

**Sanders Unified District (010218000) Public District - FY 2021 - Medium Risk - LEA Integrated Action Plan (LIAP)  
- Rev 9**

**Plan Items**

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

**- Details**

Primary Need: 1.1 Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders. 1.5 Our leadership implements a system of academic and fiscal accountability to ensure every student's success.

Root Cause:

Needs Statement: The leadership needs to implement a system of academic and fiscal accountability to ensure every student success

Desired Outcomes: Desired Outcomes: District and schools to revise the vision and mission and communicate with all stakeholders to develop and implement. .

SMART Goal:

**S** 1.1) Strategy 1.1

**- Details**

Strategy Description: STRATEGY: Effective Administrators and School Sup 1. A focus on building systemic capacity in the areas of data-driven instruction, effective use of observations and feedback, student and staff culture of learning, and effective talent management. 2. Quarterly convening's for the two-year period. Professional development builds on the work of Public Impact (Turnaround Leader Competencies), Paul Bambrick-Santoyo (Leverage Leadership and Driven by Data), and other evidence-based best practices. 3. Ongoing leadership mentoring through Project Elevate and District Leadership meetings and work sessions

**AS** 1.1.1) Instructional Coaches  
Title I LEA

Prof Dev

 **Details**

Action Step Description: (3) Three instructional coaches will develop high learner outcomes for teachers through modeling, collaboration, and best instructional practices. Instructional coaches will provide PD on best practices, classroom management, lesson plans, data driven instruction, and other topics as determined by identified needs.

Person Responsible for this Action Step: Kim Pearce (Organization Role: Superintendent)

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

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

**AS** 1.1.2) Director of Education Support Services

Title I LEA

LEA Admin

 **Details**

Action Step Description: .05 FTE Salary for Director of Education Support Services, responsible for Federal programs, Curriculum and Assessments and Professional development. Supervises Parent/Home Liaison

Person Responsible for this Action Step: Kim Pearce (Organization Role: Superintendent)

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

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

**AS** 1.1.3) District and school leadership teams to participate in Project ELEVATE.

SYSLEADERDEVNEW

CSI

 **Details**

Action Step Description: Attend ADE Project Elevate convening. Principals to receive monthly on-site mentoring. .

Person Responsible for this Action Step: Kim Pearce (Organization Role: Superintendent)

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

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

**AS** 1.1.4) Hire a Consultant for Continued Leadership Growth

SYSLEADERDEVNEW

CSI

TSI

**Details**

Action Step Description: -5-3 hour sessions/Per leader: Sessions to be focused on building systems for consistent data analysis using assessment tool (Galileo), building the positive culture of sites, developing systems to provide crucial instructional feedback to teachers, implementation of Project Elevate Leadership models.

Person Responsible for this Action Step: Verlynn Goldtooth (Organization Role: Educational Support Services)

Timeline: 1/12/2021 to 5/28/2021

ESSA Evidence:

**S** 1.2) Strategy 1.2

**Details**

Strategy Description: Foster productive culture of learning and instruction: To establish a systemic process of expectation and actions to foster a positive culture of learning and instruction.

**AS** 1.2.1) Provide PLC for district administrators and district staff

Title I LEA

CSI

Effective Use Technology

ELL

Prof Dev

TSI

**Details**

Action Step Description: The school administrators and staff will be participants in relevant school information and topics of leadership, student achievement, school culture, and teacher quality.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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

### **S** 1.3) Strategy 1.3

#### **-** Details

Strategy Description: Monitor effective leadership and delivery: Monitor administrators and support systems Evaluation of Implementation: results-oriented to comprehend and analyze FY begin to end, with gap analysis and outcomes.

#### **AS** 1.3.1) Implement process of monitor and evaluation of implementation

Title I LEA

CSI

Effective Use Technology

ELL

Prof Dev

TSI

#### **-** Details

Action Step Description: Monitoring Measurement Pre-planned topics related to school leadership, student achievement, culture, teacher quality will be put on agendas and shared by District Leadership Team members using a district Google PLC calendar. Tracking Agenda review during weekly admin meetings Assessment of Fidelity District, Principals and/or Instructional Coaches will submit agenda and data work products from each school site. Goal Accomplishment Upward achievement trends will be demonstrated on subpopulation data based on CBAS, CFAs, Fast ForWord RPI results, and AzMerit.Evaluation of Implementation; Determine measures to evaluate success Determine criteria and evidence of success Use evidence to determine whether the strategy to be continued as, modified, or be discontinued Determine if desired outcomes were reached

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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

**AS** 1.3.2) EL Teacher Off-Contract Support

Title III LEP

ELL

**Details**

Action Step Description: Off-Contract pay for 2 certified SEI endorsed teachers to train teachers to be effective with English Language Proficiency Standards (ELPS) to develop connections with teachers and parents through EL Training for K-8 and 9-12 students. Items to be worked on will be current EL strategies, EL instruction methods and current EL protocols from ADE. (added by vg 9.17.20)

Person Responsible for this Action Step: Verlynn Goldtooth (Organization Role: ESS Director)

Timeline: 9/17/2020 to 12/18/2020

ESSA Evidence:

**S** 1.4) Strategy 1.4

**Details**

Strategy Description: Summer School for June 2021: Provide alternative instructional opportunities for students to complete academic requirements at K-12 levels.

**AS** 1.4.1) Instructional Support for Summer School

Title I LEA

CSI

ELL

Summer School

TSI

**Details**

Action Step Description: Hire summer 10 school teachers at a stipend rate for K12 Summer School Hire Extra duty for (9) bus drivers @ hourly rate, to provide transportation for students during summer school Hire extra duty for (1) health care aid to provide service to students during summer school.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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: 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and universal design for learning

Root Cause:

Needs Statement: Need Statement: SUSD has a high need for effective and qualified teachers to plan and implement quality work with high rigor. The assessments are based on instruction and time to provide small-group interventions. Teachers need more training in differentiated instruction, UPD, data analysis, and effective planning and instruction. Each school site will be utilizing technology in the classrooms with Chromebook for each student.

Desired Outcomes: Desired Outcomes: Differentiated instruction based on individual student data and curriculum needs. Foster continuous planning and instruction for general education; ELL and ESS learners use to differentiate learning activities. Teachers need more training and train the trainer's models. An emphasis is increasing the knowledge base of teachers and staff, to attend technology conferences/PD to implement a more comprehensive technology program in the area of instruction, attendance, and communication with stakeholders.

SMART Goal:

**S** 2.1) Strategy 2.1

**- Details**

Strategy Description: Dean of Student: (1) 1.0 FTE Dean of Students- Behavior Interventionists/Dean of Students

**AS** 2.1.1) Dean of Student

Title I LEA  
CSI  
ELL  
LEA SA 4d/4e  
TSI


 **Details**

Action Step Description: (1) 1.0 FTE Dean of Students- Behavior Interventionists/Dean of Students at SMS

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

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

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

 2.2) Strategy 2.2

 **Details**

Strategy Description: PLC Mentors: Stipends to compensate Teacher leaders to be PLC Mentors to work with other teachers in leading collaborative teams.

 2.2.1) PLC Mentors

Title I LEA  
CSI  
ELL  
Prof Dev  
TSI

 **Details**

Action Step Description: Experienced effective teachers will be hired to mentor new and/or inexperienced teachers and will be responsible for guiding weekly PLC meetings at each school site of SES, SMS, and VHS.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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: Professional Development To participate in onsite and offsite professional development. Onsite PD will be provided when appropriate. Due to rural nature of the district, off site PD will be used when appropriate.

**AS** 2.3.1) On-site PD (@SUSD) -Consultants

Title I LEA

STUDENTS AEG

CSI

Effective Use Technology

ELL

Prof Dev

Safe/Healthy

TSI

Well-Rounded

**- Details**

Action Step Description: LEA schedules professional development at the beginning, during the school year, and over summer to train teachers in best practices, classroom management, district programs, curriculum development, assessment development, instructional development, and results development. In addition, safe and healthy assemblies/PD, and FOSS/STEAM kit training. Teacher Induction is a before contract period for teachers to receive professional development. Sessions will use an outside consultant to co-facilitate the work sessions for additional guidance. Consultant to facilitate sessions/Trainers will be paid to provide on-site professional development for teachers and staff.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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



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

**AS** 2.3.2) Off-site /Travel to PD

Title I LEA

STUDENTS AEG

CSI

Effective Use Technology

ELL

Prof Dev

Safe/Healthy

TSI

Well-Rounded

**Details**

Action Step Description: Teachers and staff will participate in off-site PD as determined by data, and needs of a school in areas of academic content, school leadership, PLC, and curriculum, assessment, instruction, and results development for implementation. In addition, safe and healthy assemblies/PD, and FOSS/STEAM kit training. The PD will include Per Diem, lodging, and travel.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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

**AS** 2.3.3) Off-Site /Travel TESOL PD

Title III LEP

ELL

Prof Dev

**Details**

Action Step Description: Teachers to attend TESOL (Teaching English to Speakers of Other Languages) Conference to engage in mentoring on research strategies for EL students, explore a wide range of topics and current trends for the EL learner. Travel/perdiem/lodging included. Teachers

will conduct Professional Development on EL Strategies that are researched based, EL Standards that have been integrated into lesson plans for every student. (added by vg 9.17.20)

Person Responsible for this Action Step: Verlynn Goldtooth (Organization Role: ESS Director)

Timeline: 9/17/2020 to 1/15/2021

ESSA Evidence:

## § 2.4) Strategy 2.4

### ▣ Details

Strategy Description: Professional Development for Certified Teachers

### AS 2.4.1) Professional Development -Off Contract Hours

Title II-A

CSI

ELL

Prof Dev

TSI

### ▣ Details

Action Step Description: Teacher Induction is a before contract period for teachers to participate in professional development for purpose of increasing their knowledge base and application of reform strategies, leadership development, and Professional Learning Communities to develop and refine educational initiatives for student achievement and teacher empowerment. Pay teachers to work beyond contract time to develop curriculum units, resource materials and assessments aligned to AZCCRS 58 teachers x \$175/day for various activities during year

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

Timeline: 7/1/2020 to 6/23/2021

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

## § 2.5) Strategy 2.5

### ▣ Details

Strategy Description: Supplemental Instructional Support; Utilizing the supplemental programs to support effective instruction and standards-based instruction. ATI/Galileo, SciLearning (FastForWord) and Renaissance Learning; through the use of updated Chromebooks technology for student use. In addition, STEAM kit resources are used in classrooms.

**AS** 2.5.1) Implement Instructional Resources at each school site

Title I LEA

RLIS

CSI

Effective Use Technology

ELL

LEA Instr Prog

Prof Dev

TSI

 **Details**

Action Step Description: Renaissance Learning- STAR Reading and Math K12 Screener/progress monitoring for all students ATI/Galileo- Pre/post instructional effectiveness, and student benchmark progress; provides small group support based on identified needs in quarterly assessments. Additional Galileo training to occur to fully implement data analysis towards instruction and intervention strategies. Additional CHROME Books needed for student instructional use SciLearning (FastForWord) Reading Intervention-SciLearning (FastForWord) Reading Intervention for cognitive and mental skill development.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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: Reading Interventionist Hire Reading Intervention to work with elementary students to increase student achievement.

**AS** 2.6.1) Reading Intervention

Title I LEA

CSI

ELL

LEA SA 4d/4e

TSI

**- Details**

Action Step Description: Reading Intervention-works with elementary students on reading skills, and show progress on DIBELS and FastForWord assessments and programs. .05 FTE Title I; .05 FTE MOWR

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

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

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: Instructional Support in K-3 Classroom: Hire 3 Kindergarten Teachers and 2 Paraprofessionals at Elementary school to increase student achievement.

**AS** 2.7.1) Kindergarten Teachers

Title I LEA

CSI

ELL

TSI

**- Details**

Action Step Description: Hire 3 Kindergarten Teachers .50 FTE Title I Kindergarten teachers to provide full day Kindergarten for all students

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

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

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

§ 2.8) Strategy 2.8

▣ Details

Strategy Description: Instructional Support in K-3 Classroom

AS 2.8.1) 2 paraprofessionals to support K-3 Reading

Title I LEA

CSI

ELL

TSI

▣ Details

Action Step Description: (1) .75 FTE Paraprofessional to support K-3 reading (1) .75 FTE Paraprofessional for K-3 Literacy support

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

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

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

§ 2.9) Strategy 2.9

▣ Details

Strategy Description: Recruitment of Highly Effective Teachers

AS 2.9.1) Advertise for certificated K-12 Teachers

Title II-A

Recruitment

Retention

Title II

▣ Details

Action Step Description: Submit advertisements for K-12 Teachers in local newspapers and online services such as - School Spring. (\$4,114.81)

Person Responsible for this Action Step: Verlynn Goldtooth (Organization Role: ESS Director)

Timeline: 7/14/2020 to 6/30/2021

ESSA Evidence:

**S** 2.10) Strategy 2.10

**- Details**

Strategy Description: Supplemental Instructional STEAM Material/Supplies

**AS** 2.10.1) Purchasing of STEM/STEAM Kits

STUDENTS AEG

Title IV

Well-Rounded

**- Details**

Action Step Description: Instructional supplies; resources may include STEM / SCIENCE/MATH Kits, microscopes, and lab supplies

Person Responsible for this Action Step: Verlynn Goldtooth (Organization Role: ESS Director)

Timeline: 9/14/2020 to 4/2/2021

ESSA Evidence:

**S** 2.11) Strategy 2.11

**- Details**

Strategy Description: Purchase of electronic devices to support student learning and instruction due to COVID-19.

**AS** 2.11.1) Purchasing of Electronic devices

RLIS

LEA Instr Prog

## Title IV

### Details

Action Step Description: Purchasing of Chromebooks, electronic tablets, mice, headphones to support distance learning.

Person Responsible for this Action Step: Verlynn Goldtooth (Organization Role: Sanders USD)

Timeline: 7/1/2020 to 5/28/2021

ESSA Evidence:

## 3) Principle 3 - Effective Organization of Time

### Details

Primary Need: Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice. Desired Outcome: Master schedule to be implemented for instructional and non-instructional activities district-wide. Policy and procedures for quality schools using Continuous Improvement to close the achievement gap.

Root Cause:

Needs Statement: Need Statement: 3.3 Our school day is organized to ensure sufficient time for non-instructional activities for students and staff SES 3.5 Our professional contract day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.

Desired Outcomes: Desired Outcome: Master schedule to be implemented for instructional and non-instructional activities district-wide. Policy and procedures for quality schools using Continuous Improvement to close the achievement gap.

SMART Goal:

## 3.1) Strategy 3.1

### Details

Strategy Description: Observations and Feedback: Observations are conducted regularly using protocol that is aligned to the teacher evaluation system. The observation protocol is transparent and opportunities to provide feedback on the protocol. A schedule for classroom observation of all teachers, face to face sessions, and use of coaching models.

**AS** 3.1.1) PD for administrators, and staff

Title I LEA

STUDENTS AEG

CSI

Effective Use Technology

ELL

Prof Dev

Recruitment

Retention

Safe/Healthy

TSI

Well-Rounded

**Details**

Action Step Description: PLC for district, administrators, staff, and parents To establish a systemic process of expectations and actions to foster a positive culture and learning and instruction, including attendance of school, registration, retention to stay in school, and technology to maintain school-wide efforts.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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

**AS** 3.1.2) School wide text book adoption cycles

CSI

ELL

TSI

**Details**



Action Step Description: School wide textbook adoption cycles ELA and Math Textbook Adoptions for SES, SMS, and VHS

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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: 4.2 Our written curricula align with AZ State Standards and English Language Proficiency Standards when appropriate, for all content areas. 4.6 Our school staff systemically monitors, reviews, and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement of all students.

Root Cause:

Needs Statement: Need a Guaranteed curriculum (based on Standards) and viable curriculum (teach to the standards in the sequenced time, and commonly assessed). To be accountable through Instructional Leadership and Paradigm Shift for Standards Base Instruction and Common Formative Assessments for ELA and Math instruction.

Desired Outcomes: Desired Outcome: SUSD will develop a viable curriculum in all content areas and create a curriculum map for all subject areas and develop a system of ongoing review and revision to ensure alignment with the standards.

SMART Goal:

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

##### **-** Details

Strategy Description: Curriculum Development: Doing Extraordinary Things- A Guaranteed curriculum (based on Standards) and viable curriculum (teach to the standards in the sequenced time, and commonly assessed). To be accountable through Instructional Leadership and Paradigm Shift for Standards Base Instruction and Common Formative Assessments for ELA, Math, Science, Social Studies instruction.

**AS** 4.1.1) Viable and Guaranteed Curriculum

CSI

ELL

Prof Dev

TSI

 **Details**

Action Step Description: PLC will be the vehicle for forward movement for district and teachers to develop and implement a Viable (standards) and Guaranteed (assessed) Curriculum to support and validate field input, supported systemic leadership from schools, and analyzed gaps for necessary adjustments to produce a research-based document.

Person Responsible for this Action Step: Kim J. Pearce (Organization Role: Superintendent)

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

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

**S** 4.2) Strategy 4.2

 **Details**

Strategy Description: Assessment Development: Collaborative common formative assessments (CFA) provide a powerful model of inquiry-based professional development that seeks to improve student achievement and professional practice. The PLC teams at school sites develop the shared knowledge and skills of assessment literacy and instructional agility; they must work together to ask the right questions, explore their own results, and create solutions to complex challenges. If the process is to make a difference, teaching teams-and their learners- must remain integral to the design and delivery of the assessment as well as the interpretation of and the assessment.

**AS** 4.2.1) ALIGN ESSENTIAL (PRIORITY) STANDARDS AND LEARNING TARGETS TO ASSESSMENT BLUEPRINT

CSI

ELL

Prof Dev

TSI

**[-] Details**

Action Step Description: 1. Identifying Essential Learning and Collaborative assessments are not used for all standards; they are used for critical components that teams identify as so necessary to learner's success that teachers would commit to work tirelessly to guarantee master for all their learners. 2. Identify the core skills or processes that will be practiced throughout the entire curriculum. Then create a consistent set of rubrics for assessing the standards across the various courses when engaged in performance assessment or constructed-response assessment.

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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

**[S] 4.3) Strategy 4.3**

**[-] Details**

Strategy Description: Instruction Development : Align curriculum and assessment development to Instruction delivery to meet differentiated instruction per student.

**[AS] 4.3.1) Developing and Aligning Instructional Outcomes**

CSI

Effective Use Technology

ELL

Prof Dev

TSI

**[-] Details**

Action Step Description: Instructional Outcomes are aligned with District Curriculum, External Mandates, and Expectations. Designing Coherent Instruction (1e): Knowledge of content, of students, and of resources, to designing learning experiences aligned to instruction, technology, and rigor. Learning activities with time allocations, higher-order thinking skills with differentiation of students. Computer-based instruction and use of instructional software for highly effective instruction delivery.

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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

**S** 4.4) Strategy 4.4

**- Details**

Strategy Description: Results of Effective Curriculum, Assessment, and Instruction: Enrichment, extension, and advancement and interventions need to be addressed - that truly the learning targets were met

**AS** 4.4.1) Conduct data and gap analysis, monitor, reevaluation

CSI

ELL

Prof Dev

TSI

**- Details**

Action Step Description: DELIVERY PHASE: Instruction, ongoing assessment, and monitoring with many variables in the classroom DATA PHASE: Progress Monitoring Data from Common Assessments to monitor progress along the way ANALYSIS / TRIANGULATION OF AZ State Standards/ CFA RE-ENGAGEMENT PHASE Cycle of work to zero out repeats

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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

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

**- Details**

Primary Need: Needs: 5.2. Our staff creates an environment that builds mutual respect among leadership, teachers, students, and families.

Root Cause:

Needs Statement: A school-wide understanding of restorative practices and engagement strategies.

Desired Outcomes: To promote positive student behavior by using effective restorative practices and student engagement strategies. SUSD will create an effective learning environment with a system of accountability (academic, behavioral, attendance, etc.) based on high expectations, which supports all students in becoming proficient in English language arts and math. SUSD needs to establish a system of academic accountability built on high expectations for all students, as supported by all staff members.

SMART Goal:

**S** 5.1) Strategy 5.1

**- Details**

Strategy Description: Observations and Feedback: Observations are conducted regularly using a protocol that is aligned to the teacher evaluation system. The observation protocol is transparent and opportunities to provide feedback on the protocol. A schedule for classroom observations of all teachers; face to face feedback sessions, using a coaching model.

**AS** 5.1.1) PLC for Classified staff members

CSI

ELL

Prof Dev

TSI

**- Details**

Action Step Description: PLC for Classified staff members will play an active role in our weekly PLC meetings. They will hear about the essential standards, understand the level of rigor, and participate in planning for interventions that ensure all students will learn at high levels

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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

**AS** 5.1.2) Monthly Family Partnership Meetings

CSI

ELL  
Homeless - 7a  
Homeless - 7b  
LEA SA 4d/4e  
Prof Dev  
TSI  
Well-Rounded

**Details**

Action Step Description: Monthly Family Partnership Meetings with 3 schools, Parent Liaison, and Drop-Out Prevention. School conditions, climate, and culture are impacted by the beliefs, perceptions, relationships, attitudes, and principles.

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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

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

**Details**

Primary Need: Primary Need 6.1 Our school creates and maintains positive collaborative partnerships among families, communities, and schools to support student learning. 6.3 Our school engages in critical data-informed decisions that impact student learning.

Root Cause:

Needs Statement: To develop a system of communications to include family and community in championing learner's achievement. In addition, the student school safety assemblies are very important as a way to communicate the importance of safety as a group, and allowing students to individually contacting the counselor or appropriate teacher.

Desired Outcomes: SUSD will create a system of communication to establish a school/parent/child compact to included family and community in championing a learning environment.

SMART Goal:

**S** 6.1) Strategy 6.1

**- Details**

Strategy Description: Homeless Set Aside: Family and Community engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities, and schools to reflect a shared responsibility to fosters children's' development and learning.

**AS** 6.1.1) Parent Homeless Liaison

Title I LEA

CSI

ELL

Homeless - 7a

Homeless - 7b

TSI

**- Details**

Action Step Description: Parent Homeless Liaison-conducts home visits, MCK Vento backpack program, IEC, PAC, assists Dropout Prevention Coordinator with the welfare of students with excessive absences.

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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

**S** 6.2) Strategy 6.2

**- Details**

Strategy Description: Homeless Set Aside

**AS** 6.2.1) Supplies and Materials


Title I LEA

CSI

ELL  
Homeless - 7a  
Homeless - 7b  
Prof Dev  
TSI

 **Details**

Action Step Description: Life Supplies and Materials to enhance learning with Consumable Supplies  
Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)  
Timeline: 7/1/2020 to 6/30/2021  
ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

 6.3) Strategy 6.3

 **Details**

Strategy Description: Parent Set Aside: Various approaches to communicate to parents who live in remote areas, or do not have access to technology, and still use radio and postage.

 6.3.1) Parent Communications

Title I LEA  
CSI  
ELL  
Recruitment  
Retention  
TSI

 **Details**

Action Step Description: Postage for direct mail, parent newsletter School Reach Massager Parent Literacy messages (Radio advertisements)  
Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)  
Timeline: 7/1/2020 to 6/30/2021



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

**S** 6.4) Strategy 6.4

**- Details**

Strategy Description: Drop Out Prevention: Parent Involvement Liaison to assist in attendance, drop out, and retention.

**AS** 6.4.1) Drop Out /Parent/ Community Liaison

Title I LEA

CSI

ELL

Homeless - 7a

Homeless - 7b

Recruitment

Retention

TSI

**- Details**

Action Step Description: Parent Homeless Liaison-conducts home visits, MCK Vento backpack program, IEC, PAC, assists Dropout Prevention Coordinator with the welfare of students with excessive absences

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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: Transiting Middle School to High School to College: School to College or Career Transitions Middle School/High School Counselor and administrators will utilize the ECAP and CTE

process to follow students as they transition into high school, college, career, or military tracks out of Valley High School.

**AS** 6.5.1) Mid School to HS College to Career Transition

Title I LEA

CSI

ELL

Recruitment

TSI

 **Details**

Action Step Description: Transiting Middle School to High School to College/Career

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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: Coordinate and Integrate Pre K-3: Pre Kindergarten Early Childhood Education programs are aligned with Sanders Elementary Schools, in areas of Kindergarten entrance requirements and instructional needs of teachers.

**AS** 6.6.1) PreK-3 Integrated Programs

Title I LEA

CSI

ELL

LEA Preschool

TSI

 **Details**

Action Step Description: LEA will support, coordinate, and integrate services of early childhood education programs to ensure a smooth transition from PreK to Kindergarten. Pre K classroom with a

highly effective teacher is provided, who participates in all instructional professional development trainings.

Person Responsible for this Action Step: Kim J Pearce (Organization Role: Superintendent)

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

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 Nights for EL Students - Parents of EL students will participate in EL night for understanding of K-12 EL program.

**AS** 6.7.1) Make and Take Nights for parents of EL Students

Title III LEP

ELL

**- Details**

Action Step Description: Two Parent Nights for EL students to be hosted by teachers/paraprofessionals to develop an understanding on the EL instructional strategies, EL Make and Take tools for student supplies, and to develop an understanding of EL assessment procedures and requirements of school accountability for EL students. (added by vg 9.17.20)

Person Responsible for this Action Step: Verlynn Goldtooth (Organization Role: ESS Director)

Timeline: 9/17/2020 to 4/23/2021

ESSA Evidence: