SLHS Integrated Action Plan Worksheet

Primary Need #1	**Primary Need: (head of fishbone)** Principle 1: Leadership 1.9 Our leadership commits to drive continuous improvement Score 1.50	
	Root Cause: Lack of an ongoing, comprehensive process and system for improvement that is embeddedinto our culture/the way we do business.	
	Needs Statement: (tail of fishbone) A system where continuous improvement includes all stakeholders and there is on-going monitoring and use of data to drive decisions.	
	Desired Outcome: (Needs statement restated in a positive) SLHS Leadership team has a structured, ongoing process to collect, reflect on, communicate, and use implementation and outcome data to inform school level decisions. Findings are communicated quarterly to the school, classroom, family and community stakeholders with opportunities to participate in school improvement.	
	SMART Goals (Process & Impact) The percentage of students, including the subgroups of ELL & SpEd, obtaining credit in their core classes will increase by 5%.	
	Strategy: Implement a structured, on-going process to collect, reflect on and use outcome data during each meeting to drive decisions and continuous improvement using formative assessment cycles.	**Action Steps:** 1. Identify/design process that will include a quarterly evaluation tool. 2. Hire In-School Academic Support Coordinator (ASC) to track mastery data 3. Determine what data needs to be tracked 4. Identify/develop data process and protocol that will be used to analyze data. 5. Determine how to consistently communicate findings and obtain input and feedback from all stakeholders. 6. Align leadership meetings, including Leadership Team, P.A.W.S. Leadership Team, Guiding Coalition and Site Council to the process. 7. Create School Improvement Notebook with action plans 8. Develop School Improvement Evaluation Survey **Monitoring:** The Assistant Principal of Instruction will compile documentation into a School Improvement Notebook that will used by the different Leadership Teams. This will include an action plan template for each goal; School Improvement will be included on the agenda each meeting. **Evaluating:** Each quarter a School Improvement Evaluation Survey will be given to the different stakeholder groups to evaluate progress on our Primary Needs and to make necessary adjustments to achieve our goals.

Strategy: Develop a communication plan	Action Steps: 1. Assign Communication Lead 2. Create a video and one-pager to easily share the SLHS School Improvement Plan with Stakeholders. The flyer will have a link to give feedback. 3. Link the video and sCIP plan to meeting agendas and presentations. 4. Schedule benchmark dates to share data with stakeholders each quarter via presentation and newsletter. 5. Communication Lead will work with Leadership to compile benchmark information to share in presentation and newsletter. Monitoring: The Assistant Principal of Instruction will compile documentation into a Team Notebook that will used by the different Leadership Teams. This will include a an action plan template for each goal School Improvement will be included on the agenda each meeting. Evaluating: Each quarter a School Improvement Evaluation Survey will be given to the different stakeholder groups to evaluate progress on our Primary Needs and to make necessary adjustments to achieve our goals.
Strategy:	Action Steps: Monitoring: Evaluating:

	Primary Need: (head of fishbone) Principle 2: Effective Teachers and Instruction Indicator- 2.6 -Our teachers and appropriate other staff participate in ongoing,appropriate professional learning opportunities. Score .80
	Root Cause: Lack of time and job-embedded PD that is differentiated to meet teachers' specific needs that impact learning
	Needs Statement: (tail of fishbone) Meaningful, job-embedded PD that is differentiated to meet individual teacher's and student needs.
	Desired Outcome: (Needs statement restated in a positive) Professional development is job-embedded and differentiated to meet teachers' specific needs, build efficacy, and positively impact student achievement.
	SMART Goals (Process & Impact) The percentage of students, including the subgroups of ELL & SpEd, obtaining credit in their core classes will increase by 5%. Instructional staff will share artifacts to show evidence of learning and professional growth in a minimum of one domain on their evaluation.

	Strategy: Design and implement a comprehensive, year-long PD plan that is job-embedded, differentiated and driven by research on effective teaching and high yield strategies. (Evidence-based Professional Learning Design)	**Action Steps:** 1. Study Learning Forward's Revised Standards for Professional Learning to create high-quality professional learning that results in collective efficacy and student achievement. 2. Integrate ISTE Standards for Educators to Design and Facilitate Professional Development. 3. Identify essential standards and outcomes aligned to the CNA, Az Teacher Standards, ISTE Teacher Standards, and Charlotte Danielson's Framework/the TUHSD Evaluation tool. 4. Determine the evidence of learning for each standard and how it will be evaluated. There will be different options for evidence and this will become the teacher's professional development portfolio. 5. Determine tool(s) that will be used to consistently collect data and determine teacher needs. 6. Design asynchronous and synchronous professional development modules and sessions aligned to teachers' needs with a menu of options that include teacher-led sessions. 7. Build teacher capacity in using research-based strategies for literacy, math and language acquisition. (Strategic Instruction Model, Reading Apprenticeship, SIOP), so they can be implemented school-wide. 8. Create a system for coaching based on observations and artifacts. (Use West-Ed Effective Coaching Practices.) 9. Present a draft of the plan to the staff to get feedback prior to implementation. 10. Design a teacher feedback survey to be given each month and determine a system to give it with fidelity and use the data for improvement.
Primary Need #2		

		Monitoring: We will create a Mastery Tracker, similar to what the teachers will use in Canvas, to monitor progress on the essential standards and outcomes of the PD plan. Evaluating: Each quarter a School Improvement Evaluation Survey will be given to the different stakeholder groups to evaluate progress on our Primary Needs and to make necessary adjustments to achieve our goals. Teachers will give feedback each month.
	Strategy: Utilize technology to individualize professional development and allow teachers to take control of their own growth.	Action Steps: 1. Identify technology tools that can address eliminate teacher growth and transform professional development. 2. Utilize the TPACK Framework to integrate and model knowledge on technology, pedagogy, and content into the professional development plan. 3. Set up Professional Development "Course" in the Learning Management System. Monitoring: We will create a Mastery Tracker, similar to what the teachers will use in Canvas, to monitor progress on the essential standards and outcomes of the PD plan. (Some of the standards are technology specific.) Evaluating: Evaluating: Each quarter a School Improvement Evaluation Survey will be given to the different stakeholder groups to evaluate progress on our Primary Needs and to make necessary adjustments to achieve our goals. Teachers will give feedback each month.
	Strategy:	Action Steps: Monitoring: Evaluating:

	Primary Need: (head of fishbone) Principle 3: Effective Organization of Time- Indicator 3.2 -Our school day is organized to maximize well-rounded instruction. Score .80	
	Root Cause: Antiquated and fixed scheduling practices do not meet the needs of our students, especially our targeted subgroups who tend to need more instructional time. Lack of system to build teacher capacity in implementing initial instruction and providing T2 interventions.	
	Needs Statement: (tail of fishbone) We need to improve T1 instruction and time built into the schedule for planning, professional development and interventions.	
	Desired Outcome: (Needs statement restated in a positive) SLHS/TUHSD will implement a daily schedule that provides the time and flexibility necessary to support the needs of all students, including our English Language Learners and Special Educationpopulations, and staff.	
	SMART Goals (Process & Impact) The percentage of students, including the subgroups of ELL & SpEd, obtaining credit in their coreclasses will increase by 5%.	
Primary Need #3	**Strategy:** Implement a schedule with intervention time built into the instructional day, like Power Hour.	**Action Steps:** 1. Research different schedules with interventions built in. (Completed in 2018) 2. Visit schools that implement Power Hour/Academic labs. (Completed in 2018) 3. Present research and observation to full staff and survey. 4. Create a bell schedule that meets the intervention needs of our students 5. Hire In-School Academic Support Coordinator (ASC) 6. Workout logistics of assigning interventions, tracking attendance, and accountability. 7. Create a menu and schedule of intervention and enrichment offerings 8. Communicate new schedule, purpose and plan. 9. Build buy-in and positive interventions 10. Develop Consequences for lack of participation Monitoring: Every week the Academic Support Coordinator will provide data to the GuidingCoalition, PLC Teams and Leadership Groups to analyze progress and next steps. There will be an open-ended electronic form for student and staff feedback posted that can be submitted at any time. (This will be included in the data the ASC provides.) Evaluating: The Academic Support Coordinator will provide benchmark reports each monthEach PLC Team will use these to determine if they are on track to meet their goal(s).

	Strategy: Implement a mastery approach to learning using Standards-based grading (SBG)	**Action Steps:** 1. Book Study on SBG approaches-District SBG Committee 2. Determine District Guidelines on Mastery Learning and SBG 3. Align Curriculum and Mastery Connect in Canvas 4. Hire In-School Academic Support Coordinator (ASC) to track mastery data 5. Train teachers to implement mastery approach and SBG Monitoring: Every week the Academic Support Coordinator will provide data to the Guiding Coalition, PLC Teams and Leadership Groups to analyze progress and next steps. Evaluating: The Academic Support Coordinator will provide benchmark reports each month Each PLC Team will use these to determine if they are on track to meet their goal(s).
	Strategy: Utilize Taking Action: A Handbook for RTI at Work to develop an integrated intervention system.	**Action Steps:** 1. Design a book study for the Leadership Team and Guiding Coalition 2. Assess where SLHS is with the essential foundation elements in the workbook and prioritize. 3. Create a Guiding Coalition 4. Build consensus on the school's mission that leads to a culture where all educators assume primary responsibility to ensure high levels of learning for every student at SLHS. 5. Identify a limited number of essential behavioral and academic standards (Distinguish between important and essential.) 6. Ensure that all students have access to this essential curriculum 7. Create and use common assessments on essential standards 8. Create a school-wide recommendation process for Tier 2 interventions. 9. Schedule time for Tier 2 interventions (See first strategy) 10. Identify students who need intensive interventions 11. Have leadership team (and additional specialists when needed) begin to diagnose, target, and monitor the most at risk students 12. Begin Tier 3 interventions in math and ELA (Strategic Instruction Model) 13. Evaluate current site intervention Monitoring: Intervention data will be readily available to the appropriate stakeholders and utilized by the Leadership Team, P.A.W.S. Leadership Team, Guiding Coalition, Intervention Team and PLC Teams based on the timelines established for each group. Evaluating: The Guiding Coalition and Intervention Team will develop an Intervention Evaluation and Alignment tool that will be included as part of the system. (Quarterly)
	Primary Need: (head of fishbone) Principle 4: Effective Curriculum-Indicator 4.6 -Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. Score .33	

	Root Cause: There is not adequate training or a comprehensive process for developing, implementing, monitoring, and improving curriculum so that students successfully master the essential standards.
	Needs Statement: (tail of fishbone) A consistent process and PD for developing, implementing monitoring and improving curriculum.
	Desired Outcome: (Needs statement restated in a positive) The District collaborates with the site leadership and teachers to employ a comprehensive process for developing, monitoring and evaluating curriculum that ensures alignment, effective initial instruction and student success.
	SMART Goals (Process & Impact) The percentage of students, including the subgroups of ELL & SpEd, obtaining credit in their core classes will increase by 5%.

	Strategy:	Action Steps:
Primary Need #4	Utilize a consistent, research-based system to engage in the design and successful implementation of the essential curriculum.	1. Work w/ WestEd consultant to evaluate and improve the system for curriculum development, implementation and improvement based on current research. 2. Engage in training to develop essential curriculum that will be implemented with fidelity to achieve student mastery. 3. Determine consistent format to achieve the intended outcomes with students. 4. Design a process that will include iterative cycles of feedback and improvement. 5. Develop a more comprehensive roll out plan that includes trainings on how to use and implement the curriculum and allows teachers time to plan for the upcoming year. (Some trainings will be asynchronous and will be available at any time.) 6. Develop a tool for PLC Teams to provide feedback on the curriculum that department chairs can bring to the Instructional Leadership Coordinators/curriculum teams. 7. Develop a system for leadership and PLC Team members to observe colleagues to provide feedback on the implementation of the intended curriculum and the use of effective learning strategies. (Walk-Throughs) Monitoring: Different groups will conduct observations to monitor the fidelity of implementing the essential curriculum and impact on student success. Evaluating: The Academic Support Coordinator will provide benchmark reports each month. Each PLC Team will use these to determine if they are on track to meet their goal(s).

	Strategy:	Action Steps:
	Implement a mastery approach to learning using Standards-based grading (SBG)	1. Book Study on SBG approaches-District SBG Committee 2. Determine District Guidelines on Mastery Learning and SBG 3. Align Curriculum and Mastery Connect in Canvas 4. Hire In-School Academic Support Coordinator (ASC) to track mastery data 5. Train teachers to implement mastery approach and SBG Monitoring: The Academic Support Coordinator will update data weekly for the Guiding Coalition, PLC Teams and Leadership Groups to analyze progress and determine next steps. Evaluating: The Academic Support Coordinator will provide benchmark reports each month. Each PLC Team will use these to determine if they are on track to meet their goal(s).
	Strategy: Utilize Taking Action: A Handbook for RTI at Work to develop an integrated intervention system	Action Steps: 1. Design a book study for the Leadership Team and Guiding Coalition using the handbook. 2. Assess where SLHS is with the essential foundation elements in the workbook and prioritize. 3. Create a Guiding Coalition 4. Build consensus on the school's mission that leads to a culture where all educators assume primary responsibility to ensure high levels of learning for every student at SLHS. 5. Identify a limited number of essential behavioral and academic standards (Distinguish between important and essential.) 6. Ensure that all students have access to this essential curriculum 7. Create and use common assessments on essential standards 8. Create a school-wide recommendation process for Tier 2 interventions. 9. Schedule time for Tier 2 interventions (See first strategy) 10. Identify students who need intensive interventions 11. Have leadership team (and additional specialists when needed) begin to diagnose, target, and monitor the most at risk students 12. Begin Tier 3 interventions in math and ELA 13. Evaluate current site interventions Monitoring: Intervention data will be readily available to the appropriate stakeholders and utilized by the Leadership Team, P.A.W.S. Leadership Team, Guiding Coalition, Intervention Team and PLC Teams based on the timelines established for each group. Evaluating: The Guiding Coalition and Intervention Team will develop an Intervention Evaluation and Alignment tool that will be included as part of the system. (Quarterly)