

Principles, Strategies and Action Steps (REQUIRED)

Deer Valley Unified District (070297000) Public District - FY 2023 - Low Risk - Desert Sky Middle School (070297121) Public School - School Integrated Action Plan (SIAP) - Rev 0

Fiscal & Program Tagging

Plan Items

1) Principle 2 - Effective Teachers and Instruction

Details

Primary Need: Need 2.3 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.

Root Cause: Instruction: need to understand best evidence-based instructional strategies, need to adjust implementation of strategies based on student data, using UDL within department level teams, need to monitor differentiation, need to adjust strategies based on student master of standards, need to support teachers with instructional coaching feedback.

Needs Statement: Funds needed to provide training on instructional strategies, teaching students in poverty and UDL that includes multiple ways to meet the needs of all learners. Continue to use Title 1 instructional coach to improve instructional strategies, improve collaborative team and data dialogs.

Desired Outcomes: We will use differentiated questioning and systematic focus on learning intentions and outcomes with planning that involves collaborative teams to ensure that the UDL is used based on standards, essentials and data.

SMART Goal: May 2023, all students will increase mastery in ELA and Math essential standards as evidenced by increased growth of 5% or proficiency from the most current AASA scores.

1.1) Strategy 1.1

Details

Strategy Description: Strategy: 1.1 Implement Team Collaboration: Teams of teachers who work interdependently to achieve common goals- goals linked to the purpose of learning for all for which

members are held mutually accountable.

AS 1.1.1.1) Implement Team Collaboration

N/A

TI SW1

 Details

Action Step Description: Teacher teams will meet weekly to review and interpret learning data. Using learning data, they will identify lesson objectives, create lesson plans and write formative/shared assessments. If substitutes are available, teachers may meet once each semester for an all-day session. Substitutes will be provided. Monitoring: Instructional Coach and administration Evaluating: End of each semester, monthly data checks, RI and MI data

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 7/18/2022 to 5/19/2023

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

S 1.2) Strategy 1.2

 Details

Strategy Description: Strengthen instruction for all students: DSMS will provide students evidenced-based instruction provided by HQ teachers. The MTSS model will be the foundation for providing tiered interventions. DSMS teachers will receive school and district level professional development. All curriculum will be aligned to the state standards. Resources for classrooms will be purchased to enhance opportunities for all students to access the curriculum in different modalities.

AS 1.2.1) Provide Evidence based Professional Development

N/A

Prof Dev

TI SW1

 Details

Action Step Description: Professional development will be provided for teachers at the school level and district level. Teachers' needs assessments, classroom walkthroughs, student achievement data,

and Instructional Coach will help target needed professional development that aligns to campus improvement goals and Title 1 IAP. Planned professional development includes but is not limited to ELA ACCRS strategies, Math Practices, content area literacy, brain-based tier 1 classroom strategies (conference), digital literacy (conference), and RTI at Work PD. FY23 school to provide staff with appropriate evidenced-based professional development, including any supplies, conference registration and travel reimbursement that are needed to support effective professional development. Monitoring: Administration Evaluating: Provide monthly feedback and PD to meet the needs of the teachers

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

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	Action Step Description: Implement a shared process among department meeting chairs that requires identification of department goals, actions steps, collaborative planning for common units and assessments, and progress monitoring to ensure a focus on and alignment to the campus improvement plan and Title 1 IAP. Monitoring: Administration Evaluating: Department goals, planning meeting agendas and notes in Google drive, meeting notes including data and level meeting agenda and action plans Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence:
	AS 1.2.4) Implement Department Academic PLC Articulation N/A TI SW1  Details Action Step Description: Schedule semester full day academic PLC articulation sessions for each department to ensure collaborative development of shared content units and assessments and analyze student data. Provide summer workshops for department teams to collaborate on aligned essential learning and assessments. Substitutes will be provided during the school year. Extra duty pay will be provided during off contract hours. FY23: This action step will continue in the FY23 school year. Monitoring: Administration Evaluating: Department goals, planning meeting agendas and notes in Google drive, meeting notes including data and level meeting agenda and action plans Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 8/3/2022 to 5/18/2023 ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study
	AS 1.2.5) Purchase Supplemental School Supplies Title I LEA TI SW1  Details

Strategy Description: Implement Intervention Program: DSMS will implement the MTSS model in alignment with District and State expectations. The Multi-tiered Student Support (MTSS) model includes early identification of learning gaps and learning struggles through universal screening and formative assessments. Tier 1 focuses on best practices and differentiated instruction for all students, Tier 2 targeted intervention for struggling students which may include but is not limited to adding instructional time, and intensive student specific Tier 2 interventions that may include but is not limited to adding time for specific individualized attention and review of student placement and support.

AS 1.3.1) Early Identification of Struggling Students

N/A

TI SW1

 Details

Action Step Description: Use data to identify at risk students. Use formative assessments for early identification of students struggling with current content or early warning of possible learning gaps. Use department unit shared assessments to benchmark students against their peer groups and monitor student achievement. Substitutes will be provided during the school year. Supplement data with summative assessments delineated to specific standards performance. FY23: This action step will continue in the FY23 school year Monitoring: Administration, Math Interventionist, Reading Interventionist Evaluating: Quarterly review RI and MI data and analyze department benchmark data
Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)
Timeline: 8/3/2022 to 5/19/2023
ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

AS 1.3.2) Provide Evidence Based Support

Title I LEA

N/A

TI SW1

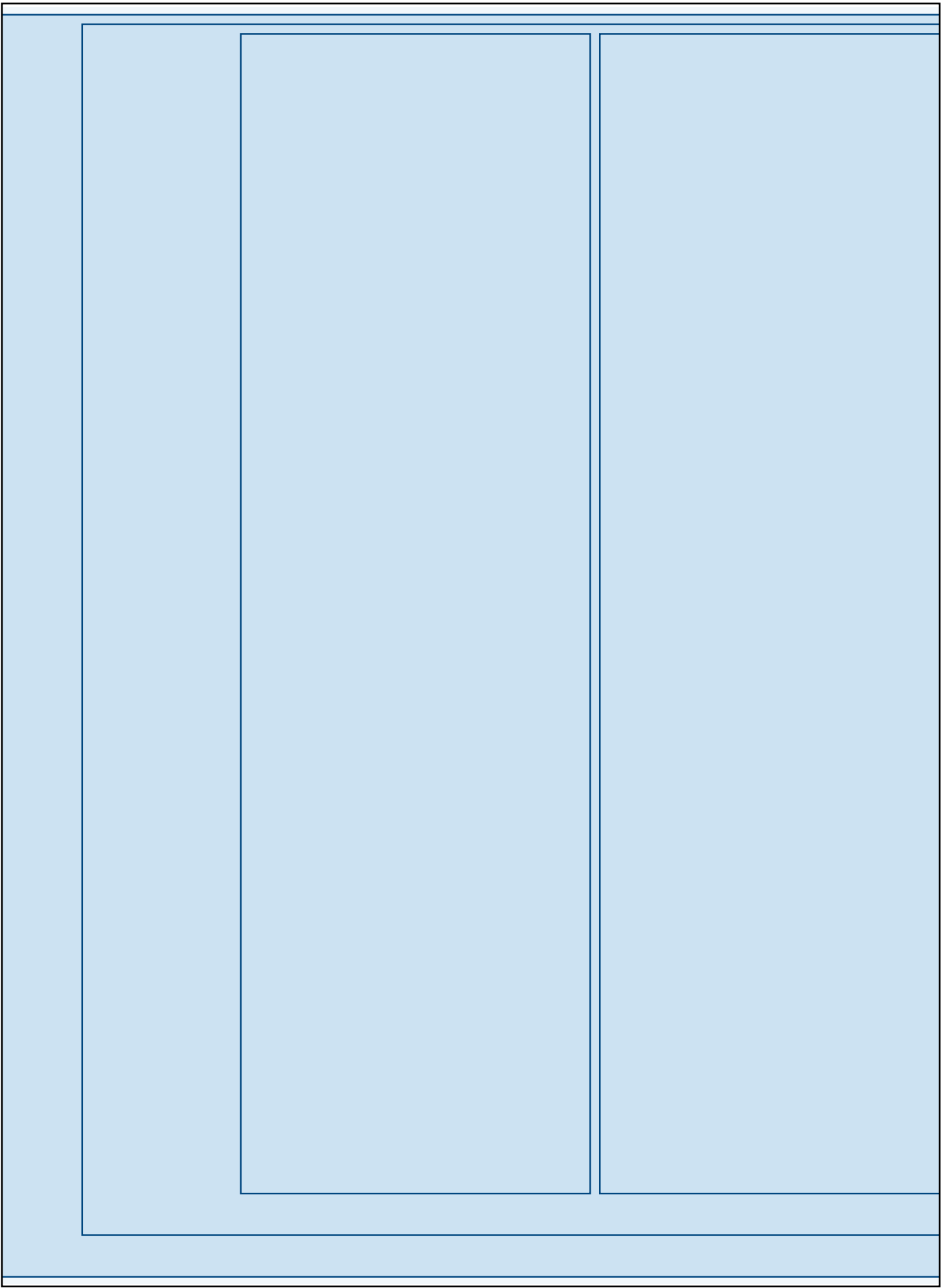
 Details

Action Step Description: DSMS model is Tier 1 classroom interventions coached by Title 1 funded instructional coach, reading intervention specialist and math intervention specialist. (Title 1 funded personnel) Instructional coach, reading interventionist, math interventionist, and RTI-B specialists will

	be utilized to assist students and staff with targeted intervention and support. Monitoring: Administration Evaluating: Monthly or quarterly monitoring of assessment data, review of RI and MI data and student growth, and discipline data. Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principa) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study
	AS 1.3.3 : Support Evidenced Based Behavior Intervention Title I LEA TI SW1  Details Action Step Description: Action Step Description: Grade level counselors will provide Top 20 training to all DSMS students and nurture a common language and understanding of the Top 20 philosophy. All staff will use common practices for positive intervention and discipline. Students and staff will continue implementation of the Top 20 social/emotional campus wide program. Monitoring: Administration Evaluating: Top 20 lessons, campus-wide implementation in classrooms, and discipline data. Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study
	AS 1.3.4 RTI Program of Daily Student Support N/A TI SW1  Details Action Step Description: A response to intervention guiding coalition will create a daily intervention schedule to support identified students in need of academic support. An identified technology teacher leader will be in charge of creating a google document and site to allow teachers to place student needed academic support in an identified teacher's FLASH (focused learning and strategic help) intervention time to be provided during the school day. The FLASH technology leader will be

	ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study AS 1.4.2) Maintain Core Team Meetings N/A TI SW1 - Details Action Step Description: Content and special area teachers will use a systematic process with students to communicate and align current curriculum content, identify effective strategies, and employ progress-monitoring strategies with students using individual data folders. MTSS core teams will consistently monitor student progress and communicate with home using multiple venues. Monitoring: Administration Evaluating: MTSS tea, Google folders and Panorama data Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 8/3/2022 to 5/18/2023 ESSA Evidence:	AS 1.4.3) Maintain Department Meetings N/A TI SW1 - Details Action Step Description: Department chairs will gather content specific data to use for department meetings, discussions and bench-marking between core populations to identify students who are struggling in content areas and/or are at risk of failing. Monitoring: Administration and Department Leaders Evaluating: Assessment level data including district interim assessments, Panorama, and School City Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 8/3/2022 to 5/19/2023 ESSA Evidence:	AS 1.4.4) Maintain Campus Improvement Team N/A TI SW1
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 Details



ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

AS 2.1.3) Maintain Administrative Addenda

N/A

TI SW1



Details

Action Step Description: Assistant principal and principal to provide summer collaborative team articulation to create essential standards, common lessons, strategies, and data to support the learning of all students Monitoring: Administration Evaluating: Summer work agendas and artifacts

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 5/29/2023 to 6/16/2023

ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

P 3) Principle 5 - Conditions, Climate & Culture



Details

Primary Need: 5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families

Root Cause: Positive Home to School Relationships: need to increase positive school to home communication, create parent home to school handbook, need ability to communicate with all families to overcome language barriers, create home to school student planner with areas for parents, create an area on our website for parent resources, increase student recognition awards, increase parent support with technology/zoom due to increase in virtual platforms.

Needs Statement: We need to include pulling primary language data to assist in communication with families, as well as how to have conversations with students, families, and one another using professional language, but also parent friendly. Use PBIS Top 20 to build relationships among students, staff, and families

Desired Outcomes: We will create a positive campus culture based on Te need to inc in`

SMART Goal: By May 2023, parents, students and staff will learn and understand how to implement TOP 20 as evidenced by 80% or higher positive home to school communication survey data and 15% decrease in classroom removals.

S 3.1) Strategy 3.1

Details

Strategy Description: Coordinated Services: DSMS staff, parents and students will work collaboratively to set high expectations for every student. The staff will provide opportunities for students and parents to prepare for upcoming transitions to support success at the next grade level. Additionally, the staff will provide an environment that is safe, orderly and clean. Parents and families are valuable to the success of children both academically and emotionally. The school staff is committed to providing various types of parent involvement opportunities throughout the year.

AS 3.1.1) Implement Bridging Meetings
TI SW1

Details

Action Step Description: Interventionists and Counselors will meet with feeder schools in planning for incoming and exiting students. Monitoring: Administration Evaluating: Monthly meetings with counselors and social worker

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 7/18/2022 to 5/19/2023

ESSA Evidence:

AS 3.1.2) Provide Open Campus

N/A

TI SW1

Details

Action Step Description: Campus will provide a day before school starts to invite and open up campus to students for tours, meetings and schedules. Monitoring: Administration Evaluating: Parent and student event feedback and percent of parent/student involvement.

	Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 6/2/2023 ESSA Evidence:
AS 3.1.3) Provide Opportunities for Parent Meetings TI SW1 Details Action Step Description: School will provide parent engagement events to increase parent involvement. Monitoring: Administration Evaluating: Parent event survey data and percent of parent participation Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence:	AS 3.2.1) Evaluation of Plan N/A TI SW1 Details Action Step Description: Program effectiveness will be monitored monthly during CIT meetings. Student achievement data, survey data, Star Quality data, and discipline data will be used to progress monitor goals and strategies in both the CIP and GRE CNA and IAP. Teams will refine and
	S 3.2) Strategy 3.2 Details Strategy Description: Plan Development, Implementation and Evaluation: DSMS is a School Wide Title 1 Program. The Title 1 plan, budget and programs are monitored by the Campus Improvement Team (CIT). DSMS CIT includes grade level representatives, classified staff, administration, and parent representatives. The Campus Improvement Plan (CIP) and GRE IAP include data cycles of improvement. School data is collected and reviewed monthly by the CIT to make instructional and operational decisions. The CIP is submitted to the LEA Continuous Improvement Department for review and feedback.

add additional data points as needed Monitoring: Administration Evaluating: Monthly Top 20 data, academic and discipline d Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence:
AS 3.2.2) Comprehensive Needs Assessment LEA Fam/Com N/A TI SW1 Details Action Step Description: Needs assessments include: Progress monitoring of CNA, Employee Satisfaction surveys, Title 1 parent surveys and needs assessments, and student achievement data. Monitoring: Administration Evaluating: Academic and discipline data, staff and parent surveys and student SEL data Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence:
3.3) Strategy 3.3 Details Strategy Description: Maintain School Leadership: DSMS has developed a shared vision and mission that are evident throughout the school. Through our Continuous Improvement model, DSMS decisions are aligned with the vision, mission and continuous improvement plan. Operational and instructional decisions are based on a collaborative discussion of data. Extended leadership includes department leaders, PBIS team, professional development team, RTI guiding coalition, new teacher coordinators, master schedule committee, and substitute-rotation committee among others
AS 3.3.1) Department Chair Position N/A TI SW1

	Details Action Step Description: Continue to refine meeting protocols for focus and alignment to continuous improvement plan. Disburse information from campus leadership meetings to department members, and ensure a collaborative environment among team members. Monitoring: Administration, Core Team Leads, Department Leaders, and Instructional Coach Evaluating: Monthly team meetings agenda, notes and artifacts Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 8/3/2022 to 5/19/2023 ESSA Evidence:
	AS 3.3.2) Campus Improvement Team N/A TI SW1 Details Action Step Description: Populate the team with various stakeholders including certified and classified staff, administration, parents, and business partners. Make collaborative decisions based on data that help focus and align strategies to meet the goals set forth in the continuous improvement plan. Monitoring: Administration Evaluating: Monthly meeting agenda, notes and artifacts Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence:
	AS 3.3.3) MTSS Core Team Leaders N/A TI SW1 Details Action Step Description: Continue to review and refine MTSS processes and protocols for identifying students' behavioral needs and referring for support. Provide support to core teams, maintain team support binder and use of Panorama. Monitoring: Administration Evaluating: Panorama intervention groups and individuals, use of Panorama by core team leaders and expanding to teachers, MTSS team documents in school Google drive, and staff refinement feedback

	Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence: S 3.4) Strategy 3.4  Details Strategy Description: Implement Evidence Based Student Intervention: Provide student social/emotional and behavior support through an MTSS system of supports focused on the whole child and hire Title 1-funded RTI-B specialist. AS 3.4.1) Hire an RTI-B Specialist Title I LEA TI SW1  Details Action Step Description: Title 1 funded highly qualified RTI-B Specialist will use the MTSS framework and teacher referral to support all students in social/emotional, behavioral supports that help add skills and strategies to become productive members of society. Monitoring: Administration Evaluating: Quarterly student behavior data Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal) Timeline: 7/18/2022 to 5/19/2023 ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study
	AS 3.4.2) Provide Supplemental Behavior Support N/A TI SW1  Details Action Step Description: Title I Funds will be utilized to purchase alternative seating for students in the classroom. This will include adjustable stools and standing desks, cando balls, chair bands, weighted pads to allow for students who struggle to focus and participate in the traditional classroom.

Title I funds will also be used to purchase PBIS incentives in order to support positive behavior on campus. Monitoring: Administration Evaluating: Behavioral data, academic data, and teacher feedback

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 7/18/2022 to 5/19/2023

ESSA Evidence:

P 4) Principle 6 - Family and Community Engagement

Details

Primary Need: 6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.

Root Cause: Families: little to no technology or internet access at home, unable to reach working numbers of families or get a response, parents are working multiple jobs and are not home for students at night, students only attend our school for two years, parents and teachers expect students to communicate with both entities, parents have little to no time for meetings, mind-shift on importance of school partnerships needed.

Needs Statement: Funds needed to allow for increased parent/community engagement in school, which will build positive relationships and increase school to home communications. Funds to continue a parent liaison to assist with building communication and relationships with our families and community. Parent resources and events to connect with school community

Desired Outcomes: : We will work to increase cohesive collaboration within our community by improving communication venues (virtual and in-person) including events, training, and home to school connections. This will assist on becoming true partners with families to support and increase student learning.

SMART Goal: By May 2023, DSMS will hire a parent liaison who will work with staff and communicate to families using multiple media avenues. By May 2023, DSMS staff and counselors will provide needed resources and events for parents to support students both academically and behaviorally.

S 4.1) Strategy 4.1

Details

Strategy Description: Increase Parent Communication: DSMS staff will find ways to increase collaboration between home and school through various mediums. Title 1 Parent survey indicates parents wish multiple

ways of communication and increase involvement in their student's progress

AS 4.1.1) Effective Parent Communication

LEA Fam/Com

N/A

TI SW1

Details

Action Step Description: Use School Messenger, Power Schools, informative flyers and postcards, monthly newsletters, social media, handbooks, current information posted on school website, informative parent meetings for Title 1, curriculum, and parenting, and letters to continually communicate school information to parents. Parent surveys indicate these are desired means of communicating with our families. Monitoring: Administration Evaluating: Number of visits to social media sites, parent surveys, new parent feedback, Title 1 parent survey, parent involvement data

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 7/5/2022 to 6/16/2023

ESSA Evidence:

S 4.2) Strategy 4.2

Details

Strategy Description: School to Home Partnerships: DSMS staff will work together with families to provide positive communication, student progress updates, and opportunities for parent involvement

AS 4.2.1) Implement Parent Education

Title I LEA

LEA Fam/Com

TI SW1

Details

Action Step Description: Counselors and Social Worker will offer Parenting of Teen classes, drug

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 7/25/2022 to 5/19/2023

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

AS 4.2.2) Hire a Parent Liaison

Title I LEA

LEA Fam/Com

TI SW1



Details

Action Step Description: DSMS will utilize a T

Action Step Description: The administration team and parent liaison will plan and organize school events designed to draw families to the campus to ensure familiarity with campus expectations, culture, and environment. Planned events may include band and choir concerts, Title 1 nights, curriculum, and technology meetings, honor roll assemblies, Rising Star ceremonies, curriculum support nights, open enrollment and recruiting nights, and 6th grade articulation and transition nights. Monitoring: Administration Evaluating: Percent of parent participation, parent survey feedback and success of current events and addition of new events

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 7/18/2022 to 5/19/2023

ESSA Evidence:

AS 4.2.4) DSMS School Compact
LEA Fam/Com
N/A
TI SW1



Details

Action Step Description: : It is important that families and schools work together to help students achieve high academic standards. The compact holds all stakeholders to agreed upon roles and responsibilities to support all learners. Monitoring: Administration and Title 1 Coordinator Evaluating: Accessibility to School Compact, Title 1 Parent Night presentation, school website clarity and ease of parent access

Person Responsible for this Action Step: Patricia Resetar (Organization Role: Principal)

Timeline: 7/25/2022 to 5/19/2023

ESSA Evidence:

AS 4.2.5) DSMS Title 1 Parent Survey
LEA Fam/Com
N/A
TI SW1



Details

Action Step Description: Annual survey to elicit parent feedback to use toward GRE IAP and CIP. It has proven to be an invaluable resource for MMJM ! It