

Integrated Action Plan

2019-20

Harris Elementary

PRINCIPLE 2 - Effective Teachers and Instruction

Needs Statement:

The Harris staff has identified a need for systematic, explicit, evidence-based and targeted professional development activities that support the Az Standards as well as academic and behavior achievement based on their ratings on the rubric for Principle 2 specifically. Further, data from the end of the year, AzMerit summative assessment also indicates that Harris Elementary results are among the lowest in the district across all subgroups.

Root Cause:

Expectations for teachers to follow the Az Standards and to differentiate instruction have not occurred at Harris in the past. In addition, PD specifically in the areas of standards based instruction and grading as well as Differentiated Instruction (DI) will address academic data in a positive way across all subgroups.

Desired Outcome:

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.

SMART Goal:

During the 19-20 school year teachers will provide Differentiated Instruction (DI) to their students during the 90 minute reading block on at least 3 out of 5 days during the school week.

Strategies and Action Steps: (list 3-5)

- Refresh current projectors used in classrooms
- Start implementation of 1:1 technology for students (complete by EOY 20-21)
- Push in services for students by Title math and reading personnel offered during differentiated small group time during CORE math and reading subject times
- Teacher observations completed with 90 Minute Rubric and Foundations Rubric
- New Reading ReadyGen school-wide BOY 19-20
- Renew .5 Social Worker
- Purchase Waterford Early Literacy Computer Platform for K-1
- PLCs in the library
- PLC Rubric created, shared, and used
- Standards Based Instruction Daily in the Classroom
- Reading and (new) Math Coach to visit/facilitate/coach all classrooms multiple days of the week to provide supplementary instruction for students and staff
- Extended day opportunities for students in reading and/or math based on ATI MOY benchmark scores

Measures used to determine successful completion of action steps and impact on student achievement:

- *ATI scores*
- *DIBELS scores*
- *Az Merit scores*
- *Teacher/Book Common/Formative Assessment*
- *Lexia scores*
- *iReady scores*
- *90% of items on 90 Minute Rubric are checked observed*
- *MTSS success rate for referrals and interventions used in classroom during DI*
- *Informal assessment collected by classroom instructor*

PRINCIPLE 5 - Conditions, Climate, and Culture

Needs Statement:

Stakeholders at Harris Elementary have identified the need to recruit and retain quality staff members is a top priority based on feedback provided in Principle 5. Through targeted PD that identifies areas of needs for our teachers, as well as partnerships with higher academic institutions welcoming student interns/teachers, Harris Elementary can begin to develop, retain, and ultimately recruit high quality staff. In addition, it is the responsibility of the principal to build a positive and risk-free school environment through positive interactions with staff members.

Root Cause:

PD activities and principal have not identified areas of staff needs and turnover has occurred as a result. In addition, multiple principals over the years has led to a poor climate and culture.

Desired Outcome:

Harris Elementary will create an environment which builds mutual respect among leadership, teachers, students, and families.

SMART Goal:

The PD activities at Harris Elementary will target the highest 2-3 needs of the staff for the 19-20 school year based on teacher feedback/survey and 18-19 data results.

Strategies and Action Steps: (list 3-5)

- *Provide PD activities that staff has suggested (PLCs, 90 Minute Reading Block, ReadyGen Reading, Foundations Phonics, Math centers, Math instructional strategies)*
- *Follow-up from principal regarding implementation of PD during observations*
- *Team Building activities to be provided at BOY and MOY*
- *Supply Closet open to all*
- *Office door changed to welcome teachers to office*
- *Principal visibility*
- *Home visits encouraged*
- *Purchase of Chromebooks and Projectors*
- *Hire a Math Coach/Specialist for the 19-20 school year*
- *Renew .5 Social Worker*
- *Renew .5 Reading Coach*
- *Renew 1.0 Reading Specialist*
- *Renew 1.0 Math Specialist*
- *Renew Reading Paraprofessionals*

Measures used to determine successful completion of action steps and impact on student achievement:

- *Little to no staff turnover for the 19-20 school year*
- *Observations reflect teacher use of PD in the classroom*
- *Standardized test scores, as well as formative and other summative assessments, represent an overall increase in scores compared to the previous year*
- *Needed PD provided to staff in a timely manner*
- *New teachers to Harris 19-20 school year retained for the next school year*

PRINCIPLE 6 - Family and Community Engagement

Needs Statement:

Parent engagement opportunities that specifically meet the demands of our population need to be planned and implemented. Currently Harris Elementary provides monthly activities at school for possible parent engagement. However, based on principle 6, those demands are not being met. Through the feedback on Principle 6 and future surveys, parent engagement activities will be strategically planned for the needs of the community, thereby affecting attendance at such events.

Root Cause:

Over the last few years, there have been three principals at Harris and an unstable PTSO. As a result, engagement activities for parents has suffered due to a lack of planning and foresight that address the needs of the community due to the lack of stability in the principalship

Desired Outcome:

Harris Elementary creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.

SMART Goal:

The top three engagement activities for parents will be implemented during the 19-20 school year based on PTSO and survey feedback from the 18-19 school year.

Strategies and Action Steps: (list 3-5)

- *PTSO monthly meetings*
- *Site Council monthly meetings*
- *Surveys to stakeholders identifying meaningful activities by the PTSO*
- *Use feedback provided at events to plan future activities*
- *Designate front parking spots for parents*
- *School Multi-Cultural Activities, Moms and Dads Breakfast (TOP from 17-18)*
- *Restructure Family Reading, Math, and Curriculum Night to ENGAGEMENT Nights*
- *Parent Suggestion Box via Digital Survey*
- *Promote need for parent volunteers at Meet the Teacher and Curriculum Nights*
- *Spanish Translator to be at ALL events*
- *PBIS Event Days continued*

Measures used to determine successful completion of action steps and impact on student achievement:

- *Sign-in sheets at events reflect an increase in attendance during the events*
- *Increase in number of volunteers at the school*
- *Students' academic and behavior are positively impacted positively*
- *Parent Digital Survey results*