

## Principles, Strategies and Action Steps (REQUIRED)

### Fowler Elementary District (070445000) Public District - FY 2022 - Tuscano Elementary School (070445107) Public School - School Integrated Action Plan (SIAP) - Rev 0

#### Plan Items

##### **P** 1) Principle 1 - Effective Leadership

###### **Details**

**Primary Need:** Site administration will continue to support staff in ensuring high academic achievement and growth for all students by ensuring teachers are using data to create student goals, to identify students' areas of strength and areas for improvement for tiered academic support for all subgroups, and to also provide support/PD for teachers to plan rigorous grade level lessons.

**Root Cause:** \* Provide interventions for all student subgroups (i.e. interventions, enrichment, etc.) \*Create, monitor and evaluate all students' learning through a variety of assessments \*Utilize framework to review data & monitor goals \*To ensure planning of rigorous lessons by including more DOK levels 2-3 \*Specific learning goals are indicated in lesson plans \*Maintain data binders for each individual student & include students' in establishing personal goals

**Needs Statement:** To ensure high academic achievement, teachers will need to plan rigorously instruction aligned to the standards and will need to utilize data to create student goals and to monitor students' progress.

**Desired Outcomes:** To ensure increased student academic achievement, site administration will provide support to teachers in planning rigorously instruction that are aligned to the standards and to utilize data to create student goals and to monitor students' progress.

**SMART Goal:** SMART Goal: By FY2022, site administration will continue to support staff in ensuring high academic achievement and growth for all students by ensuring teachers are using data to create student goals, to identify students' areas of strength and areas for improvement for tiered academic support for all subgroups, and to also provide support/PD for teachers to plan rigorous grade level lessons. (October 2021, December 2021, March 2022, & May 2022).

##### **S** 1.1) Strategy 1.1

###### **Details**

Strategy Description: 1.1 - Our certified staff will be provided with opportunities to participate in at school & district committee such as our school climate committee, literacy committee, math lead committee, etc. Teachers will be empowered to serve on a leadership committees to ensure that we are working towards our goal of improving student achievement.

**AS** 1.1.1) Site Leadership  
State Improvement  
TI SW1  
TSI

**Details**

Action Step Description: At the monthly site leadership meetings, the team will meet to evaluate the progress towards our IAP goals, to review school-wide, grade level and individual teacher data, evaluate the professional development opportunities provided to staff, to evaluate student programs and to parent involvement opportunities. Grade level lead teachers will participate in the SET committee and will meet biweekly with their grade level teams to review academic data and progress towards school wide IAP goals.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 1.1.2) Site Council  
TI SW1

**Details**

Action Step Description: Parents, certified staff, community members and classified staff will participate in a site council. This council will meet monthly to make decisions about school events & academic focus to increase student achievement based on the results from our school IAP goal.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 1.1.3) Utilizing Data to Inform Instruction  
State Improvement  
TI SW1  
TSI

 **Details**

Action Step Description: Each grade level will create a quarterly grade level goal focusing on a specific instructional strategies as measured by a common assessment (i.e. dibels 8th edition, district benchmark assessment, etc.). At grade level meetings, teachers will meet on a biweekly basis to utilize data to inform their instruction. Based on classroom and individual student data, teachers will determine instructional focus and will prioritize the standards needing to be taught.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)  
Timeline: 7/27/2021 to 6/30/2022

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** 1.1.4) ELD Team  
ELL  
TI SW1

 **Details**

Action Step Description: Tuscano ELD team will meet to review program effectiveness and identify areas of strength and areas for improvement based on AzELLA's 2020 spring reassessment data and the percentage of students' reclassification. The ELD team will utilize previous year's assessment data to create school wide goals, teacher goals, and individual student goals and will monitor students' progress towards goals. The team will meet quarterly to discuss progress towards goals

and to ensure implementation of effective instructional practices to increase students' mastery of the English language in each of the domains. .

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 1.1.5) Applicably Certified Staff  
TI SW1

**Details**

Action Step Description: Collaborate with our Human Resource department to ensure instructional staff is applicably certified. If staff does not meet these requirements, principal will work w/HR Dept. to develop a corrective action plan (CAP) with set timelines for those staff that do not meet the applicably certified requirement. We will send a 4 week parent notification home with students indicating that the assigned teacher does not currently meet the requirements as a Title 1 qualified however, they are working towards becoming applicably certified.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 1.1.6) Review & Complete CNA & IAP  
TI SW1

**Details**

Action Step Description: The leadership team will review & evaluate our progress by reviewing data and by performing a Continuous Needs Assessment to determine strengths and areas for improvement. The team will evaluate our progress, set new goals and share all relevant information

with staff and parents. Parents will review the plan each semester as well as staff will review progress on a monthly basis.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/26/2021 to 6/30/2022

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** 1.1.7) ELD Summer Planning Team

Title III LEP  
TI SW1

**Details**

Action Step Description: The ELD summer planning team will meet to review AzELLA Spring Reassessment to identify areas of strength and areas of growth. The team will evaluate our ELD program by reviewing overall growth DIBELS data and district benchmark growth. The team will create school wide year long goals and monitor progress each quarter. The team will identify instructional strategies all ELD teachers will focus on for the year to support students' English language progress.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 4/26/2021 to 4/26/2021

ESSA Evidence:

**AS** 1.1.8) Monitor/Evaluate Leadership Teams & Committees

TI SW1

**Details**

Action Step Description: Tuscano's site leadership team will monitor and evaluate on-going meetings in the follow areas: Site Leadership (monthly), ELD (quarterly), School-wide Committees (monthly), and Grade Level Meetings (bi-weekly). The team will evaluate the effectiveness of all meeting cohorts by reviewing meeting agendas, meeting minutes, and by reviewing follow-through on action items following each meeting. Monitoring and evaluating of school meetings will occur quarterly throughout the school year (October 2021, December 2021, March 2022, May 2022).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 1.1.9) Monitor & Evaluate CNA & School IAP process  
TI SW1

 **Details**

Action Step Description: Tuscano's site leadership team will monitor and evaluate the Comprehensive Needs Assessment process and the receive input from of all stakeholder groups. The team will evaluate the process for scoring all principles, incorporation of all stakeholder groups, and identify the greatest need based on the "lowest scored" areas are included in the school's overall plan. The team review the complete CNA tool, identify the root cause, and develop the three "fishbones" to evaluate the effectiveness of the process. Action plans will be developed based on the needs of the CNA. Monitoring and evaluating of the action plans will occur quarterly and the evidence of the progress will be evidence in staff & grade level meeting agendas and notes. (October 2021, December 2021, March 2022, & May 2022). Monitoring and evaluating of the CNA & IAP process will occur at the end of each semester and the evidence of progress will be documented in site leadership meeting agendas and notes (December 2021, May 2022).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

ESSA Evidence:

**AS** 1.1.10) Monitor & Evaluate Highly Applicable  
TI SW1

 **Details**

Action Step Description: The school administrator and Human Resources department will monitor and evaluate all teachers to ensure they meet highly applicable requirements. For teachers who do not meet these requirements, the principal and the HR Director will meet with the employee at the end of each quarter to measure progress on meeting the action steps within the plan. Evidence of

progress on the plan will be noted within the CAP template. Monitoring and evaluating of CAPs will occur quarterly (October 2021, December 2021, March 2022, May 2022).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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

## **P** 2) Principle 2 - Effective Teachers and Instruction

### **Details**

**Primary Need:** Teachers will plan rigorous instruction aligned to the AzCCR standards that meets the academic, behavioral, an social emotional leaning needs of all learners. Teachers will utilize data to monitor students' progress and make adjustments to their instruction.


**Root Cause:** \*Provide increased rigor (DOK levels of 2 and 3) \*How to provide differentiated instruction to the diverse learners \*Utilize assessment data (aligned to the AzCCRS) to monitor and adjust instruction \*To continue to demonstrate understanding of the skills and subskills needed to show understanding of AzCCR standards \*To continue to provide structured social emotional learning opportunities throughout the school day

**Needs Statement:** To ensure increased student academic achievement, teachers will plan rigorous instruction aligned to the AzCCR standards that meets the academic, behavioral, an social emotional leaning needs of all learners. Teachers will utilize data to monitor students' progress and make adjustments to their instruction.

**Desired Outcomes:** To ensure increased student academic achievement, teachers will plan rigorous instruction aligned to the AzCCR standards that meets the academic, behavioral, an social emotional leaning needs of all learners. Teachers will utilize data to monitor students' progress and make adjustments to their instruction

**SMART Goal:** By October 30 2021, teachers will receive professional development for providing differentiated instruction to meet the diverse learners in their classroom. Teachers will continue to utilize a framework to review and analyze data to monitor and adjust instruction to support the learning of all students. Monitoring and evaluating will occur October 30, 2021, December 2021, March 2022, & May 2022 via grade level meeting notes & daily lesson plans)


## **S** 2.1) Strategy 2.1

 **Details**

Strategy Description: Our primary goal at Tuscano Elementary is to increase student academic achievement by ensuring teachers and other staff participate in ongoing professional development opportunities by increasing their content knowledge in English Language Arts and Mathematics as well as to implement effective instructional strategies. In grade level teams, teachers will utilize a variety of assessment data to identify areas of strength and areas for improvement. Teachers will also determine class and individual students' strengths and areas for growth by identifying standards mastered, identifying students needing additional interventions through the RTI model. Based on our CNA, principal 2 is an area that we have identified as an area of improvement is to ensure teachers implement evidenced base, rigorous, and relevant instruction.

**AS** 2.1.1) Continuous Professional Development

TI SW1  
TSI

 **Details**

Action Step Description: Teachers will participate in ongoing professional development by participating in trainings on a bi-weekly, monthly and quarterly basis as needed based on teacher need and informal and formal observations. Training will be provided by Tuscano lead teachers, district staff, and outside consultants.


Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.2) DIBELS Training

State Improvement  
TI SW1

 **Details**



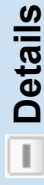
Action Step Description: A DIBELS 8th qualified trainer will conduct training on all DIBELS 8th measures to ensure accurate administration of the assessment and progress monitoring to ensure inter-rater reliability.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.3) Literacy Leads  
TI SW1



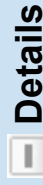
Action Step Description: Literacy leads will be trained in best instructional ELA practices. Literacy Leads will then conduct professional development to all teaching staff and will support teachers with the implementation of these strategies in their classrooms.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.4) LETRS Training  
State Improvement  
TI SW1



Action Step Description: Teachers will be trained in the most recent scientifically based reading strategies. Teachers will receive professional development in the identifying students' deficient skills and in providing support to teachers to fill these gaps to improve students overall reading abilities.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.5) Math Consultant  
State Improvement  
TI SW1

**Details**

Action Step Description: Teachers will receive professional development via a Math consultant to increase their conceptual understanding of the math standards. They will increase their knowledge of best practices in math and will align these practices to the newly adopted math curriculum. Admin will review lesson plans and participate in grade level meetings to ensure effective implementation of instructional strategies. Through informal and formal observations, admin will provide feedback of the implementation of these instructional strategies.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.6) InTo Math  
State Improvement  
TI SW1

**Details**

Action Step Description: All K-5 staff will receive professional development training of math curriculum to ensure fidelity to the program and effective implementation of the program.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.7) Math Leads  
TI SW1

**Details**

Action Step Description: Math leads will receive professional development of the InTo math curriculum including best practices to support all learners. Math leads will conduct professional development to all staff to support the implementation of the math curriculum by observing in classrooms and providing feedback.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.8) Differentiated Instruction to support all learners

TI SW1  
TSI

**Details**

Action Step Description: Teachers will receive professional development in how to provide differentiated instruction by designing whole class lessons to effectively support the diverse learners in the classroom.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.1.9) Monitor & Evaluate Professional Development

TI SW1

**Details**

Action Step Description: Tuscano site leadership team will monitor and evaluate the professional development and the implementation of professional development strategies as they relate to increasing effective instruction and academic achievement in ELA and Math. This will be monitored and evaluated through professional development training feedback, grade level meeting agendas & notes, and grade level data trends from informal/formal classrooms observations of implementation of instructional strategies. Monitoring and evaluating of Professional Development plan will occur quarterly during Site leadership meeting agendas and notes (October 2021, December 2021, March 2022, May 2022).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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

**S** 2.2) Strategy 2.2

**Details**

Strategy Description: Intervention programs will be provided to all students based on students' needs. Interventions in both reading and math will be a primary focus throughout the school year both during the school day as well as during after school and intersessions

**AS** 2.2.1) Child Study Team

TI SW1

**Details**

Action Step Description: Tuscano staff will work within the CST model to identify students with challenges academic, behaviorally, or socially through diagnostic screeners, observations, and assessments to provide interventions to students needing additional support.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)  
Timeline: 7/27/2021 to 6/30/2022

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** 2.2.2) Math Interventions  
State Improvement  
TI SW1  
TSI



Action Step Description: All 3rd-5th grade classrooms will provide 40 minutes of math intervention three times per week on rotating basis. Special Area teachers and classified instructional assistants are assigned to a 3rd-5th grade teacher to assist with working with small groups of students to provide additional instruction on previously learned concepts or to pre-teach a particular skill.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)  
Timeline: 7/27/2021 to 6/30/2022

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** 2.2.3) Reading Eggs Program  
TI SW1



Action Step Description: Identified K-1 students will utilize the Reading Eggs program to increase their early reading literacy skills.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

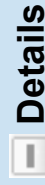
Timeline: 7/27/2021 to 6/30/2022

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** 2.2.4) Reading Interventionist (classified)

Title I LEA

TI SW1



Action Step Description: Tuscano will utilize funding to hire 2 paraprofessionals, working under the supervision of the reading interventionist, to provide reading interventions to homogeneous grouped students. Students are identified based on assessments and diagnostic screeners This position would work with K-5 students five days per week for 7 hours per day. Salary, benefits and medical will be paid out of Title 1.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.2.5) Transportation for After School Programs

21CCLCCONT2

TI SW1



Action Step Description: Transportation will be provided for students participating in the after school program.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

ESSA Evidence:

**AS** 2.2.6) Reading Interventionist (Certified)

Title I LEA

State Improvement

TI SW1

TSI

**Details**

Action Step Description: The reading interventionist will provide instructional support to targeted students in a pull out model. The interventionists will provide PD to staff as needed. Salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.2.7) Monitor & Evaluate Instructional Support for All Students

TI SW1

**Details**

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the instructional supports provided to all students to include our school's Response to Intervention system, the Child Study Team process, and effective planning for instruction using teaching best practices (i.e. academic vocabulary, mathematical practices, Essential Elements of Instruction, etc.). The team will review a variety of data (pre-/post benchmark data, progress monitoring data, etc.) to monitor effective of intervention programs, training agendas for all staff regarding the RTI model of instruction, the CST agendas and staff handouts, and sample lesson plans from K-5th grades. Monitoring and evaluating of the overall school's instructional program will occur during leadership meetings and child student team meetings as documented by meeting agendas and notes and will occur at the end of each quarter (October 2021, December 2021, March 2022, and May 2022)

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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

**S** 2.3) Strategy 2.3

**Details**

Strategy Description: All certified teachers will be required to develop weekly lesson plans. Teachers will utilize the district curriculum maps, AzCCR standards, and district adopted curriculum to plan their lessons. Each teacher will have a planbookedu account and will submit their lesson plans by Monday at 8:00 a.m

**AS** 2.3.1) Plan & Implement Effective Lesson Plans

TI SW1

**Details**

Action Step Description: Teachers will utilize the AzCCRS, district curriculum maps, and district adopted curriculum to plan their daily lessons. Each teacher will have a planbookedu account and will submit their lesson plans for review by Monday @ 8:00. Admin will monitor lesson plans and provide feedback. Admin will also provide feedback based on informal and formal assessments.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 2.3.2) Monitor & Evaluate Planning & Implementation of Effective Lessons

TI SW1

**Details**



Action Step Description: Site leadership will review lesson plans and provide feedback to teachers biweekly as measured by lesson plan rubric. In addition, admin will conduct informal and formal observations to ensure implementation of instructional strategies from PD opportunities via the teacher's lessons plans as measured by walk through documentation. Monitoring and evaluating the implementation of effective lessons of all teachers will occur through biweekly grade level meeting agenda and notes, biweekly admin feedback of classroom walk-throughs and lesson plan feedback.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

ESSA Evidence:

### **P** 3) Principle 3 - Effective Organization of Time

#### **Details**

**Primary Need:** Site administration will ensure instructional time is maximized by organizing the master schedule (i.e. scheduled interventions for math and ELA, structured time for data discussions, etc.) as it aligns with school vision. We will also ensure professional contract day is structured to support professional learning for all teachers and staff.

**Root Cause:** \*Provide more opportunities for structured peer to peer observations and feedback \*More jobembedded PD opportunities \*Structured Social emotional learning opportunities scheduled during the school day \*Master schedule maximizes instructional time (structure extended time for data discussions within grade levels)

**Needs Statement:** To ensure effective organization of time, site administration will ensure instructional time is maximized by organizing the master schedule (i.e. scheduled interventions for math and ELA, structured time for data discussions, etc.) as it aligns with school vision. We will also ensure professional contract day is structured to support professional learning for all teachers and staff (i.e. peer to peer observations, differentiated PD for staff, etc.)

**Desired Outcomes:** To ensure effective organization of time, site administration will ensure instructional time is maximized by organizing the master schedule (i.e. scheduled interventions for math and ELA, structured time for data discussions, etc.) as it aligns with school vision. We will also ensure professional contract day is structured to support professional learning for all teachers and staff (i.e. peer to peer observations, differentiated PD for staff, etc.)

SMART Goal: By August 31, 20201, the site leadership team will develop a professional development schedule (i.e. to include job-embedded PD opportunities, Thursday PD schedule, and structured peer to peer observations and feedback. By October 31, 2021, staff will receive professional development training to provide differentiated instruction to meet the diverse learners in their classroom

### 5 3.1) Strategy 3.1

#### Details

Strategy Description: The site leadership team has developed a master schedule that will maximize the instructional time focusing on increasing instructional time for math and reading. The master schedule has also incorporated common time for grade levels to meet to review grade level data, to monitor student growth and plan meaningful and rigorous lessons.

#### AS 3.1.1) Daily Common Planning Time

TI SW1  
TSI

#### Details

Action Step Description: Teachers will have common planning time on a daily basis. This time will be used for grade levels to meet to review grade level data, to monitor student growth and plan meaningful and rigorous lessons

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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 3.1.2) Early Release Thursday

TI SW1

#### Details

Action Step Description: Early release Thursdays will be used for professional development training, instructional planning and data review

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.1.3) District Horizontal Articulation Meetings

TI SW1

**Details**

Action Step Description: Teachers will participate in monthly articulation meetings to discuss effective teaching strategies and curriculum resources.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.1.4) Monitor & Evaluate Effective Organization of Time

TI SW1

**Details**

Action Step Description: Site leadership team will meet and review effective organization of time through the 'Master Schedule' to ensure teams are maximizing instructional time during common planning times, early release Thursdays, and district articulation meetings which will result in increased achievement in ELA and math this will be monitored through meeting agendas and meeting notes. Admin will also will conduct informal and formal observations to provide feedback and to ensure grade levels are maximizing the instructional minutes as designated in the master schedule.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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

**S** 3.2) Strategy 3.2

**Details**

Strategy Description: Students in grades 1st-5th grades will have opportunities to participate in both academic and enrichment activities during the summer, intersession, as well as after school. The focus of the programming is to extend the academic learning that occurs throughout the school year.

**AS** 3.2.1) After School Tutoring

TI SW1  
TSI

**Details**

Action Step Description: Students in grades 1-5 will be selected to participate in after school tutoring based on academic performance. Students will participate in tutoring 3 times per week for a 75 minute session in ELA and Math

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.2.2) After School Enrichment

TI SW1

**Details**

Action Step Description: Students in grades 3-5 will have the opportunity to participate in after school enrichment. Students attending after school tutoring for academic support will have priority to participate in enrichment clubs one day per week for a 75- minute session. Students will participate

programs such as: Journalism, Art, Technology club, STEM Club, Special Olympic, Math Enrichment, Choir, etc

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.2.3) Jump Start Summer Program  
TI SW1

**Details**

Action Step Description: Students will be selected based on academic needs to participate in a summer program "Jump Start" for incoming 2nd - 5th grade students. Students will focus on ELA and math to give them a jump start on the upcoming school year's grade level academic standards.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.2.4) After School ELD Tutoring  
Title III LEP  
TI SW1

**Details**

Action Step Description: Students in grades 1-5 that are in ELD sections will have the opportunity to participate in after school tutoring. Students will be selected based on academic performance and participate three times per week for a 75-minute session.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.2.5) Spring A2M2 Intersession  
21CCLCCONT2  
TI SW1

**Details**

Action Step Description: Students in 3rd grade - 5th grade will be selected based on academic performance to participate in an intersession A2M2 test prep boot camp. Students will participate for three days from 8:00-12:00 each day. Students will work in small groups to prepare for the upcoming A2M2 state assessment.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)  
Timeline: 7/27/2021 to 6/30/2022

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** 3.2.6) Math Interventions  
State Improvement  
TI SW1  
TSI

**Details**

Action Step Description: All 3rd-5th grade classrooms will provide 40 minutes of math intervention three times per week on rotating basis. Special Area teachers and classified instructional assistants are assigned to a 3rd-5th grade teacher to assist with working with small groups of students to provide additional instruction on previously learned concepts or to preteach a particular skill.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)  
Timeline: 7/27/2021 to 6/30/2022

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** 3.2.7) Monitor & Evaluate Instructional Support for All Students  
TI SW1

**Details**

Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the instructional supports provided to all students during after school tutoring and enrichment programming, intersessions, and summer school. The team will review a variety of data (pre-/post benchmark data, progress monitoring data, etc.) to monitor effective of support programs, training agendas for all staff regarding the program agendas & notes and staff handouts, and sample lesson plans from after school programming, intersession, and summer programming. Monitoring and evaluating of the overall school's instructional program will occur during leadership meetings as documented by meeting agendas and notes and will occur at the end of each quarter (October 2021, December 2021, March 2022, and May 2022).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.2.8) Kindergarten Enrichment Teachers

Title I LEA  
TI SW1

**Details**

Action Step Description: FESD will hire 4 applicably certified teachers to provide daily half day afternoon kindergarten enrichment. Salary and related benefits to be paid out of Title 1.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 3.2.9) Monitor & Evaluate Kindergarten teachers

TI SW1

**Details**

Action Step Description: The site admin team will monitor 5 applicably certified Kinder teachers as they provide daily half day afternoon kindergarten enrichment opportunities to all students. Evidence will be documented through grade level meeting agendas and notes bi-weekly, through feedback weekly lessons plans, and weekly informal walk throughs. Monitoring and evaluating of enrichment opportunities provided to all Kindergarten students will occur monthly during grade level meetings.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

ESSA Evidence:

**P** 4) Principle 4 - Effective Curriculum

**Details**

Primary Need: Implement district adopted curriculum with fidelity, providing professional development to support effective implementation, and ensuring systematic monitoring of program effectiveness

Root Cause: \*Lack of training to fully implement newly adopted curriculum \*Sufficient copies for each student to have their own textbooks \*Differentiated instruction - Utilizing curriculum to meet the needs of all learners (documented in lesson plans) \*Increased levels of rigor (move towards more DOK levels 2-3)

Needs Statement: To ensure increased students' academic achievement, site leadership will ensure district adopted curriculum is implemented with fidelity, will provide professional development to support teachers implementation of curriculum, and will systematically monitor program effectiveness. Teachers' lesson plans will reflect increased rigor and differentiated instruction opportunities to meet the needs of all the learners in their classroom

Desired Outcomes: To ensure increased students' academic achievement, site leadership will ensure district adopted curriculum is implemented with fidelity, will provide professional development to support teachers



implementation of curriculum, and will systematically monitor program effectiveness. Teachers' lesson plans will reflect increased rigor and differentiated instruction opportunities to meet the needs of all the learners in their classroom

**SMART Goal:** By August 31, 2021, the site leadership team will develop a professional development schedule (i.e. to include job-embedded PD opportunities, Thursday PD schedule, and structured peer to peer observations and feedback). By December 18, 2021, our site leadership team will provide a framework to monitor, review and evaluate, the effectiveness of district adopted curriculum.

**S** 4.1) Strategy 4.1

**Details**

**Strategy Description:** Teachers will utilize the AzCCR standards, district created curriculum maps, and curriculum to assist them in planning and guiding their daily instruction. Teachers will utilize the district adopted curriculum on a daily basis with fidelity. Each grade level team will develop grade level pacing guides to monitor and assess the standards being taught each quarter. Teachers will monitor students' progress to ensure student academic growth.

**AS** 4.1.1) Scientifically Researched Based Curriculum  
TI SW1

**Details**

**Action Step Description:** Teachers will fully implement all SRBC district adopted curriculum. Curriculum adoptions will occur as needed following district policies, procedures and guidelines.

**Person Responsible for this Action Step:** Rebecca Osorio (Organization Role: Principal)

**Timeline:** 7/27/2021 to 6/30/2022

**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** 4.1.2) District Curriculum Maps

TI SW1

**Details**

Action Step Description: Teachers district wide meet annually to update and revise our district curriculum maps in each of the content areas. Each grade level team utilizes the maps to assist with creating a pacing calendar the planning and implementation of their daily lessons.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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

#### 5 4.2) Strategy 4.2

##### Details

Strategy Description: Teachers have identified gaps within the curriculum. Supplemental resources will enrich and support the curriculum to meet the needs of all students including all sub groups.

#### AS 4.2.1) District Math Booklets TI SW1

##### Details

Action Step Description: Math Leads have created supplemental math booklets based on the district curriculum maps. Each 1st grade-5th grade student will receive a new math booklet each quarter to be used to supplement our district math curriculum.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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) School-wide Academic Vocabulary TI SW1

**Details**

Action Step Description: Tuscano Elementary will focus on the implementation of high utility academic words for all K-5 students by providing the definition, use of the words in a sentence, and by recognizing students who know the words and/or can use it in a sentence. By improving their word consciousness, this will have a positive impact on their reading comprehension.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 4.2.3 Interventions Programs & Resources

TI SW1

TSI

**Details**

Action Step Description: Students needing academic support, as determined by the data, will be provided with additional support through a variety of programs and resources to address the students' academic gaps (Funemics, SIPPS, Heggerty Phonemic Awareness curriculum, Read Naturally, 95% Group, etc.)

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 4.2.4) ELD Supplemental Materials & Resources

TI SW1

**Details**

Action Step Description: ELD teachers will be provide with materials such as letter tiles for word building, magnetic response boards, phonemic awareness stamps, vocabulary cards etc. to assist them with manipulatives & visual aides to enrich their students' learning opportunities.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 4.2.5) Students with disabilities support materials & resources

TI SW1  
TSI

**Details**

Action Step Description: Teachers will utilize supplemental materials & resources to support the needs of students with disabilities, including but not limited to Wonder Works, Into Math, AZ-MERIT ELA & Math Coach books, and other research-based supplemental resources to assist them improving their academic skills and assist them with accessing the general curriculum.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

ESSA Evidence:

**AS** 4.2.6) Supplemental reading & math resources & supplies

Title I LEA  
TI SW1

**Details**

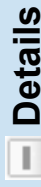
Action Step Description: Supplemental reading supplies such as SIPPS, Coach Performance Books and math manipulatives will be purchased to support the curriculum to meet the needs of the students needing extra support including all sub groups.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 4.2.7) HeLP - High educational Leverage Practice to support Wonders Reading program  
State Improvement  
TI SW1



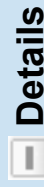
Action Step Description: K-2 Teachers will utilize HeLP instructional routines to teach early reading skills (phonemic awareness, phonics) to mastery.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 4.2.8) Monitor & Evaluate Instructional Support for All Students  
TI SW1



Action Step Description: The site leadership team will monitor and evaluate the effectiveness of the instructional supports provided to all students during the school day. The team will review a variety of data (pre-/post benchmark data, progress monitoring data, etc.) to monitor effective of support programs, training agendas for all staff regarding the program agendas & notes and staff handouts, and sample lesson plans from K-5 grades. This will include monitoring our ELD and students with disabilities sub groups to ensure they are making adequate progress. Monitoring and evaluating of the overall school's instructional program will occur during leadership meetings as documented by meeting agendas and notes and will occur at the end of each quarter (October 2021, December 2021, March 2022, and May 2022).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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

**P** 5) Principle 5 - Conditions, Climate & Culture

**[-]** **Details**

**Primary Need:** To support all students' social emotional learning by providing students with self-regulation skills and by having a school-wide approach for meeting the needs of our students.

**Root Cause:** \*Students lack social emotional learning skills caused students to miss valuable instructional time (i.e. buddy room, office referral, etc.) to support students in regulating their emotions and problem solving skills.  
\*Protected time within the school day to ensure SEL skills are being taught \*Staff lacks skills to support students' social emotional development

**Needs Statement:** To support all students' social emotional learning by providing students with self-regulation skills and by having a school-wide approach for meeting the needs of our students.

**Desired Outcomes:** To support all students' social emotional learning by providing students with self-regulation skills and by having a school-wide approach for meeting the needs of our students.

**SMART Goal:** By October 31, 2021, Tuscano leadership will develop a comprehensive plan to support all students' social emotional learning.

**S** 5.1) Strategy 5.1

**[-]** **Details**

**Strategy Description:** Our site leadership team reviewed our school conditions, climate, and culture data to identify strengths and areas for improvement. Our school climate committee focuses specifically on promoting a safe and nurturing learning environment by focusing on student discipline and safety, student recognition and staff incentives through the school year.

**AS** 5.1.1) Student Recognition  
TI SW1

**[-]** **Details**

Action Step Description: Students are recognized in a variety of ways throughout the school year through monthly student of the month assemblies, quarterly awards, kids at hope assemblies, PBIS tag by a jag tickets, student raffles, etc

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 5.1.2) HUG Buddies  
TI SW1



Action Step Description: Tuscano staff will mentor a child that needs a caring adult to check in with him/her at least one time a week. Homeroom teachers recommend students that would benefit from this type of support. Students are paired with a supportive caring adult.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 5.1.3) Social Emotional Development Support

TI SW1  
TSI



Action Step Description: All staff will receive professional development to support our students' social emotional development by assisting students recognize their emotions and to assist with self-regulation strategies to reduce number of office discipline referrals.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 5.1.4) Certified Counselor

TI SW1  
TSI

**Details**

Action Step Description: Utilize a certified counselor to assist with a school wide implementation of supports for supporting the students' social emotional needs (i.e. pre-/post SEL survey for staff, parents and students, provide small groups or individual support to students, providing teachers with specific strategies for assisting students for school-wide focus of skills, etc.).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 5.1.5) Review of Student Behaviors & Strategies

State Improvement  
TSI

**Details**

Action Step Description: Teachers will meet with school counselor and Social Emotional Support Leads to monitor students' use of behavior strategies and to determine effectiveness at reducing loss of students' instructional time. Teachers will monitor students' use of strategies and make adjustments based on the students' needs.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 6/1/2021 to 6/1/2021



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** 5.1.6) Monitor & Evaluate School Climate & Culture

TI SW1

**Details**

Action Step Description: Our site leadership team will monitor our school climate, conditions, and culture by reviewing through pre/post survey given to staff, students, and parents to determine areas of strength and growth to create quarterly action plans. Action plans to include school-wide implementation of social emotional learning program and use of school counselor to support small groups of students. Action plans will be monitored quarterly. Evidence will be documented through pre/post survey data trends, monthly site leadership agenda and meeting notes, and review of action plans. Site leadership team will also monitor school safety concerns during the monthly leadership meetings. Evidence will be documented by monthly site leadership agenda and meeting notes.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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

**P** 6) Principle 6 - Family and Community Engagement

**Details**

Primary Need: To increase out family and community participation. We also strive to provide community resources for families.

Root Cause: \*While we offer a variety of opportunities for families to engage in, we need to increase parent participation. \*Lack of community resources available to families to support the emotional, social and academic, needs of the families \*Provide additional opportunities for share IAP

Needs Statement: To increase our family and community participation in school events and to provide community resources for families

Desired Outcomes: To increase our family and community participation in school events and to provide community resources for families

SMART Goal: By October 31, 2021, Tuscano site leadership will develop a plan to increase family and community participation. By December 18, 2021, Tuscano site leadership will develop a plan to expand our community partnerships to support families.

**S** 6.1) Strategy 6.1

**[-]** **Details**

Strategy Description: Our goal is to increase parental involvement with our families and school community which has a positive correlation to academic achievement. We continually provide opportunities for our families to actively engage in workshops, academic events such as APTT (Academic Parent Teacher Teams), Science Fair, Math Family Night, adult ESL classes, and fun family events (Fall Carnival, movie night, etc.).

**AS** 6.1.1) Tuscano PTO  
TI SW1

**[-]** **Details**

Action Step Description: Tuscano PTO is a parent and teacher organization that provide opportunity for parents to further engage in a variety of experiences. The PTO meets on a monthly basis or as needed to discuss parent workshops, fundraising, family events, etc. IAP progress is shared at these events.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 6.1.2) ELL Parent Engagement Meetings

TI SW1

**Details**

Action Step Description: Tuscano teachers will provide parents with activities to help support their children in mastering the English language in the areas of listening & speaking, grammar, vocabulary, writing, and reading.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

ESSA Evidence:

**AS** 6.1.3 Academic Parent Teacher Teams  
State Improvement

TI SW1

TSI

**Details**

Action Step Description: Tuscano will provide three APTT (Academic Parent Teacher Teams) parent events in which the homeroom teachers share the students' present levels based and grade level goals on academic data. With the teachers support, parents make goals and utilize instructional activities to support their child's academic progress at home. Through this collaborative effort, we can work together to improve the students' academic growth.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/27/2021 to 6/30/2022

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** 6.1.4 ESL Classes for Parents

21CCLCCONT2

TI SW1

**Details**

Action Step Description: Tuscano will provide classes for parents to improve their speaking, reading and writing skills in English.

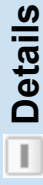
Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.5) ELL Parent Engagement Meeting

Title III LEP  
TI SW1



Action Step Description: Tuscano teachers will provide parents with activities to help support their children in mastering the English language in the areas of listening & speaking, grammar, vocabulary, writing, and reading.

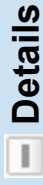
Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.6) FESD Truancy Program

TI SW1



Action Step Description: FESD administrators will work alongside parents and students to minimize truancy issues at our school. We will proactively meet with families to discuss the importance of attending school regularly. We will conduct informational meetings, providing attendance letters, hold individual parent meetings and if necessary hold truancy hearings and issue citations.

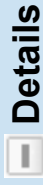
Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.7) Transition Support Programs

TI SW1



**Details**

Action Step Description: Transition programs for preschoolers moving into kindergarten and students moving from 5th grade to middle school will be provided to students and their families to allow for a smooth transition.

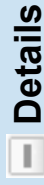
Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.8) Child care opportunities

TI SW1



**Details**

Action Step Description: To provide child care for our families to allow our parents to attend important school events.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.9) Translation  
TI SW1

**Details**

Action Step Description: We will provide translating services for parenting events (PTO meetings, APTT meetings, etc.) so that these events are inclusive and encourage parent participation.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.10) Annual Title I Parent Meetings  
TI SW1

**Details**

Action Step Description: The school will host an annual Title 1 meeting 1st and 4th quarter to discuss the goals and plans for both the school and district IAPs. During the meeting parents will be asked for their input on the parent/school policy, parent/school/teacher compact and parent activities.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.11) Student Agendas--Parent Communication  
TI SW1

**Details**

Action Step Description: Student agenda books will be purchased to facilitate daily on-going communication between the school, teacher and home. In addition the school will provide updates via newsletters, school webpage, ClassDojo and notices.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.1.12) Monitor & Evaluate Family & Community Engagement

TI SW1

**Details**

Action Step Description: After providing a variety of family and community engagement opportunities such as PTO meetings, APTT meetings and ESL adult classes, our site leadership team will monitor & evaluate the parent engagement opportunities to ensure the needs of our community are being met. This will be monitored by administering & reviewing pre-/post surveys, feedback surveys of engagement opportunities provided, and by comparing current year participation to previous year's participation. Additional supports to increase families and community engagement is to provide childcare for parent meetings and to translate meetings into Spanish. Student agenda are provided to all 2nd-5th grade students to increase school to home and home to school communication. Monitoring and evaluating our family and community engagement opportunities will occur at the end of each quarter and the evidence of progress will be documented in site leadership meeting agendas and notes, parent surveys and feedback from engagement opportunities (October 2021, December 2021, March 2022, May 2022)

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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

**S** 6.2) Strategy 6.2

**Details**

Strategy Description: Tuscano will continue to build upon our community and local business partnerships

**AS** 6.2.1) Target  
TI SW1

**Details**

Action Step Description: Target employees support our field day and Read Across America. They provide donations of water and granola bars to every student. They also send volunteers to assist students at different rotations during field day. Target also donates backpacks filled with school supplies to our students. During Read Across America, target employees volunteer to read to our students.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.2.2) On Trac  
TI SW1

**Details**

Action Step Description: OnTrac Delivery collected and donated backpacks filled with school supplies. We were able to provide them to our students. Also to provide opportunities for the employees to participate in school events (Bike rodeo, water day, read across america, etc.) and to promote positive interactions with the students.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.2.3) Danzeisen Dairy

TI SW1

**Details**

Action Step Description: Danzeisen Dairy supports our staff by making a donation during Teacher Appreciation Week.

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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** 6.2.4) Monitor & Evaluate Community & Business Partnerships

TI SW1

**Details**

Action Step Description: Our site leadership team will increase community and business outreach efforts to meet the students and their families (i.e. to include social and health services). Monitoring and evaluating our family and community engagement partnerships will occur at the end of each quarter and the evidence of progress will be documented in site leadership meeting agendas and notes (October 2021, December 2021, March 2022, May 2022).

Person Responsible for this Action Step: Rebecca Osorio (Organization Role: Principal)

Timeline: 7/28/2021 to 6/30/2022

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