



**RIVERVIEW**  
SCHOOL

## ***Continuous Improvement Plan***

***SCHOOL NAME:***

**Riverview School**

***PRINCIPAL'S NAME:***

**Mrs. Stephanie Lawrence**

***SCHOOL YEAR:***

**2021-2022**

### ***Required Components:***

Integrated Action Plan (IAP)

## INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<b>Principle 1:</b>  <b>Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.:</b>	<b>Primary Need:</b> 1.4 Does the leadership provide meaningful, formal and informal opportunities for families and community members to interact with the school? Does the leadership develop and use a wide variety of communication strategies to encourage collaboration among the diverse members of the community?
	<b>Root Cause:</b> 1. Riverview students not being successful at the high school 2. Low parental understanding of secondary and post secondary pathways 3. Minimal to moderate parental response to communication 4. Minimal to moderate student led communications and activity design Low parental understanding of secondary and post secondary pathways, as evidenced by minimal student and parental participation in communication and curriculum activity has led to a higher than average rate of students being unsuccessful at the high school level. There are limited opportunities for families and community members to interact with the school in either formal or informal settings due to the fact that administration does not utilize a wide variety of communication strategies to encourage collaboration between staff, families and community members.  Communication concerning parental engagement has been inconsistent.
	<b>Needs Statement:</b> The School needs to focus on strengthening leadership roles on campus and scheduled meetings that discuss school wide goals and WIGS. The School needs to provide multiple and varied opportunities for the community to interact and collaborate with the leadership team and student leadership team.  The school needs to develop a robust and sustainable communication plan.
	<b>Desired Outcome:</b> We will develop systems that will allow us to have meaningful two-way communication between the community and campus leadership through varied and multiple outlets.

**Smart Goal:** By the end of the 2021-2022 school year, the indicator in Principle 1, leadership collaborating with staff, family, and community members to meet diverse local community interests and needs, will increase from a 2.61 to a 3.0 rating as measured by the Comprehensive Needs Assessment Tool.

**Impact:** (AzM2, AIMS Science, Attendance)

Strategy 1	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
<b>Parental Involvement Activities: Increase relationships</b>	Advertising	Develop and implement a system for advertising parent involvement activities.	Data Improvement Specialist; Lighthouse Team	Develop- July 2020 Implement- August-May				

between school and families	Dr. Seuss Night	The team will need curriculum and connected resources for Dr. Seuss family night	Student Council, PTO, Lighthouse	August-May				CNA
	Family Dances	Dances for grade bands, small fee to attend to help raise money for the school, in cooler months they will be held outside if the courtyard can be covered	Student Council, PTO, Lighthouse	August-May				CNA
	STEAM Night	Purchase supplies for science fair projects; have AZ Science Center come out with their Science on Wheels Program; Robotics demonstrations and Star Gazing	Student Council, PTO, Lighthouse, 6-8 Science Teachers	August-May				CNA
	Game Night	Purchase Math, ELA, Science and SS resources for families to take away with them while attending Game Night (flash cards: both math and sight words)	Student Council, PTO, Lighthouse	August-May				CNA
Strategy 2: Lighthouse Teams: Increase student and parent involvement in the Lighthouse teams for deeper connections to the school	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin- Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Leader in Me Home Lessons	Design and communicate with parents a curriculum for Leader in Me that will empower families to extend the social emotional learning that is starting at the school.	Lighthouse Team; Administration	August-May				
	Student Lighthouse Team	Have a student lighthouse team that meets regularly with administration and the staff lighthouse team to communicate progress toward common social-emotional goals and	Lighthouse Action Team, Student Lighthouse Team	August-May				

		community involvement goals.						
	Dysart Community Coalition (PTA)	Have regular meetings between the staff lighthouse team and the DCC to ensure that parents' ideas and recommendations are being received	Lighthouse Team; DCC President	August-May				
	Action Team PLCs	Teachers will gather to connect leader in me content to grade level standards and assist in deeper integration of the program. Embedding content into everyday standard work will help our student action teams to narrow the focus of their learning and promote whole child health and 21 century skills for future success.	Lighthouse Team; DCC President	August-May				
<b>Strategy # 3: Describe the Strategy (Narrative) Refine the Lighthouse committee jobs and infuse student voice into the committees and action items</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin- Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Purchase poster maker and replacement ink cartridges, as well as new blades for the cutout maker that action teams can use to communicate school pride and initiatives within the school	Students and teachers need a resource to create posters to advertise their action team events that are motivating and engaging	Administration; Lighthouse Team, Admin Sec III	Aug-May				

	Leadership teams will meet in July to plan out the school year and determine responsibilities of activities	Instructional Cabinet and Lighthouse committees will meet prior to the beginning of contract time for certified staff to allow them to plan for Leadership activities	Administration, Lighthouse team, Instructional Cab	July-May				
	Dedicated time in weekly expectations for Leader in Me committee business for both teacher driven committees and student driven committees.	The administration will develop a theme for the school year.	Administration; Lighthouse Team, Admin Sec III	Aug-May				
	Train student lighthouse team and action team leaders	Students will be offered a leadership course through summer school to train action team leaders and the student lighthouse team, who can then become trainers of more students in August	Administration, Lighthouse Team, 21st Century Coordinator	July-May				
	School Wide Theme for year 20-21 that culminates in a showcase for Leadership Day	Provide teacher and action team requested resources and materials for completion of showcase	Administration; Lighthouse Team, Admin Sec III	Aug-May				
<b>Strategy # 4: Describe the Strategy (Narrative) Provide engaging activities to</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin- Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Partner with DHS	Develop a partnership with Dysart High School to bring in speakers to prepare middle	Admin Sec III, Admin, Lighthouse Team	Aug-May				

<p><b>promote matriculation into second and post secondary education</b></p>		<p>school students for the high school experience</p>						
	<p>Explore partnerships with WestMEC and CTE</p>	<p>Talk with Jim Grieshaber to develop a partnership with high school CTE and WestMEC to encourage middle school students to participate in those activities at the secondary level</p>	<p>Admin</p>	<p>Aug-May</p>				
	<p>Field Trips to Post-Secondary Institutions</p>	<p>7th and 8th grade students will take field trips to post-secondary institutions</p>	<p>Admin Sec III, Admin, Team Leads</p>	<p>Aug-May</p>				

# INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<b>Principle 2:</b> 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.	<b>Primary Need:</b> All students need to pass AZM2, and AIMS Science (grades 4 & 8), including the subgroups of ELL and ESS.
	<b>Root Cause:</b> 1. Limited time for the ELL interventionist to discuss needs of specific students in Gen Ed 2. There is low student efficacy 3 ESS & Interventionists (Reading, Math & ELD) need more training and resources on how to support grade level standards 4.Lack of technology resources at the PreK-3 level, perpetuating the equity gap 5.Gen Ed needs training and resources in modifying work for ESS students and working with the language barriers of ELs 6.Student have a learning proficiency gaps in ELA and Math 7. Teachers need resources that support the academic needs of all students and differentiate work Lack of teacher resources, training, technology and time are contributing to the achievement gap and student efficacy in ESS, ELL students. (Reading, Math and ELD) Teachers lack resources and training to intentionally plan instruction that supports all students and Administration is inconsistent with accountability.
	<b>Needs Statement:</b>
	<b>Desired Outcome: (Needs statement restated in a positive)</b> All teachers have the resources and training to ensure that all demographics of students will be making at least one year's growth in both ELA and Math Teachers will consistently provide intentionally diverse instruction through a variety or resources that meets the needs of students and administration will provide consistent training of resources.

Smart Goal: We will increase the percentage of students in all subgroups that achieve a label of proficient or higher in ELA and in Math by 10% and decrease the percentage of students that fall in the minimally proficient range in ELA and Math by 10% as measured by AzM2.

Impact: (AzM2, AIMS Science)

	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
<b>Strategy # 1:</b> Describe the Strategy (Narrative) Develop a system and provide resources that can be used to increase overall proficiency of the ESS	Schedule half day planning sessions each quarter	The admin team will schedule time each quarter for teams to work together to plan lessons that align with the work the school is doing with West Ed. The	Admin Sec III-- Funding substitutes Administration-- Establishing the schedule TLS-- Facilitating the planning time	Ongoing				Calendar of half day planning sessions; artifacts of planning

populations as measured by the AzM2 by 5%		teams will be grouped by grade levels for grades K-5 and by vertical content teams for grades 6-8 for quarters 1 and 2, but by grade level for grades 3-8 for quarter 3. The ELL and ESS teachers will also be included in the planning sessions						
	Purchase resources that equip teachers to create modified lessons for the ESS students	The administration will seek the input of the ESS department to determine what resources are needed or wanted to assist instruction. The team will consider resources like IXL and NewsELA to determine if licenses would benefit.	Administration; ESS Team	August-May				
	Provide ongoing professional development to all teachers to support them in developing and implementing lessons for students with a special emphasis	The administration, TLS, and ESS department will work together to plan professional development opportunities for the staff to learn strategies for differentiation.	Administration; ESS Team; TLS	August-May				Professional development calendar



	on ESS students							
	Implement West Ed Consultant suggested instructional strategies	As we work with the West Ed Consultants, we will be implementing strategies with emphasis on checks for understanding that they suggest to increase student achievement for all subgroups	West Ed Consultant; Administration Team; Teachers	August-May				
<b>Strategy # 2: Describe the Strategy (Narrative) Develop a system and provide resources that can be used to increase overall proficiency of the ELL population as measured by the AzM2 by 10%</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin- Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Provide ongoing professional development to all teachers to support them in developing and implementing lessons for students with a special emphasis on ELL students.	The administration, TLS, and ELL LAM will work together to plan professional development opportunities for the staff to learn strategies for differentiation.	Administration; TLS; LAM	August-May				
	Implement West Ed Consultant suggested instructional strategies	As we work with the West Ed Consultants, we will be implementing strategies that they suggest to increase student achievement	West Ed Consultant; Administration Team	August-May				
	Provide instructional resources for improving English	Purchase resources such as Rosetta Stone licenses, Starfall licenses,	Administration Team, LAM, Admin Secretary III	August-May				

	proficiency	alphabet mats,						
<b>Strategy # 3: Describe the Strategy (Narrative) Develop a system and provide resources that can be used to increase overall proficiency of the student population as measured by the AzM2 by 10%</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin- Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Schedule half day planning sessions each quarter	The admin team will schedule time each quarter for teams to work together to plan lessons that align with the work the school is doing with West Ed. The teams will be grouped by grade levels for grades K-3 and by vertical content teams for grades 4-8. The ELL and ESS teachers will also be included in the planning sessions	Admin Sec III-- Funding substitutes Administration-- Establishing the schedule TLS-- Facilitating the planning time	August-May				Calendar of half day planning sessions; artifacts of planning
	Implement West Ed Consultant suggested instructional strategies	As we work with the West Ed Consultants, we will be implementing strategies that they suggest to increase student achievement	West Ed Consultant; Administration Team	August-May				
	Professional development	Professional development will include learning walks, etc.	Teachers, Administration, TLS	August-May				
	Teacher Choice Professional Development	Teachers will be given the opportunity to choose a	Teachers, Administration, TLS	August-May				

		professional development for themselves. School will support options that will include webinars, book studies, etc.						
	Continue School Leader in Me implementation	Purchase LiM yearly licence and Staff training for implementation	Teachers, Administration, TLS	Ongoing		Ongoing through TLS and LiM consultant	Title I	Surveys on student, parent staff satisfaction, student academic success, increased time on task
	Continue LiM student learning for academic and personal success	Purchase LiM student journals for K-8. Students will focus weekly on personal academic WIGs and track progress		August-May				

<b>Strategy # 4: Describe the Strategy (Narrative) Develop a system and provide resources that can be used to decrease the</b>	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
	Implement Tier II instruction to target student learning	We will systematically track and regroup students based on Tier I and Tier II	Data Improvement Specialist-- Prepare the data and help the teachers	August-May				

percentage of students labeled minimally proficient as measured by the AzM2 by 10%		instructional data	restructure the groups Classroom Teachers-- Use data to restructure groups					
	Students will develop WIGs	The Academic Alignment Action Team will develop a process for students to set their own goals and track their progress toward those goals.	Academic Alignment Action Team	August-May				
	Provide professional development on Tier II platforms	The school will provide professional development on the new Tier II and Tier III online platforms as needed by the faculty	TLS; Data Improvement Specialist	Ongoing				
	Provide resources that support student learning	The school will provide instructional resources that support student learning including the purchase of Scholastic Magazine, Time for Kids, novel sets for the classrooms or other educational magazines, literature or print,	Admin Sec III, Admin, Teacher input	August-May				

		earbuds to support online curriculum, three ring binders, notebooks, NewsELA, and bulletin boards.						

**INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET**

<b>Principle 3: Effective schools organize their time to support the vision of academic and social emotional success</b>	<b>Primary Need:</b> We need to continue to improve teacher practice and flexibility in schedules
	<b>Root Cause:</b>

<p><b>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.</b></p>	<p>There was a lack of embedded time to implement professional development with feedback from peers that made it difficult for teacher to engage in and learn Leader in Me and the new curriculum.</p> <ol style="list-style-type: none"> <li>1. New curriculum and teachers needed to learn the curriculum</li> <li>2. PD Suspended due to COVID</li> <li>3. Normal LIM time activities and student engagement time suspended due to COVID</li> <li>4. Embedded time needed to implement professional development with feedback from peers</li> <li>5. New technology for use in blended learning model</li> <li>6. Teaching remote learning and in-person learning simultaneously</li> </ol>
	<p><b>Needs Statement:</b></p> <p>The daily schedule needs to be optimized for instruction in all content to include time for students to reflect on learning and needs to include culturally responsive instruction.</p>
	<p><b>Desired Outcome:</b></p> <p>Time will be planned into the weekly/quarterly calendar to support the social emotional wellbeing of the staff and students and the professional development of staff. Time will be placed into the schedule for students to reflect on growth of academics and social emotional growth. acy and teacher practice will increase</p>

**Smart Goal:** By the end of the 2020-2021 school year, the indicator in Principle 3, professional day is structured to support professional learning for all teachers and staff, will increase from a 2.44 to a 3.0 rating as measured by the Comprehensive Needs Assessment Tool.

**Impact:** (AzM2, AIMS Science)

Strategy # 1:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/ Funding Tags	Data/Evidence to Collect
Provide planning times and professional development for teachers that can be used to increase effectiveness of instruction.	Schedule half day planning sessions each quarter	The admin team will schedule time each quarter for teams to work together to plan lessons that align with the work the school is doing with West Ed. The teams will be	Admin Sec III-- Funding substitutes Administration-- Establishing the schedule TLS-- Facilitating the planning time	August-May				Calendar of half day planning sessions; artifacts of planning

		grouped by grade levels for grades K-3 and by vertical content teams for grades 4-8. The ELL and ESS teachers will also be included in the planning sessions						
	Implement West Ed Consultant suggested instructional strategies	As we work with the West Ed Consultants, we will be implementing strategies that they suggest to increase student achievement	West Ed Consultant; Administration Team	August-May				
	Professional development	Professional development will include learning walks, etc.	Teachers, Administration, TLS	August-May				
	Leader in Me Professional Development	Professional development on the 7 Habits and how to incorporate them into a classroom as well as Leader in Me focused data analysis in the classroom.	Teachers, Administration, TLS, Lighthouse Team	August-May				
	Teacher Choice Professional Development	Teachers will be given the opportunity to choose a professional development for themselves.	Teachers, Administration, TLS	August-May				

		School will support options that will include webinars, book studies, etc.						
<b>Strategy # 2: Have students track their own data progress</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin- Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Data Binders	Students will use data binders to track their individual progress toward meeting academic, behavioral and attendance goals.	Teachers, Administration	August-May				Calendar of half day planning sessions; artifacts of planning
	Wig Boards	Students and teachers will use WIG boards to track class and school goals for academics, behavior and/or attendance	Teachers, Administration, Lighthouse Team	August-May				

**INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET**



<p><b>Principle 4:</b></p> <p>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</p>	<p><b>Primary Need:</b></p> <p>Students need to pass AZM2 and Science including the subgroups of ELL and ESS. Teachers need the freedom to adjust pacing and materials to ensure that the proper rigor and mastery is being met by the students.</p>
	<p><b>Root Cause:</b></p> <p>Students have low efficacy due to learning proficiency gaps in ELA and Math because there is a lack of training and resources available for teachers, especially in regards to ESS and ELL students.</p> <ol style="list-style-type: none"> <li>1. Limited time for the ELL interventionist to discuss needs of specific students in Gen Ed</li> <li>2. There is low student efficacy</li> <li>3 ESS &amp; Interventionists (Reading, Math &amp; ELD) need more training and resources on how to support grade level standards</li> <li>4.Lack of technology resources at the PreK-3 level, perpetuating the equity gap</li> <li>5.Gen Ed needs training and resources in modifying work for ESS students and working with the language barriers of ELs</li> <li>6.Students have a learning proficiency gaps in ELA and Math</li> <li>7. Teachers need resources that support the academic needs of all students and differentiate work</li> </ol>
	<p><b>Needs Statement:</b></p> <p>There is a lack of training and resources available for ESS teachers, Interventionists (Reading, Math &amp; ELD) and Gen Ed teachers to adequately and consistently address individual student academic needs.</p>
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <p>All teachers have the resources and training to ensure that all demographics of students will be making at least one year's growth in both ELA and Math both whole group and small group instruction</p>
	<p>Smart Goal: We will increase the percentage of students in all subgroups that achieve a label of proficient or higher in ELA and in Math by 10% and decrease the percentage of students that fall in the minimally proficient range in ELA and Math by 10% as measured by AzM2.</p> <p>Impact: (AzM2, AIMS Science)</p>

Strategy # 1: Describe the Strategy (Narrative) Develop a system and provide resources that can be used to increase overall proficiency of the student population as measured by the AzM2 by 10%	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program / Funding Tags	Data/Evidence to Collect
	Schedule half day planning sessions each quarter	The admin team will schedule time each quarter for teams to work together to plan lessons that	Admin Sec III-- Funding substitutes Administration-- Establishing the	Scheduled by August				Calendar of half day planning sessions; artifacts of planning

		align with the work the school is doing with West Ed. The teams will be grouped by grade levels for grades K-3 and by vertical content teams for grades 4-8. The ELL and ESS teachers will also be included in the planning sessions	schedule TLS-- Facilitating the planning time					
	Implement West Ed Consultant suggested instructional strategies	As we work with the West Ed Consultants, we will be implementing strategies that they suggest to increase student achievement	West Ed Consultant; Administration Team	July-May				
	Small groups and centers	We will conduct professional development to train teachers on the use of small groups and centers in the classroom as well as purchase any necessary materials	TLS, Data specialist, Admin team, West Ed Consultant	Aug-May				
	Professional development	Professional development will include learning walks, etc.	Teachers, Administration, TLS	Aug-May				
	Teacher Choice Professional Development	Teachers will be given the opportunity to choose a professional	Teachers, Administration, TLS	Aug-May				

		development for themselves. School will support options that will include webinars, book studies, etc.						
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## INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<p><b>Principle 5:</b> 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 concrete 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 and ensures equity.</p>	<p><b>Primary Need:</b> Teachers need to have regular updates on the CIP progress as it relates to the classroom work. Teachers need more training in LiM to promote social emotional safety of the student</p> <hr/> <p><b>Root Cause:</b> <b>Student and parent voices are not embedded into current systems.</b> 1. Student voices are not embedded into current systems 2. Parent voices are not embedded into current systems</p> <hr/> <p><b>Needs Statement:</b> We need to move from teacher driven leadership to student and parent driven leadership using Leader in Me as the primary vehicle.</p> <hr/> <p><b>Desired Outcome:</b> Students and parents will practice leadership roles on campus and in planning.</p>
<p><b>Smart Goal:</b> By the end of the 2020-2021 school year, the indicator in Principle 5, intentional conversations that impact school conditions, will increase from a 2.86 to a 3.0 rating as measured by the Comprehensive Needs Assessment Tool.</p> <p><b>Impact:</b> (AzM2, AIMS Science)</p>	

Strategy # 1:  Lighthouse Teams: Increase student and parent involvement in the Lighthouse teams for deeper connections to the school	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
	Leader in Me Home Lessons	Design and communicate with parents a curriculum for Leader in Me that will empower families to extend the social emotional learning that is starting at the school.	Lighthouse Team; Administration	August-May				
	Student Lighthouse Team	Have a student lighthouse team that meets regularly with administration and the staff lighthouse team to communicate progress toward common social-emotional goals and community involvement goals.	Lighthouse Action Team, Student Lighthouse Team	August-May				
	DCC	Have regular meetings between the staff lighthouse team and the DCC to ensure that parents'	Lighthouse Team; DCC President	August-May				

		ideas and recommendations are being received						
	Action Team PLCs	Teachers will gather to connect leader in me content to grade level standards and assist in deeper integration of the program. Embedding content into everyday standard work will help our student action teams to narrow the focus of their learning and promote whole child health and 21 century skills for future success.	Lighthouse Team; DCC President	August-May				
<b>Strategy # 2: Describe the Strategy (Narrative) Increase the visual reminders of Leader in Me strategies around the campus. (See, Hear, Feel model)</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin-Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/Funding Tags</b>	<b>Data/Evidence to Collect</b>
	See, Hear, Feel	Provide resources to Lighthouse teams that support the see, hear, feel model as they build out student driven school	Lighthouse Action Teams	Aug-May				

		initiatives such as bulletin boards, earbuds for student shared projects						
<b>Strategy # 3: Describe the Strategy (Narrative) Provide Professional Development for the next stage of LiMe training</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin- Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Contact Steven Covey and Kelli Johnson to plan for the training at the beginning of the year for all staff.	Administration will contact Leader in Me and set up trainings for the faculty	Administration; Admin Sec III	July-Aug				
		Pay teachers for their time if training is outside school hours	Administration; Admin Sec III	July-Aug				

## INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<p><b>Principle 6:</b></p> <p>Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.</p>	<p><b>Primary Need:</b></p> <p>Family and Community engagement opportunities are not fully optimized to encourage family engagement in their student's academic achievement and social-emotional well being.</p>
<p><b>Root Cause:</b></p> <p><b>We do not have Two-way communication with parents and families. This needs to be done weekly in a timely and consistent manner in multiple formats and languages.</b></p> <ol style="list-style-type: none"> <li>1. Not all teachers communicate weekly with families.</li> <li>2. There is a need to inform families and the community in a timely and consistent manner.</li> <li>3. There is a need to create multiple types of communication documents.</li> <li>4. Communication is typically one way (coming from school out to the community).</li> <li>5. Our community requires various means of communicating school information.</li> <li>6. There is a need to communicate with our families in Spanish and other languages as needed.</li> </ol>	
<p><b>Needs Statement:</b></p> <p>We need a robust school-to-home and home-to-school approach which explains both academics and community learning opportunities.</p>	
<p><b>Desired Outcome:</b></p> <p>If we create a robust school-to-home and home-to-school approach which explains both academics and community learning opportunities the optimization of family engagement will increase.</p>	

**Smart Goal:** RVS will use a variety of strategies including the Leader in Me Action Teams to increase authentic connections to our community to the school for student academic achievement and social-emotional well being as measured by an increase of 10% in Barriers to Engagement on the annual MRA for Leader in Me over the 2020-2021 school year.

**Impact:** (AzM2, AIMS Science, Family and Community engagement)

Strategy # 1:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
Develop a system to communicate school activities and celebrations with the community	Daily Announcements	Daily announcements will be created by students and published for stakeholders to view	Administration; student leadership; Lighthouse Team	August-May				
	Weekly Social	Teams will be	Administration;	August-May				



	Media Blasts	assigned weeks where they are responsible for providing one social media post for the school to send out.	Instructional Cabinet; Student Leadership					
	Informational Flyers	Create informational flyers letting parents know what is happening on campus and distribute at each event and upload on the website.	Leader in Me Lighthouse Team; Office Staff; Student Leadership	August-May				
	Student Agendas	Teachers will use the student agendas to communicate learning and activities with the community	Classroom teachers; Students	August-May				
<b>Strategy #2:</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin-Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/Funding Tags</b>	<b>Data/Evidence to Collect</b>
<b>Continue Leader in Me Implementation: Continue to implement Leader in Me as a Social/Emotional Learning System</b>	Continue School Leader in Me implementation	Purchase LiM yearly licence and Staff training for implementation	Teachers, Administration, TLS	Ongoing		Ongoing through TLS and LiM consultant	Title I	Surveys on student, parent staff satisfaction, student academic success, increased time on task
	Continue LiM student learning for academic and personal success	Purchase LiM student journals for K-8. Students will focus weekly on personal academic WIGs and track progress						

Strategy # 3: Parental Involvement Activities: Increase relationships between school and families	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
	Advertising	Develop and implement a system for advertising parent involvement activities.	Data Improvement Specialist; Lighthouse Team	Develop- July 2020 Implement- August-May				
	Dr. Seuss Night	curriculum-connected resources for Dr. Seuss family night	Student Council, PTO, Lighthouse	August-May				CNA
	Family Dances	Dances for grade bands, small fee to attend to help raise money for the school	Student Council, PTO, Lighthouse	August-May				CNA
	STEAM Night	Purchase supplies for science fair projects; have AZ Science Center come out with their Science on Wheels Program; Robotics demonstrations and Star Gazing	Student Council, PTO, Lighthouse, 6-8 Science Teachers	August-May				CNA
	Game Night	Purchase Math, ELA, Science and SS resources for families to take away with them while attending Game Night (flash cards: both math and sight words)	Student Council, PTO, Lighthouse	August-May				CNA
	Strategy # 4: Lighthouse Teams:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags

<p><b>Increase student and parent involvement in the Lighthouse teams for deeper connections to the school</b></p>	<p>Leader in Me Home Lessons</p>	<p>Design and communicate with parents a curriculum for Leader in Me that will empower families to extend the social emotional learning that is starting at the school.</p>	<p>Lighthouse Team; Administration</p>	<p>August-May</p>				
	<p>Student Lighthouse Team</p>	<p>Have a student lighthouse team that meets regularly with administration and the staff lighthouse team to communicate progress toward common social-emotional goals and community involvement goals.</p>	<p>Lighthouse Action Team, Student Lighthouse Team</p>	<p>August-May</p>				
	<p>DCC</p>	<p>Have regular meetings between the staff lighthouse team and the DCC to ensure that parents' ideas and recommendations are being received</p>	<p>Lighthouse Team; DCC President</p>	<p>August-May</p>				
	<p>Action Team PLCs</p>	<p>Teachers will gather to connect leader in me content to grade level standards and assist in deeper integration of the program. Embedding content into everyday standard work will help our student action teams to narrow the focus of their learning and</p>	<p>Lighthouse Team; DCC President</p>	<p>August-May</p>				

		promote whole child health and 21 century skills for future success.						
<b>Strategy # 5:</b>  <b>Provide highly engaging rewards connected to attendance</b>	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin-Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Professional Development Needed</b>	<b>Program/Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Action Teams will target attendance	Look for and bring motivational speakers, reward opportunities directly related to the importance of school, social emotional well being, or desired attendance goals	Lighthouse Teams, Admin Sec III, Student Council, Admin	Aug-May				