



Integrated Action Plan

Improvement Plan for L M Prince Elementary School

Principle 1: Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Strategy: Establish Collaborative Leadership Teams

Action Step: Site Council Team

A collaborative group of parents, community members, and teachers that work together to support school initiatives.

Action Step: School Improvement Leadership Team

School Improvement Leadership Team uses all available data to create a yearly plan for instruction that supports every student in meeting rigorous learning goals.

Action Step: Grade Level Teams

The principal meets weekly with each grade level team to analyze and discuss student data, instructional strategies, and curriculum implementation.

Action Step: 301 Team

A collaborative team that supports the school-wide initiative of student growth in problem solving and writing.

Action Step: Prince Teacher Mentor Program

The Prince Mentor Program will provide professional instruction, support, resources, and relationships to new teachers at Prince Elementary School. The mentoring, feedback, and instructional support will be provided by Highly Effective teachers from Prince Elementary School. Teachers within their first three years of teaching at Prince will participate.

Principle 2: Effective Teachers and Instruction

Needs Statement: Based on data collected (surveys, AzMERIT, AZELLA, MAP, DIBELS, Teacher evaluations/feedback, etc...) the LEA determines key areas of critical need for ongoing, applicable professional development that can be sustained, job-embedded, and collaborative.

Desired Outcomes: Instruction will be well-planned to incorporate varied, research-based strategies based on data so students can excel holistically as well as academically. Schools and the LEA will see significant increases for all grade and content areas for each school in all content areas each year as measured by district and state assessments.

Strategy: Teacher Training

Action Step: Summer Grade Level Meetings

Each grade level will meet during off contract hours to review data from the previous year and make curriculum decisions to meet student needs.

Action Step: Professional Development

In order to improve teacher effectiveness, teachers will attend professional development on proven instructional strategies (e.g., Wilson Foundations, Zoophonics, Balanced Literacy, Waterford, etc.).

Action Step: Teaching Reading Effectively

All teachers will attend the 5 day Teaching Reading Effectively Training through the Arizona Department of Education. The course content includes current research and evidence based practices that are necessary for the development of the technical skills of reading along with academic vocabulary and deep comprehension. Important components of an effective comprehensive reading program designed to develop proficient readers, competent writers and critical thinkers are included in this material.

Strategy: High Quality Early Language and Literacy Classrooms

All teachers grades K-3 will participate in the Early Language and Literacy Classroom Observation Tool (ELLCO) in order to give an overall view of effective practice with an emphasis on language and literacy. Teachers will do a self-reflection of their literacy environment, will be observed and rated by the Instructional Coach, and will rate their literature activities. Teachers will look at strengths and weakness and set goals for growth. Each teacher will also participate in a post evaluation using the ELLCO to evaluate growth in the area of language and literacy in their classroom.

Principle 3: Effective Organization of Time

Needs Statement: The LEA is committed to ensuring effective organization of the time available to enhance high quality learning opportunities for all students. The LEA incorporates a collaborative approach to school operations which establishes well researched parameters for curriculum, assessment, instruction, professional development and general school business provides the necessary structure for school administrators and teachers to successfully do their work and for students to achieve at the highest levels.

Desired Outcomes: Close the achievement gap for students identified as not meeting the proficiency requirement. Increase all students participating in an academic intervention by at least 1.2-1.5 year's growth each year receiving intervention program. Increase all grade and content areas for each school in all content areas each year.

Strategy: Interventions for Struggling Students

The LEA will provide research based intervention strategies to maximize instructional time especially for all struggling students (EL, Special Education, Native American and low performing). Students will be identified to participate based on formative and summative data from the district (DIBELS, MAP, grades, etc...) and state assessments (AzMERIT, AZELLA, etc...) in order to close the achievement gap and provide additional and supplemental support for students identified as not meeting the proficiency requirements.

Action Step: Academic Interventionists

Supplemental academic intervention programs providing reading and math instruction during the school day with appropriately certified teachers.

Action Step: State Tutoring

Provide after school tutoring services using the Response to Intervention model using intervention and assessment strategies to identify skill gaps using formative and summative assessments and providing tutoring instruction to target, intervene, and remediate identified learning gaps with participating students.

Action Step: Full Day Kindergarten

Full-day kindergarten has proven to enhance academic achievement and decrease the achievement gap in succeeding years. Provide supplemental instruction time (extend time to full day from half day) for academically at-risk kindergarten students at Title I Elementary Schools with appropriately certified teachers. In the absence of these funds this full-day kindergarten program would be discontinued. No other Title I services were discontinued in order to fund these positions.

Action Step: Highly Qualified Paraprofessional

A highly qualified paraprofessional (Instructional Technology Specialist) will be hired to support classroom instruction especially as it relates to helping students acquire the skills necessary to take assessments on-line which are required by the State of Arizona. This paraprofessional is supervised directly by an appropriately certified Title I teacher.

Principle 4: Effective Curriculum

The LEA promotes a variety of well-rounded disciplines with an intentional design that provides equitable opportunities for the learner to increase their confidence in order to challenge and maximize their own academic achievement.

Strategy: 21st Century Curriculum***Action Step: Technology for Student Use***

Appropriate technology will be purchased to support effective curriculum needs, such as personalized instruction, and to replace aging computers and Smartboards. Anti-virus software will be purchased to protect devices.

Action Step: Curriculum Development

Highly qualified teachers will develop and implement curriculum to ensure all students have the knowledge to fully participate in the curriculum and ensuing assessments.

Strategy: Blended Learning Support Programs

Web-based personalized software for reading that supports individual student needs.

Action Step: Waterford

Waterford personalized reading software will be purchased to support the individual needs for all students in kindergarten and grade one.

Action Step: Imagine Learning

Web-based personalized reading software for reading that supports individual student needs for all student in grades two through five.

Strategy: Implementation and Training on Adopted Curriculum***Action Step: Everyday Math Training***

All teachers will receive annual training in Everyday Math 4.

Action Step: Reading Street Training

All teachers will receive annual training in the adopted reading curriculum materials, Reading Street.

Action Step: Training in Writing

All teachers will receive annual training in effective strategies for teaching writing.

Principle 5: Conditions, Climate, and Culture

In order for a school to run effectively and for student to be successful, the conditions, culture and climate of the school must meet the needs of all students.

Strategy: NEU and AVID Membership

AVID and NEU provide strategies and opportunities for students to engage in academic support that will prepare them for post-secondary education and increase academic achievement. The school commits to training teachers in the AVID strategies and NEU philosophy that will be implemented in all classes and subjects that have a practical application connection.

Strategy: Positive Behavior Intervention Strategies

Sanford Harmony, a research based program, will be implemented for the second consecutive year. Students will be held to high expectations for behavior and academics.

Strategy: Attendance Initiative

An initiative to increase the parents' and students' awareness of the importance of attendance and how it relates to student success in school is in its second year of implementation.

Principle 6: Family and Community Engagement

Based on identified need schools may provide personnel to serve as liaisons between families and the school. These liaisons will serve as parent/family/student contacts by planning, organizing and facilitating family/parent meetings, conferences with teachers and parent involvement activities. They assist families in obtaining necessary resources and assist in placement support and supplementary services as appropriate. The liaisons will track and assist with tardiness and truancy issues in order to work with community agencies to provide maximum support to the parents of students enrolled in the school.

Strategy: Social Worker

A social worker will be responsible for the Home-School Partnership Program. The social worker will support parent involvement, offer family support, and assist with academic intervention services with at-risk students.

Strategy: Family Engagement Activities

Action Step: Family Engagement Activities

Families will be given the opportunity to attend a variety of activities during the school year. Some of the activities include: Family Library Nights, STEM Night, PTO and Site Council, Parent Training.

Strategy: Parent Communication

Action Step: Parent Communication

Parents will receive weekly phone dialer messages that will address the importance of attendance, school activities, and other reminders. Parents will receive a monthly newsletter.