Tippins (Organization Role: Principal)

Timeline: 8/2/2021 to 5/20/2022

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

⑤ 6.11) Strategy 6.11

⊟ **Details**

Strategy Description: Community Partnerships

AS 6.11.1) 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, Friendly House, St. Mary's Food Bank, and Salvation Army.

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

Timeline: 8/2/2021 to 5/20/2022

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

⑤ 6.12) Strategy 6.12

⊟ **Details**

Strategy Description: Monitor & Evaluate

AS 6.12.1) 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 2021, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

---

AS 6.12.2) 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 school-wide truancy program will occur at the end of each quarter (October 2021, December 2021, March 2022, May 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

---

AS 6.12.3) 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 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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

[AS] 6.12.4) 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 2022).

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

Timeline: 8/2/2021 to 5/20/2022

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