

Integrated Action Plan

2020-21

Harris Elementary

PRINCIPLE 2 - Effective Teachers and Instruction

Needs Statement:

2.1 Our Harris teachers need to maintain high academic expectations for all students.

Root Cause:

A lack of understanding/knowledge of Harris' diverse learners and the necessary planning of instruction designed to meet the needs of all our learners as well as establish, expect, and maintain high academic expectations for all students.

Desired Outcome:

Teachers will establish, expect, and maintain high expectations for all of Harris' diverse learners by providing strong core instruction through our district provided team meetings, lesson planning, MTSS, and analysis of student formal/informal assessment data. Administration will follow through on staff accountability of PD implementation through formal/informal observations.

SMART Goal:

During the 20-21 school year 100% of the Harris staff will establish, expect, and maintain high academic expectations for all students as illustrated. through well planned teacher lessons and administrative formal/informal observations,

Strategies and Action Steps: (list 3-5)

- *Refresh current technology and accessories used in classrooms (Chromebooks, projectors, Smart Boards, mounting equipment, etc.)*
- *Hiring of key Title personnel (1.0 Reading Specialist, Paraprofessionals, 2.0 Math Specialists, Spanish liaisons, Behavior Specialist, Stipend Pay, etc...)*
- *Staff Professional Development Opportunities*
- *Extended School Day Opportunities for students before or after school*
- *Summer School 20-21 for Harris Students*
- *Instructional supplies/materials for ELA & Math*
- *Purchase of student furniture (Small group tables, flexible seating, etc...)*

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*
- *Informal assessments collected by classroom instructor*
- *Teacher Lesson Plan Books*
- *Administrative Formal/Informal Observations*

PRINCIPLE 2 - Effective Teachers and Instruction

Needs Statement:

2.3 Based on all available data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including DI and UDL

Root Cause:

Harris teachers, as a whole, have a lack of adequate training in the UDL Model. As a result, a deep understanding of the importance in the UDL model and its overall effort/effects in meeting every student's rigorous learning goals.

Desired Outcome:

Teachers will intentionally utilize the new learning of the UDL Model provided through professional development in an effort to meet the needs of all Harris learners and meet rigorous student learning goals as illustrated by teacher lesson plans and student data proficiency rates increasing.

SMART Goal:

During the 20-21 school year 100% of the Harris teachers will be provided professional development opportunities on the UDL Model for planning/instruction. As a result, teachers will develop a deep understanding of the UDL model as illustrated by their lesson plans, data team participation, student proficiency rates on summative assessments and administrative formal/informal observations.

Strategies and Action Steps: (list 3-5)

- *Refresh current technology and accessories used in classrooms (Chromebooks, projectors, Smart Boards, mounting equipment, etc.)*
- *Hiring of key Title personnel (1.0 Reading Specialist, Paraprofessionals, 2.0 Math Specialists, Spanish liaisons, Behavior Specialist, Stipend Pay, etc...)*
- *Staff Professional Development Opportunities*
- *Extended School Day Opportunities for students before or after school*
- *Summer School 20-21 for Harris Students*
- *Instructional supplies/materials for ELA & Math*

- *Purchase of student furniture (Small group tables, flexible seating, etc...)*

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

- *ATI scores*
- *Informal assessments collected by classroom instructor*
- *Teacher Lesson Plan Books*
- *Administrative Formal/Informal Observations*

PRINCIPLE 2 - Effective Teachers and Instruction

Needs Statement:

2.7 Harris teachers need to collaborate with other teachers, administrators, parents, education professionals to ensure success of all students

Root Cause:

Historically there has been a lack of collaboration among Harris staff with other inside/outside sources in an effort to create high quality frequent CFAs, have quality data discussions and effectively utilize student data form during weekly data team meetings to ensure success of all students

Desired Outcome:

After additional PD development opportunities are offered to the Harris staff, all teachers will begin creating high quality common formative assessments (CFAs), utilizing student data from CFAs that is frequently reviewed and discussed to guide future classroom instruction through the use of effective weekly data team meetings.

SMART Goal:

During the 20-21 school year 100% of Harris teachers will collaborate with each other, vertically, with other District teachers, administration, parents, and other education professionals in an effort to use PD learning to drive classroom instruction to ensure success of all students.

Strategies and Action Steps: (list 3-5)

- *Refresh current technology and accessories used in classrooms (Chromebooks, projectors, Smart Boards, mounting equipment, etc.)*
- *Hiring of key Title personnel (1.0 Reading Specialist, Paraprofessionals, 2.0 Math Specialists, Spanish liaisons, Behavior Specialist, Stipend Pay, etc...)*
- *Staff Professional Development Opportunities*
- *Extended School Day Opportunities for students before or after school*
- *Summer School 20-21 for Harris Students*

- *Instructional supplies/materials for ELA & Math*
- *Purchase of student furniture (Small group tables, flexible seating, etc...)*

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*
- *Informal assessments collected by classroom instructor*
- *Teacher Lesson Plan Books to include use of UDL, DI, Learner Profiles, and alternative assessment strategies including rubrics*
- *Administrative Formal/Informal Observations @ Data Meetings*
- *Administrative follow through on providing PD opportunities and implementation of new teacher learning plans*