Integrated Action Plan

**SCHOOL NAME:** Thompson Ranch Elementary School

**PRINCIPAL’S NAME:** Dr. Rachel Saunders

**SCHOOL YEAR:** 2021-2022

**Required Components:**

Integrated Action Plan (IAP)
# 2021/2022 Integrated Action Plan Thompson Ranch Elementary School (TRES)

## Primary Needs

- **Principle 1.1 Effective Leadership**: Our leadership guides the implementation of a vision of academic success and social emotional learning (SEL) that leads to equitable access which is shared and supported by all stakeholders.

- **Principle 2.4/2.7 Effective Teachers and Instruction**: Our teachers implement evidenced-based, rigorous and relevant instruction by creating an environment where students hold themselves accountable for individual learning.

- **Principle 3.2 Effective Organization of Time**: Our school day is organized to maximize well-rounded instruction and includes designated time committed for SEL instruction.

- **Principle 4.4 Effective Curriculum**: Our written curricula are accessible for all learners and includes culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child

- **Principle 5.2 Conditions, Climate, and Culture**: Our staff creates an environment which builds mutual respect among leadership, teachers, students and families

- **Principle 6.1 Family and Community Engagement**: Our school creates and maintains collaborative partnerships among families, communities and schools to support student learning.

## Root Causes

- Due to lack of school-wide expectations, staff and students are not provided with sufficient support.
- There is a lack of knowledge, understanding, and implementation of research-based instructional strategies

## Needs Statement:

- Staff need on-going, job embedded professional development on best instructional strategies and PBIS to actively engage all stakeholders.
- TRES needs to increase family engagement by increased communication and opportunities to actively participate in child’s education.

## Desired Outcome

- TRES implements a school-wide PBIS program with fidelity that supports positive culture, community, and social/emotional success for all.
- Students are actively engaged with improved behavior and increased student achievement.
- Teachers are supported through guidance and resources to consistently utilize research-based instructional strategies to increase student achievement.
- TRES families are engaged through effective communication and involvement focused on student academic and behavioral success.

## SMART Goal

By May 2022, students will make academic (increase by 5% on state/local assessments) and social/emotional/behavioral progress (decrease 5% on behavioral referrals).

## Resources:

- Reading and Math Interventionist, Data Specialist, Social Worker, Family Outreach Specialist, Moby Max, Achieve3000, Read 180, System 44, 95% Phonics program, 21st Century programs, Second Step, Teaching and Learning Specialist, WestEd Coaching and Training, Peer Mentoring, Communication tools, Awards Assembly, Instructional Resources including STEM materials, Consumables, and Leadership Conferences, Chromebooks and Other Technology, Time to Plan with Department/Grade Level Reps on CIP, Positive Behavioral Interventions & Support (PBIS) Program with KOA Coaching and Training, Arizona Science Center, Books and consumables for families to increase literacy at home, and Recognition Program
| **Strategy:** | **Tier 1 Instruction** | **Action Steps:** | Align core curriculum and instruction with the focus of identification and plan of action for gaps in student learning.  
- Provide differentiated learning experiences by utilizing small group instruction based on current assessment results  
- Create weekly lesson plans utilizing District Curriculum Maps/Pacing Guides and a backwards design.  
- Utilize instructional supplies needed to support Tier 1 Instruction | **Monitoring:** Walk-throughs, Lesson Plans with SEL strategies, Assessments, PLCs, Leadership Team Notes  
**Evaluating:** PLC Meeting Notes, Walk-Thru Results, Disciplinary Data |
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<tbody>
<tr>
<td><strong>Strategy:</strong></td>
<td><strong>Response To Intervention (RTI): Academic and Behavior Intervention Support</strong></td>
<td><strong>Action Steps:</strong></td>
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- The RTI team meets monthly to discuss and create individualized action plans based on specific academic, social/emotional, and behavioral needs.  
- Targeted small group instruction is provided by Academic Interventionists and Social Worker | **Monitoring:**  
- RTI team documents individualized action plans on the District RTI Platform.  
- Assessment results  
**Evaluating:** By utilizing assessment data, disciplinary data, and threat assessment data, the leadership team identifies trends to determine effectiveness of interventions. |
| **Strategy:** | **Professional Learning Communities (PLC)** | **Action Steps:** |  
- collaborates focusing on implementation of instructional and SEL best practices.  
- creates lesson plans that focus on all tiers of instruction that center on high yield instructional strategies  
- administers common formative assessment aligned to Priority Standards  
- analyzes assessment results to target common misconceptions, academic vocabulary and strategies to support student understanding of priority standards  
- reteaches in small and/or whole groups based on common formative assessments  
- sets SMART goals that incorporate teacher and student achievement. | **Monitoring:** Observation and feedback from Leadership in weekly PLC meetings and classroom, meeting notes of PLC meetings, lesson plans, RTI/small groupings, walk-thru protocol forms, email correspondence for follow up, common formative assessments with assessment results  
**Evaluating:** This action step is evaluated by attending PLC meetings, reviewing assessment results, and PLC agendas/notes. |
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<th>Strategy: Professional Development</th>
<th>Action Steps:</th>
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| Staff....                          | ● attends ongoing staff professional development including WestEd centered on effective instruction including academic discourse, engagement, depth of knowledge and questioning  
● engages in PBIS professional development on an on-going basis to ensure successful implementation.  
● observes in other classrooms to reflect and provide peer feedback and support on effective implementation of research-based instructional practices.  
● is coached and provided with feedback based on specific areas for enhancement |

**Monitoring:** Use of google calendar, schedule PD via ILearn, follow up with grade level PLCs, Notes from Professional Development, Weekly Leadership Meetings for follow up and next steps, Observational Notes from Walk-Thrus

**Evaluating:** This action step is evaluated by the use of a feedback form after each professional development opportunity.

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<th>Strategy: PBIS (Positive Behavior Interventions and Support)</th>
<th>Action Steps:</th>
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| Staff....                      | ● creates common vision and values for PBIS  
● defines school-wide positive expectations and behaviors  
● teaches procedures for school/classroom expectations and routines  
● implements a continuum of tiered interventions that are based on student response  
● participates in PBIS training throughout the school year  
● communicates with families utilizing a solution-based approach |

**Monitoring:** Evidence is gathered through surveys, feedback, observations, and internal audits.

**Evaluating:** This action step is evaluated by feedback provided in leadership and staff meetings.

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<th>Strategy: Family Engagement Opportunities and Communication</th>
<th>Action Steps:</th>
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| Thompson Ranch...                        | ● communicates events regarding upcoming events  
● elicits feedback to improve school  
● provides learning opportunities based on interest/needs of families  
● Celebrates and recognizes student’s success |

**Monitoring:** Attendance at training, session evaluation, follow up feedback, and surveys.

**Evaluating:** This action step is evaluated by feedback from families via survey results and attendance data from various events.