

Principles, Strategies and Action Steps (REQUIRED)

Deer Valley Unified District (070297000) Public District - FY 2023 - Low Risk

Strategy Description: Provide evidence based instructional support for teachers and families (academic, behavioral, SEL, and family)

AS 1.1.1.1) Provide Title I Staff Support

Title I LEA
TI SW1

 Details

Action Step Description: Provide additional support for teachers through professional development, instructional coaching (academic, behavioral, Social Emotional), and interventionists and instruction. Title I funded instructional Coaches, interventionists, instructional assistants (academic, behavioral, SEL), parent liaison, and social worker/case manager will provide support to teachers through PD, modeling, co-teaching, and parents. Monitoring: coaches, interventionists, parent liaison, social worker, and behaviorist will provide models, feedback and PD to staff. Team lesson plans will be in the Google Drive Evaluating: Student growth on DIBELS (monthly checks), RI, MI, discipline data

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

Timeline: 7/1/2022 to 6/23/2023

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

AS 1.1.2) Utilize supplemental resources for instruction

Title I LEA
TI SW1

 Details

Action Step Description: Teachers will be provided supplemental resources to support instruction and intervention in academics, behavior and SEL. Go Noodle, Moby Max, Flocabulary, and supplemental materials provided: and supplies (journals, crayons, markers, pens pencils, grips, paper, privacy folders, binders, rules, manipulatives, organizational supplies (book box, table boxes etc) poster paper, chart paper, ink, highlighters, paper plates, cards, science boards). SEL/behavior supports provided are calm corner supplies (fidgets, posters, movement, etc), Boys Town supplemental posters, cards, books, and activities, and Behavior (PBIS posters, cards, incentives

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

	Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study S 1.2) Strategy 1.2 Details Strategy Description: Maintain title one instructional coaches who will meet with teachers regularly and set instructional goals for improvement related to instruction. Maintain title one reading/math/behavioral interventionist to provide job embedded and out of classroom professional development to teachers and interventions to struggling students. AS 1.2.1) Maintain Title I support staff Title I LEA TI SW1 Details Action Step Description: Maintain instructional coaches, interventionists (academic, behavioral, parent liaison, social worker/case manager instructional assistants, Monitoring: Attend weekly team planning Evaluating: Provide feedback and PD to meet the needs of the teachers Person Responsible for this Action Step: Joan Wick (Organization Role: Principal) Timeline: 7/1/2022 to 6/23/2023 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: Strengthen Tier 1, 2, and 3 through PD on and off site for academic, behavioral, and SEL AS 1.3.1) Provide evidenced based PD to support levels of tiered instruction N/A

TI SW1

 Details

Action Step Description: Teachers will provide Tier 1 instruction with quality, fidelity, intensity and consistency using UDL. Teachers and interventionists will provide small group Tier 2 instruction with quality, fidelity, intensity and consistency. Interventionists will provide Tier 3 instruction with quality, fidelity, intensity and consistency. Attend PD in and/or out of district in the areas of instruction, SEL, and behavior Monitoring: Weekly team planning, monthly meetings with interventionists around data Evaluating: student growth on DIBELS 8, RI, MI, observations, discipline data

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

Timeline: 7/1/2022 to 6/23/2023

ESSA Evidence:

P 2) 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: Looking at our data it is evident that there is a gap between instruction/teaching, classroom managements, and using data.

Needs Statement: Teachers need to effectively plan for daily instruction that aligns to quarterly standards. Teachers need to be trained and utilize the following in plans: technology, software programs for reading,

 Details

Strategy Description: Systematic release time to strengthen teaching

AS 2.1.1) Provide Subs for Peer Observation and Coaching

Title I LEA

TI SW1

 Details

Action Step Description: Release time will be provided as needed for teachers to visit model classrooms with the coach and will allow time for discussion of next steps. Title I funds will be used to provide substitutes for teachers during release time. Monitoring: Agendas, meeting notes and teacher feedback will be used. Evaluating: Agendas, meeting notes, CFA's data, monthly DIBELS data

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

Timeline: 2/1/2022 to 2/1/2022

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: Provide systematic PD and collaboration time for teams in and out of the district.

AS 2.2.1) Provide supplemental supplies for PLC Process

Title I LEA

Prof Dev

TI SW1

 Details

Action Step Description: Co-teaching planning, common formative assessments, data review, and learning our school PLC process for grade level teams and special ed teachers. Some supplies and materials for professional development may be needed. Focuses may include reading, writing, math and social emotional. Monitoring: Agendas, meeting notes and teacher feedback will be used. Evaluating: Agendas, meeting notes, CFA's data, monthly DIBELS data

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

Timeline: 7/1/2022 to 6/23/2023

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by

 Details

Action Step Description: Instructional materials and supplies will be provided (books, pens, paper, markers, posters, etc). All Things EQ will be purchased as an SEL supplemental instructional support for all classrooms. Monitoring: Review 1st quarter lesson plans by onboarding new staff to ensure every grade level teacher understands what will be taught, ensure rigor in lessons, building classroom climate, understanding teaching students with trauma. Evaluating: classroom walk-throughs at beginning of 22-23 school year, documentation in grade level Google folders.

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

Timeline: 7/1/2022 to 6/16/2023

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

P 3) Principle 5 - Conditions, Climate & Culture

 Details

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

Root Cause: With many new staff at the school, not everyone has the same background knowledge working with students and integrating strategies to build the necessary relationships for a community that

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: Provide evidence based PD for teachers to work with students to build relationship.

AS 3.3.1) Provide evidence based behavioral PD

N/A

TI SW1

Details

Action Step Description: Teachers will attend behavior workshops in order to support social emotional learning for students and their families. Title I funding will support presenter and extra duty pay, non-contract hours, for time attending training during outside contract hours. Monitoring: Attendance at trainings Evaluating: connection with students through observations

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

Timeline: 7/1/2022 to 6/23/2023

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

P 4) 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: To provide parents with learning opportunities to learn with their child during a variety of interactive events. These could include curriculum night, (reading, math, science, etc) school and/or internet safety, and parent/teacher learning meetings, parent connections with community resources (food banks, vaccination clinics, etc).

Needs Statement: As a school, we need to provide parents assistance and information needed to be successful when working with their child. This assistance could occur before or after school, hours to ensure

 Details