School Integrated Action Plan

Nadaburg unified school district no. 81 | 32919 CENTER ST., WITTMANN, AZ 85361

School:

2017-2018 School year

2017

Principle 1: Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

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| Strategy or SMART GOAL | Action Steps | Start DateEnd Date | Funding and PD | X | TAGS | Task |
| By May 2018 Desert Oasis will have a Safety Committee that will ensure the safety of our learners.  | Form a committee of key members of staff, learners and community.  | 8/2017 | Yes | x | Title I  | Create a safety check-list that will identify areas of concern. |
| x | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement | Assign lead safety roles amongst staff.  |
|  | Career and Tech Ed. |
| 05/2018 | Yes |  | Educational Tech |
|  | ELL |
|  | Gifted | Work closely with local Police Department. |
| x | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
| Monthly walk-thrus with maintenance staff. | 8/2017 | Yes | x | Title I  | Schedule in calendar. |
| x | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement | Provide feedback to staff.  |
|  | Career and Tech Ed. |
| 05/2018 | Yes |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
| Monthly Fire-drill practice and quarterly lock-down drills.  | 08/2017 | No | x | Title I  | Schedule and practice. |
| x | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
| 05/2018 | No |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
| x | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |

Principle 2: Effective Teachers and Instruction

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

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| Strategy or SMART GOAL | Action Steps | Start DateEnd Date | Funding and PD | X | TAGS | Task |
| By May 2018 75% of all teachers will use learner data to differentiate when planning instruction, and setting individual learner goals as measured by the CAN after the school year ends. | Teachers will turn in lesson plans that focus on differentiated instruction for individual learners. | 08/2017 | Yes | x | Title I  | Differentiated homework |
| x | Title II |
|  | Title III |
| x | MOWR |
|  | Advanced Placement | Monitor implementation process through walk-thrus and follow up with support. |
|  | Career and Tech Ed. |
| 05/2018 | Yes |  | Educational Tech |
| x | ELL |
| x | Gifted | Offering Professional development opportunities |
|  | Parent/Engagement |
| x | Special Education |
|  | 21st Century  |
| Monitor key data points at benchmarks to monitor and adjust instruction for learners.  | 8/2017 | Yes | x | Title I  | Monitor and evaluate learner data for interventions and support. |
| x | Title II |
|  | Title III |
| x | MOWR |
| x | Advanced Placement | Utilizing teacher and learner data binders |
|  | Career and Tech Ed. |
| 05/2018 | Yes |  | Educational Tech |
| x | ELL |
| x | Gifted |  |
|  | Parent/Engagement |
| x | Special Education |
|  | 21st Century  |
| Weekly data-driven PLC meetings with the Coach.  | 08/2017 | No | x | Title I  | Utilizing data to drive instruction through setting teacher goals.  |
| x | Title II |
|  | Title III |
| x | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
| 05/2018 | No |  | Educational Tech |
| x | ELL |
| x | Gifted |  |
|  | Parent/Engagement |
| x | Special Education |
|  | 21st Century  |

Principle 3: Effective Organization of Time

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

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| Strategy or SMART GOAL | Action Steps | Start DateEnd Date | Funding and PD | X | TAGS | Task |
| Desert Oasis will maximize daily instruction by implementing schedules that support learner growth every minute of every day as measured by the CNA at the end of the school year.  | Daily visits to the classrooms and weekly walk-thrus.  | 08/2017 | Yes | x | Title I  | Coach, Admin schedules reflect visits and walk-thrus. |
| x | Title II |
|  | Title III |
| x | MOWR |
|  | Advanced Placement | Creating a form that measures effective instructional minute calculations. |
|  | Career and Tech Ed. |
| 05/2018 | Yes  |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
| Teacher weekly reflections on effective instructional minutes to support their schedules.  |  | No | x | Title I  | Creating a form for teachers to complete for reflection that they bring to PLCs.  |
| x | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
|  |  |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
|  |  |  |  | Title I  |  |
|  | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
|  |  |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |

Principle 4: Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

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| Strategy or SMART GOAL | Action Steps | Start DateEnd Date | Funding and PD | X | TAGS | Task |
| Desert Oasis will form a committee/team to evaluate and analyze our current Math and ELA curricula to determine how to best meet the needs of all individual learners.  | Identify key members across campus to form ELA and Math committee/teams.  | 08/2017 | Yes | X | Title I  | Schedule monthly meetings to review and analyze curriculum.  |
| X | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
| 05/2018 | Yes  |  | Educational Tech |
| X | ELL |
| X | Gifted |  |
|  | Parent/Engagement |
| X | Special Education |
|  | 21st Century  |
| Research and find other resources that would align to current curricula and standards to support learner growth.  | 08/2017 | Yes | X | Title I  | Time to research and evaluate resources identified.  |
| X | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
| 05/2018 | Yes |  | Educational Tech |
| X | ELL |
| XX | Gifted |  |
|  | Parent/Engagement |
| X | Special Education |
|  | 21st Century  |
| Provide Professional development that aligns to teacher needs in Math and ELA.  | 08/2017 | Yes | X | Title I  | Schedule PD needed that aligns to specific individual teacher needs.  |
| X | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
| 05/2018 | Yes |  | Educational Tech |
| X | ELL |
| X | Gifted |  |
|  | Parent/Engagement |
| X | Special Education |
|  | 21st Century  |

Principle 5: Conditions, Climate, and Culture

*Inclusive schools are conducive to student learning, fulfillment, and well-being, as well as professional satisfaction, morale, and effectiveness. Students, parents, teachers, administrators, and other stakeholders contribute to their school’s culture, as do other influences such as the local community, the policies that govern how it operates, and the school’s founding principles. School conditions, climate, and culture are impacted by the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concre.te issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces, and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic, and cultural diversity*

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| Strategy or SMART GOAL | Action Steps | Start DateEnd Date | Funding and PD | X | TAGS | Task |
| Desert Oasis will implement Enrichment Corners and time in schedules for Genius Hour that will increase the growth of our high learners as measured by the CNA. | Every Teacher will have an Enrichment Corner and Genius Hour in their schedules.  | 08/2017 | Yes | x | Title I  | Review of schedules |
| x | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement | PLC meetings focused on enrichment |
|  | Career and Tech Ed. |
| 05/2018 | Yes |  | Educational Tech |
|  | ELL |
| x | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
| Provide PD on implementing and utilizing Enrichment Corners, developing lesson plans and Genius Hours.  | 08/2017 |  | x | Title I  | Schedule and assign PD to teachers.  |
| x | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
| 05/2018 |  |  | Educational Tech |
|  | ELL |
| x | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
|  |  |  |  | Title I  |  |
|  | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
|  |  |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |

Principle 6: Family and Community Engagement

Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities, and schools that reflects a shared responsibility to foster children's development and learning.

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| Strategy or SMART GOAL | Action Steps | Start DateEnd Date | Funding and PD | X | TAGS | Task |
| Desert Oasis will increase opportunities for Family and Community Engagement throughout the 2017-2018 school year as measured by the CNA. | Coffee talks with parents and community members to gather feedback to increase communication and involvement.  | 08/2017 |  |  | Title I  | Monthly Coffee Talk meetings-assign leadership roles to parents. |
|  | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement | Creation of a feedback form. |
|  | Career and Tech Ed. |
| 05/2018 |  |  | Educational Tech |
|  | ELL |
|  | Gifted | Comment box located in office.  |
| x | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
| Increase Communication with the community through various forms.  | 08/2017 |  | X | Title I  | ROBO Calls, weekly newsletters, Facebook, websites, announcements.  |
| X | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
| 05/2018 |  |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
| x | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |
|  |  |  |  | Title I  |  |
|  | Title II |
|  | Title III |
|  | MOWR |
|  | Advanced Placement |  |
|  | Career and Tech Ed. |
|  |  |  | Educational Tech |
|  | ELL |
|  | Gifted |  |
|  | Parent/Engagement |
|  | Special Education |
|  | 21st Century  |