

Principles, Strategies and Action Steps (REQUIRED)

Deer Valley Unified District (070297000) Public District - FY 2023 - **Low Risk** - Esperanza Elementary School (070297130) Public School - School Integrated Action Plan (SIAP) - Rev 0

Fiscal & Program Tagging

Plan Items

P 1) Principle 2 - Effective Teachers and Instruction

Details

Primary Need: 2.1 Our teachers maintain high academic behavioral and Social emotional learning expectations for all

Root Cause: Resources and Professional Development needed so teachers can effectively plan with UDL

Needs Statement: We need to use an instructional coach/interventionists and resources to properly scaffold and prioritize PD and differentiated instruction that promotes high standards in academics and SEL

Desired Outcomes: We will close the achievement gap by ensuring our teachers have expectations for all students and staff in regards to academics, SEL instruction and behavior.

SMART Goal: By May 2023 we will increase our overall proficiency of our 3 through 6th grade students in math as evidenced by an increase in the DV Interim 2 assessment from the 21-22 school year to the 22-23 school year by 5%. By May 2023 we will decrease the amount of students that are intensive in DIBELS in grade K-3 by 4%

S 1.1) Strategy 1.1

Details

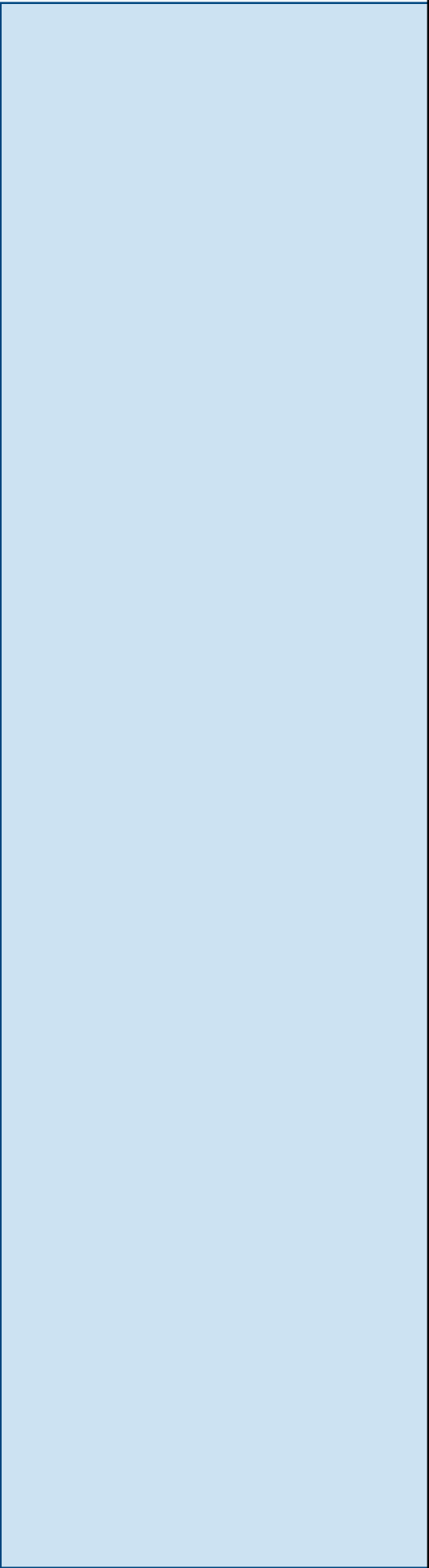
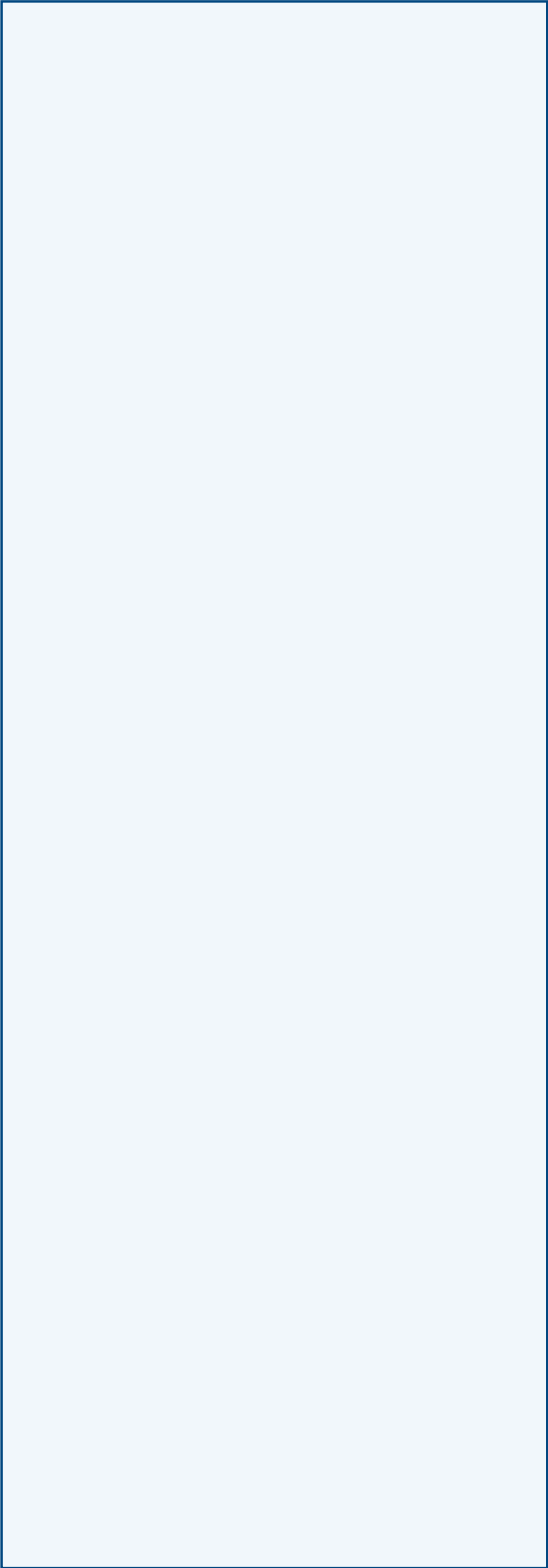
Strategy Description: Materials needed to support successful implementation of PBIS through our Boys Town model and Zones of regulation

AS 1.1.1) Purchase Supplemental Behavioral Interventions
Title I LEA
TI SW1

 Details

Action Step Description: Purchase supplies and program to support Zones of regulation, PBIS

1.3) Strategy 1.3



Desired Outcomes: We will use our unwrapping the standards to differentiate learning, including questioning, common misconceptions and differentiation to meet the needs of all our learners and help them master the standards.

SMART Goal: By May 2023 we will increase our overall proficiency of our 3 through 6th grade students in math as evidenced by an increase in the DV Interim 2 assessment from the 21-22 school year to the 22-23 school year by 5%. By May 2023 we will decrease the amount of students that are intensive in DIBELS in grade K-3 by 4%

S 2.1) Strategy 2.1

Details

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

AS 2.1.1) Provide Supplemental PD supplies & materials

Title I LEA
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: Principal and Dean

Person Responsible for this Action Step: Melissa Sepuka (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 2.2) Strategy 2.2

Details

Strategy Description: Strategic planning time provided for PLC planning and preparing lessons to meet the needs of all students.

AS 2.2.1) Provide PLC Planning Time

N/A

TI SW1

Details

Action Step Description: In addition to the 90 minute district release teams will work together as needed to understand and utilize the unwrapping of standards, plan lessons and use the standards for grading via rubrics. Monitoring: google drive PLC grade level meeting notes / forms Evaluating: Principal and Dean

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

Timeline: 7/18/2022 to 5/19/2023

ESSA Evidence:

S 2.3) Strategy 2.3

Details

Strategy Description: Provide reading and math intervention in small groups

AS 2.3.1) Hire and Maintain Reading Intervention Staff

Title I LEA

TI SW1

Details

Action Step Description: Reading interventionists (RTI-A) will provide targeted reading instruction to students who fall in the well below average according to DIBELS or the RI. Math interventionist will work with students in need due to scores on the MI. These interventionists will pull small groups, push into classrooms and progress monitor students. They will attend MTSS and CIC meeting as well as weekly PLCs with their reading teams as well as gen ed teams. Funding will be used to hire and retain qualified teachers to teach reading intervention. It will also be used to purchase supplies such as markers, paper folders, laminate, charts and notebooks Monitoring: Student data, PLC notes Evaluating: Principal and Dean

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

Timeline: 7/18/2022 to 5/19/2023

■ 3) 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: Looking beyond Covid we need to build 2 way communications that embrace all cultures and focus on meeting families where they are at.

Needs Statement: Money is need to allow us to have more engaging events either on campus or in community to build trust with families. Funds could also help with building communications and social emotional family homework.

Desired Outcomes: We will work to build trust and collaboration within our community by providing events, training and home school connections. This will assist on become true partners with families and support and increase student learning.

SMART Goal: By May 2023 we will increase our overall proficiency of our 3 through 6th grade students in math as evidenced by an increase in the DV Interim 2 assessment from the 21-22 school year to the 22-23 school year by 5%. By May 2023 we will decrease the amount of MTKM school

Action Step Description: Action Steps: All students will have a take home folder for take home Tuesday and 6th graders will have agendas. As a school we will implement a bi-weekly question / activity of the week for families to partake in will increase these communications as we perfect or process. Monitoring: family participation Evaluating: Principal and Dean

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

Timeline: 4/21/2022 to 4/21/2022

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

3.2) Strategy 3.2

Details

Strategy Description: Implement family/community night events

3.2.1) Host Parent Engagement Events

Title I LEA

LEA Fam/Com

TI SW1

Details

Action Step Description: We will host various academic nights/events related to, but not limited to, math, ELA, coding, science, SEL and fine arts. Events may be in person or virtual and will provide opportunities for students to be engaged and help to support deepening parent understanding.

Parents will be alerted to events in the monthly news, on call outs, in emails and through classroom communication methods. Funding will be used to pay certified and classified teachers to attend the event and for supplies such as paper, laminate, reading/science/math materials, educational prizes and outside vendors to host the events. Funding will also be used to pay for a parent liaison to support the planning and implementation of the events. Monitoring: Parent sign in sheet, parent surveys Evaluating: Principal, Dean

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

Timeline: 4/21/2022 to 4/21/2022

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