

**Fowler Elementary District (070445000) Public District - FY 2021 - Sunridge Elementary School (070445102)
Public School - School Integrated Action Plan (SIAP) - Rev 0**

Plan Items

P 1) Principle 1 - Effective Leadership

- Details

Primary Need: 1.3 Our leadership needs to competently manage school operations to provide a safe, efficient, and effective learning environment.

Root Cause: Our school safety and emergency preparedness plans are not current, disseminated to all, and subject to regular review and amendment. However, fire drills and lock down drills are practiced on a regular basis.

Needs Statement: Administration will need to work closely with the site committee to develop, review and adequately disseminate all safety plans for the campus. To ensure that all students and staff believe that our school environment is safe administration will meet with a site committee before September, 2020 to develop a school safety plan. The plan will be disseminated to all stakeholders needed to ensure transparency with all safety procedures.

Desired Outcomes: Students and staff believe that we can be more successful if the school environment is psychologically, physically, and academically safe.

SMART Goal: Campus safety infractions (based on Fire Marshall) will reduce from eight (8) infractions in 2019-2020 to zero (0) infractions in 2020-2021.

S 1.1) Strategy 1.1

- Details

Strategy Description: School Wide Leadership Opportunities All certified staff will participate in at least one, possibly two committees on the Sunridge campus. Committees include but are not limited to: Site Leadership (SLT), Parent Teacher Organization (PTO), School Climate Committee (SCC), Academic Content Teams (ACT), etc. Leadership opportunities will provide continual feedback to both parents and teachers in regards to our overarching goal of increasing student achievement.

AS 1.1.1) School-wide Committee Membership

TI SW1

Details

Action Step Description: Academic Content Teams (ACT) will meet bi-weekly to discuss upcoming academic activities. Activities such as Read Across America, Math Challenge, Science Fair, Spelling Bee, etc.

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

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

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

AS 1.1.2) Site Council

TI SW1

Details

Action Step Description: A Site Council including parents, teachers, community members and classified individuals will participate in a site council. This council will meet monthly to make decisions to increase student achievement based on the results from our CNA.

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

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

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

AS 1.1.3) Site Leadership Team

TI SW1

Details

Action Step Description: A Site Leadership Team will be determined and will meet bi-weekly to review and revise the CNA and the SIAP.

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

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

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

AS 1.1.4) Site ELD Committee

ELL

TI SW1

Details

Action Step Description: A Site ELD Committee will meet quarterly during non-contract time to discuss student data, effective teaching strategies for our ELD learners. Teachers will follow the ADE 2 hour block, use the language star, lesson plan, and create/update classroom data binders that reflect the progress of their students.

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

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

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

AS 1.1.5) Monitor & Evaluate

TI SW1

Details

Action Step Description: Leadership teams will meet on a regular basis. All information will be shared with stakeholders via staff meetings, newsletters and well as electronically. Information will be shared in a timely manner via grade level, site leadership, staff and parent meetings. Evidence will include, but not limited to agendas, sign in sheets and meeting notes.

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

Timeline: 6/26/2020 to 5/28/2021

ESSA Evidence: Promising evidence from at least one well-designed and well-implemented correlational 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: Teachers do not use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA).

Needs Statement: Teachers will work with administration to develop a better understanding of Universal Design for Learning (UDL) and how to create lesson plans that reflect the principles in UDL planning and instructional delivery. To ensure teachers understand Universal Design for Learning (UDL) principles 100% of classroom teachers will participate in professional development before September, 2020. Following the professional development all teaching staff will incorporate UDL principles in lesson plans and delivery of instruction.

Desired Outcomes: Students receive comprehensive lessons designed to meet the needs of all learners.

SMART Goal: The use of UDL principles, specifically documented differentiation in lesson plans, will increase from 50% in 2019-2020 to 75% in 2020-2021.

S 2.1) Strategy 2.1

- Details

Strategy Description: Continuous Professional Development Teachers will participate in ongoing professional development on both the site level and through outside sources. Teachers will participate in training on a bi-weekly, monthly and quarterly basis and or as needed through outside vendors. Teachers will receive a minimum of 25 hours of site based professional development throughout the 2020-2021 school year.

AS 2.1.1) DIBELS Training

TI SW1

- Details

Action Step Description: Classroom teachers will receive DIBELS training and or conduct refreshers on all DIBELS Next measures as needed by state qualified trainer (Reading Interventionist).

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

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

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

AS 2.1.2) Literacy Leads
TI SW1

 **Details**

Action Step Description: Site Literacy leads will be trained in the most recent scientifically based reading and writing strategies. Literacy Leads will then conduct professional development to all teaching staff. Teachers will participate in LETRS training providing the most recent scientifically based reading strategies. Teachers will receive professional development in the areas reading and spelling language essentials. Math leads will be trained in the most recent scientifically based mathematical strategies.

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

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

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

AS 2.1.3) Math Leads
TI SW1

 **Details**

Action Step Description: Math Leads will then conduct professional development to all teaching staff based on the most up-to-date scientifically researched based instructional strategies. Professional development will also be directly correlated to our newly adopted curriculum.

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

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

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

AS 2.1.4) District Mentoring Program
TI SW1

 **Details**

Action Step Description: Our district-wide Mentoring Program provides one-on-one mentoring to teaching staff with less than two years of teaching experience. District mentors also provide ongoing professional development on a variety of topics for teachers. Professional development opportunities will be offered on a quarterly basis or based on an individual's needs

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

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

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

AS 2.1.5) Monitor & Evaluate
TI SW1

Details

Action Step Description: Staff will participate in several professional development opportunities throughout the school year. Training opportunities will be job-embedded and provided by qualified staff. The effectiveness of all PD will be evaluated by its participants and shared with stakeholders via staff meetings, newsletters and well as electronically. Information will be shared in a timely manner via grade level, site leadership, staff and parent meetings. Evidence will include, but not limited to agendas, sign in sheets, PD evaluations and meeting notes.

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

Timeline: 6/9/2020 to 5/28/2021

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

S 2.2) Strategy 2.2

Details

Strategy Description: Intervention Programs will be provided to all students. Interventions in both reading and math will be a major focus throughout the school year both during the school day as well as after school.

AS 2.2.1) Reading Interventionist
Title I LEA

TI SW1

 **Details**

Action Step Description: The site Reading Interventionist will continually provide small group instruction, primarily in the area of reading. Teachers will utilize our RTI (Response to Intervention) program to identify and offer interventions to students that struggle academically or socially. Sunridge staff will work within the CST model to provide interventions to identify struggling students. Students will receive tier III interventions to determine academic levels to provide individualized instruction in the general education classroom. Salary and benefits will be paid out of Title 1.

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

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

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

AS 2.2.2) AARP Volunteers

TI SW1

 **Details**

Action Step Description: Sunridge will partner with AARP to develop a volunteer reading program for our students. Targeted students in 2nd and 3rd grade will read with volunteers for 30 minutes at least twice per week.

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

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

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

AS 2.2.3) Monitor & Evaluate

TI SW1

 **Details**

Action Step Description: Reading program data will be collected on a regular basis. Data will be analyzed to determine the effectiveness of programming and shared with all stakeholders in a timely manner. The effectiveness of intervention programs will be evaluated by its participants and shared with stakeholders via staff meetings, newsletters and well as electronically. Information will be shared

in a timely manner via grade level, site leadership, staff and parent meetings. Evidence will include, but not limited to agendas, sign in sheets, evaluations and meeting notes.

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

Timeline: 6/9/2020 to 5/28/2021

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

AS 2.2.4) Classified Reading Interventionist

Title I LEA

TI SW1

Details

Action Step Description: A classified reading interventionist will be hired (.25FTE of salary, benefits and medical) will be paid from Title 1) to provide small group instruction in reading to students who need additional support.

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

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

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

AS 2.2.5) Supplemental Half Day Kindergarten Enrichment

Title I LEA

TI SW1

Details

Action Step Description: FESD will hire 3 applicably certified teachers to provide daily half day afternoon kindergarten enrichment. Salary and benefits to be paid out of Title 1.

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

Timeline: 6/19/2020 to 5/27/2021

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

P 3) Principle 3 - Effective Organization of Time

- Details

Primary Need: 3.1 Our school year/calendar is organized to maximize instruction.

Root Cause: Our school was not able to offer intersession programs for both intervention and enrichment this school year.

Needs Statement: Students that would benefit from intense intervention during intersession and or after school enrichment will be invited to participate to increase their overall academic performance. Site administration will work with grant and site funding to develop a variety of intervention and enrichment programs throughout the school year. Planning extracurricular interventions during intersessions as well as providing opportunities before or after school hours

Desired Outcomes: Student achievement and growth will increase as students participate in a variety of intervention and enrichment programs.

SMART Goal: Intersession participation will increase from zero (0) students in 2019-2020 to sixty-five (65) students in 2020-2021.

S 3.1) Strategy 3.1

- Details

Strategy Description: The site leadership team has developed a master schedule that will maximize the instructional time focusing on increasing instructional time for math and reading. The master schedule has also incorporated common planning time as well as time on Thursdays for bi-weekly meetings

AS 3.1.1) Site Schedule
TI SW1

- Details

Action Step Description: Teachers will have common planning time on a daily basis. This time will be used to prepare lessons and discuss student progress. Early release Thursdays will be used for professional development and planning time. Each Thursday from 1:30-3:00 will be used for teachers to plan for instruction. Sunridge staff will participate in district-wide and site based articulation meetings on a monthly basis to discuss teaching strategies and effective curriculum resources.

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

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

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

AS 3.1.2) Monitor & Evaluate

TI SW1

- Details

Action Step Description: Administration will work closely with the leadership team to analyze the daily schedule to ensure that it provides optimal teaching/learning time. The effectiveness of the schedule will be reviewed during grade level, site leadership, staff and parent meetings and shared with stakeholders via staff meetings, newsletters and well as electronically. Evidence will include, but not limited to agendas, sign in sheets and meeting notes.

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

Timeline: 6/9/2020 to 5/28/2021

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: Students in grades 2nd - 5th grades will have opportunities to participate in both academic and non-academic extracurricular activities during the summer, intersession, as well as after school. The focus of the programming is to extend the academic learning that occurs throughout the academic school year

AS 3.2.1) Extracurricular Activities

TI SW1

- Details

Action Step Description: Students in grades 2-5 will have the opportunity to participate in after school enrichment. Students will be selected based on academic performance.

Person Responsible for this Action Step: Matthew Stewart (Organization Role: Principal)
Timeline: 7/1/2020 to 5/28/2021
ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

AS 3.2.2) Summer School
Summer School
TI SW1

Details

Action Step Description: Students will be selected based on academic needs to participate in a summer program "Jump Start". Students will focus on reading and academics to give them a jump start on the next years grade level academic standards.

Person Responsible for this Action Step: Matthew Stewart (Organization Role: Principal)
Timeline: 7/1/2020 to 5/28/2021

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

AS 3.2.3) ELD After School Tutoring
Title III LEP
ELL
TI SW1

Details

Action Step Description: ELD students in grades 2-5 will have the opportunity to participate in after school enrichment. Students will be selected based on academic performance.

Person Responsible for this Action Step: Matthew Stewart (Organization Role: Principal)
Timeline: 7/1/2020 to 5/28/2021

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

AS 3.2.4) Intersession Enrichment
Intersession

TI SW1

Details

Action Step Description: Students in 3rd grade - 5th grade will be selected based on academic standing to participate in an intersession test prep. Students will participate for four days from 8:00-12:00 each day. Students will work in small groups to prepare for the upcoming state assessment.

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

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

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

AS 3.2.5) Monitor & Evaluate

TI SW1

Details

Action Step Description: Site administration will work closely with the leadership team to determine the effectiveness of extracurricular activities. Changes and updates will be communicated with all stakeholders to provide the most effective learning opportunities for students. The effectiveness of the extracurricular activities will be reviewed during grade level, site leadership, staff and parent meetings and shared with stakeholders via staff meetings, newsletters and well as electronically. Evidence will include, but not limited to agendas, sign in sheets and meeting notes.

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

Timeline: 6/9/2020 to 5/28/2021

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

P 4) Principle 4 - Effective Curriculum

Details

Primary Need: 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Root Cause: Currently our school does not perform a gap analysis between curriculum and academic standards to use that information to adjust instruction and assessment.

Needs Statement: Grade level teams will review curriculum maps and perform a gap analysis to determine where supplemental resources will be needed. By the end of each quarter of the 2020-2021 school year, grade level teams will review curriculum maps to determine content gaps. Once gaps have been identified supplemental resources will be secured for teachers to use in their classrooms.

Desired Outcomes: Student performance will increase due to the continual alignment of the curriculum, standards, instruction, and assessment.

SMART Goal: Discussing curriculum mapping gaps in math and ELA will increase from four (4) instances during the 2019-2020 school year to eight (8) documented instances during the 2020-2021 school year.

§ 4.1) Strategy 4.1

▢ Details

Strategy Description: Teachers will implement the district adopted curriculum on a daily basis. Teachers will use the district provided curriculum maps to assist in planning and guiding their instruction. Teachers will also develop grade level pacing guides to assist in tracking progress and assessing the standards taught.

AS 4.1.1) Curriculum Resources

TI SW1

▢ Details

Action Step Description: Teachers will implement, with fidelity, the district-wide adopted curriculum resources on a daily basis. Teachers across the district continually update and revise our district curriculum maps. Curriculum maps have been created for all content areas at each grade level. Each quarter sites and grade levels review the content on the curriculum maps to refine their instruction and plan instruction.

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

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

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

AS 4.1.2) Monitor & Evaluate

TI SW1


 **Details**

Action Step Description: Curriculum resources will be continuously evaluated by administration and the leadership team. The effectiveness of the curriculum and its components will be evaluated and shared with stakeholders via staff meetings, newsletters and well as electronically. Information will be shared in a timely manner via grade level, site leadership, staff and parent meetings. Evidence will include, but not limited to agendas, sign in sheets, evaluations and meeting notes. As refinements are needed all stakeholders will be involved in the review process following all procurement and district policy.

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


Timeline: 6/9/2020 to 5/28/2021

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

 4.2) Strategy 4.2

 **Details**

Strategy Description: Teachers will incorporate supplemental resources to support our district adopted curriculum. Supplemental resources will be used in Tier II and Tier III instructional settings on a daily basis.

 4.2.1) SIPPS Program
TI SW1

 **Details**

Action Step Description: Teachers will utilize the SIPPS reading intervention program in grades K-5 in the general education classroom during Tier II instruction. Students will also receive Tier III instruction using the SIPPS program.

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

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

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

AS 4.2.2) Supplemental Math Booklets

TI SW1

Details

Action Step Description: District personnel have created supplemental math booklets based on the district curriculum maps. Each student 1st grade - 5th grade will receive a new math booklet each quarter to be used to supplement our district math curriculum.

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

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

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

AS 4.2.3) Academic Vocabulary

TI SW1

Details

Action Step Description: Sunridge will consistently reinforce key vocabulary that will foster student academic success. Teachers will scaffold the implementation of the academic vocabulary according to the specific grade level. Teachers will be required to post all academic vocabulary on an "Academic Vocabulary" Word Wall.

Person Responsible for this Action Step: Matt (Organization Role: Stewart)

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

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

AS 4.2.4) Monitor & Evaluate

TI SW1

Details

Action Step Description: Staff and administration will continually monitor the effectiveness of supplemental programs for effectiveness. The effectiveness of the supplemental programs and its components will be evaluated and shared with stakeholders via staff meetings, newsletters and well as electronically. Information will be shared in a timely manner via grade level, site leadership, staff and parent meetings. Evidence will include, but not limited to agendas, sign in sheets, evaluations

and meeting notes. As refinements are needed all stakeholders will be involved in the review process following all procurement and district policy.

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

Timeline: 6/9/2020 to 5/28/2021

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

AS 4.2.5) Reading and Math Supplemental Supplies

Title I LEA

TI SW1

Details

Action Step Description: Supplemental math and reading supplies (Coach Math and Scholastic News) will be purchased for 1st - 5th grade students. These will provide an extra level of support to students who need additional support/practice to better prepare for State testing.

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

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

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

P 5) Principle 5 - Conditions, Climate & Culture

Details

Primary Need: 5.5 Our school offers services to fully support the academic and social emotional needs of students.

Root Cause: Our schools do not currently have counselor(s) available to assist students and families with academic and social needs.

Needs Statement: Funding from the state has been approved to fund a site school counselor. A site counselor will be hired for the 2020-2021 school year.

Desired Outcomes: Students and families feel confident that their needs, both academic and social, will be met by the school.

SMART Goal: With the addition of a site counselor social emotional related disciplinary infractions will be reduced by 65% in 2020-2021.

S 5.1) Strategy 5.1

- Details

Strategy Description: Site Committees All teachers at Sunridge participate on in different committees. One committee is the Climate Committee. The climate committee has a specific focus on the climate of the campus. This includes safety, student recognition, discipline and employee and student incentive programs.

AS 5.1.1) Student Recognition

TI SW1

- Details

Action Step Description: Students at Sunridge have several opportunities to be recognized throughout the school year. Student recognition will happen on a weekly, monthly and quarterly basis. Students will be routinely recognized in front of their peers. Each month we will have an assembly to promote positive interactions with students. Students will be recognized based on positive behaviors displayed throughout the month.

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

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

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

AS 5.1.2) Discipline Program

TI SW1

- Details

Action Step Description: Administration alongside staff will maintain a school-wide discipline program that follows the restorative discipline philosophy. Students and teachers follow specific procedures to create a safe and nurturing learning environment.

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

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

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

AS 5.1.3) Monitor & Evaluate

TI SW1

Details

Action Step Description: Administration will provide opportunities for staff and students to be recognized by their peers. Systems will be in place to ensure that opportunities exist for all staff and students. The effectiveness of the recognition programs will be evaluated and shared with stakeholders via staff meetings, newsletters and well as electronically. Information will be shared in a timely manner via grade level, site leadership, staff and parent meetings. Evidence will include, but not limited to agendas, sign in sheets, evaluations and meeting notes.

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

Timeline: 6/9/2020 to 5/28/2021

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

P 6) Principle 6 - Family and Community Engagement

Details

Primary Need: 6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.

Root Cause: There is a system established to recruit volunteers, and we do provide some volunteer opportunities. However, we still need to work to match local businesses', community agencies' and families' when appropriate.

Needs Statement: We need to establish a more robust volunteering program. We also need to work to building more business relationships within the community. By August, 2020 site administration will develop and implement a volunteer program at the site level providing a menu of options for volunteering opportunities on a weekly and monthly basis. Site administration will develop and foster at least one business partnership before May, of 2021.

Desired Outcomes: Student achievement increases when students are immersed in a strong partnership built among all school and community members.

SMART Goal: Documented volunteerism will increase from fifteen (15) instances each month in 2019-2020 to twenty (20) documented instances each month in 2020-2021.

S 6.1) Strategy 6.1

- Details

Strategy Description: We invite all stakeholders to participate in the Sunridge Community. We continually provide opportunities for stakeholders to actively engage by providing workshops, family events, adult classes and many more activities throughout the school year.

AS 6.1.1) Parent Workshops

TI SW1

- Details

Action Step Description: Parents will be invited to participate in parent workshops throughout the school year.

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

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

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

AS 6.1.2) ELL Parent Workshop

Title III LEP

ELL

TI SW1

- Details

Action Step Description: Parents of ELL students will be invited to attend learning opportunities that will provide information regarding the 2 hour block. Opportunities for make-and-take projects that will mirror activities in the classroom.

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

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

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

AS 6.1.3) Transition Programs

TI SW1

 **Details**

Action Step Description: The school will provide preschoolers moving to kindergarten and 5th grade students to middle school the opportunity to visit the new campus, the classrooms, and meet the teachers. Meetings for parents will be provided to share important information and ease the transition.

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

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

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

AS 6.1.4) Truancy Prevention

TI SW1

 **Details**

Action Step Description: FESD administrators will work alongside parents and students to minimize truancy issues within our school. Adhering to ARS 15-803 we will conduct informational meetings, provide attendance Letters, hold individual parent meetings and if needed hold truancy hearings and possibly issue of a citation.

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

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

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

AS 6.1.5) Title I Meetings

TI SW1

 **Details**

Action Step Description: Administration will hold Title I meetings with parents and staff at a minimum of two times throughout the school year to discuss Title I, the school and district IAP. During parent meetings administrators and parents will discuss the allocation of title funds, parent/family policy, parent/school compact and provide a venue for parents to monitor, evaluate and make suggestions.

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

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

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

AS 6.1.6) PTO

TI SW1

 **Details**

Action Step Description: The Sidewinder PTO is a parent and teacher organization to provide opportunity for parents to further engage in their child's educational experience. The PTO meets on a monthly basis or as needed to discuss parent workshops, fundraising, family events, etc.

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

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

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

AS 6.1.7) Translators

TI SW1

 **Details**

Action Step Description: During critical meetings between parents and teachers translators will be provided if the teacher is not able to effectively communicate in the parents native language. Translators will be provided during parent teacher conferences. Conferences will last a total of ten (10) days. Five (5) days in October and another five (5) days in March.

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

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

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

AS 6.1.8) Communication With Parents
TI SW1

 **Details**

Action Step Description: parents will receive ongoing communication from Sunridge administration. Communication will be in the form of Class Dojo messages, newsletters, agendas, email, robo calls, etc.

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

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

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

AS 6.1.9) Non-Applicably Teachers
TI SW1

 **Details**

Action Step Description: Parents will be notified if teachers do not have and or are working towards proper certification. Formal letters will be sent to families that have a non-certificated teacher in their classroom.

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

Timeline: 4/14/2020 to 5/27/2021

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

AS 6.1.10) Monitor & Evaluate
TI SW1

 **Details**

Action Step Description: Administration will provide opportunistic that effectively support the home & school connection. The effectiveness of our family and community engagement opportunities will be evaluated and shared with stakeholders via staff meetings, newsletters and well as electronically.

Information will be shared in a timely manner via grade level, site leadership, staff and parent meetings. Evidence will include, but not limited to agendas, sign in sheets, evaluations and meeting notes.

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

Timeline: 6/9/2020 to 5/28/2021

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

AS 6.1.11) Student Agendas

Title I LEA

TI SW1

 **Details**

Action Step Description: Student agendas will be purchased to assist the communication between families and the school.

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

Timeline: 6/19/2020 to 6/19/2020

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