

**Fowler Elementary District (070445000) Public District - FY 2021 - Fowler Elementary School (070445101) Public School - School Integrated Action Plan (SIAP) - Rev 0**

**Plan Items**

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

**- Details**

Primary Need: Fowler leadership needs to implement a shared approach to maximize student achievement.

Root Cause: TBD

Needs Statement: Teacher leadership roles will be created at different grade levels and content areas.

Desired Outcomes: Teachers will be assigned grade level lead positions, math lead positions, and literacy Lead positions to help foster a shared leadership experience.

SMART Goal: Lead teachers will meet at least monthly with the administration team to coordinate school improvement efforts.

**S** 1.1) Strategy 1.1

**- Details**

Strategy Description: School leadership will be proactive in involving staff in the decision making process of the school. Teachers will be encouraged and compensated for leadership roles.

**AS** 1.1.1) School Leadership Improvement Team

TI SW1

**- Details**

Action Step Description: School leadership team will meet monthly and during the summer to develop and implement the IAP. The team will facilitate the completion of the CNA and communicate the plan to all stakeholders. The team will communicate the progress of the IAP to all staff quarterly. The team will review the status of the IAP with the school Site Council.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 1.1.2) Literacy and Math Lead Teachers

TI SW1

**Details**

Action Step Description: Teachers will perform key roles as literacy and math leads. They will attend professional development in the areas of reading, writing, and math. The literacy and math leads will provide professional development to staff members on research based best practices in the areas of reading, writing, and math.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 1.1.3) District Wide Articulation Committees

TI SW1

**Details**

Action Step Description: All teachers will meet quarterly as a horizontal articulation team. They will discuss current instructional practices and support each others needs.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/21/2021

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** 1.1.4) School Site Council  
TI SW1

**- Details**

Action Step Description: The School Site Council will be comprised of the school principal, classified and certified staff, and parents. The Site Council will work on various aspects of the school.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 1.1.5) ELD Team Quarterly Meetings  
ELL

**- Details**

Action Step Description: School level ELD teams will meet quarterly (outside of their contract time) to review data on their ELL students to determine progress made and next steps in instruction in order to increase the progress of our ELL students.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 7/1/2020 to 6/30/2021

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** 1.1.6) Monitor/Evaluate  
TI SW1

**- Details**

Action Step Description: The teams in Principle 1 will meet on a regularly scheduled time frame. Teams will review the actions and goals in the IAP to provide feedback and make sure it is being followed with fidelity. Stakeholders will sign agendas to gather required documentation.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 6/18/2020 to 5/26/2021

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

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

**- Details**

Primary Need: The percent of students as measured on reading accuracy using DIBELS 8 end of the year assessment in grades 1-5 is below the district average.

Root Cause: - adopted curriculum lacks phonics and multi-syllabic word reading instruction -teachers not sure how to teach skills -daily practice routines not in place

Needs Statement: Teachers need to increase the percent of students in the strategic/core range as measured on the reading accuracy DIBELS end of year assessment.

Desired Outcomes: Fowler needs to increase the percent of students at strategic/core as measured on the reading accuracy measure in DIBELS by providing daily systematic instruction in phonics and multi-syllabic word reading.

SMART Goal: The percent of students at strategic/core will increase from X% to X% as measured on the DIBELS end of the year benchmark using 2019 and 2021 scores. \*There is not 2020 data due to the covid19 school closure.

**S** 2.1) Strategy 2.1

**- Details**

Strategy Description: Daily Intervention programs in Reading and Math.

**AS** 2.1.1) Pull-out Reading Interventions- Tier II, III

TI SW1

**- Details**



Action Step Description: Pull out small group reading interventions provided to students identified as needing extra interventions. Data based decisions from DIBELS, SIPPS Screeners, Core Assessments, District Benchmark Assessments, and Spelling Screeners. The Reading Interventionist, Special Area Teachers, and Highly Qualified Instructional Assistants will use supplemental intervention programs to differentiate instruction for students identified as needing more intensive instruction.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 2.1.2) Reading Interventionist

Title I LEA

TI SW1

##### **Details**

Action Step Description: A reading interventionist position will be used to provide professional development to teachers and staff. The Reading Interventionist will also provide specifically designed small group instruction to targeted students. The reading interventionist will also support and supervise the reading interventions instructional assistant. Salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 4/9/2020 to 5/27/2021

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** 2.1.3) Math Interventionist

Title I LEA

TI SW1



 **Details**

Action Step Description: A math interventionist position will be used to provide specifically designed small group instruction to targeted students. Salary and related benefits will be paid out of Title 1.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 7/28/2020 to 5/27/2021

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

 2.2) Strategy 2.2

 **Details**

Strategy Description: Staff will participate in professional development Staff will be provided varied, ongoing, appropriate professional development.

 2.2.1) Kagan Cooperative Learning  
TI SW1


 **Details**

Action Step Description: Kagan Cooperative Learning will provide all day training to certified staff in the area of cooperative learning to increase student engagement in all subjects.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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

 2.2.2) District Literacy and Math Lead Professional Development  
TI SW1

 **Details**



Action Step Description: Literacy and math lead teachers will provide professional development to certified and classified staff in the areas of Reading, Writing, and Math. The School Reading Interventionist will provide LETRS PD to certified and classified staff.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 2.2.3) Outside Literacy Consultant

TI SW1

**Details**

Action Step Description: Fowler school will use an outside Literacy Consultant to plan and implement professional development to certified and classified staff in the area of Literacy. The consultant will present professional development, model lessons, and complete observations with administrators.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 2.2.4) Outside Math Consultant

TI SW1

**Details**

Action Step Description: Fowler school will use an outside Math Consultant to plan and implement professional development to certified and classified staff (4th and 5th grade) in the area of Math. The consultant will present professional development, model lessons, and complete observations with administrators.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)



Timeline: 3/10/2020 to 5/27/2021

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

## § 2.3) Strategy 2.3

### [-] Details

Strategy Description: Applicably Certified Teachers- Principals will work with the HR Department to develop procedures to ensure that teachers are applicably certified equitably distributed.

### AS 2.3.1) Monitoring Non-Applicably Certified Teachers

TI SW1

#### [-] Details

Action Step Description: The HR department will meet with principals and develop a corrective action plan (CAP) with set timelines for staff members that are no considered Title I applicably certified.

Person Responsible for this Action Step: Mathew Camacho (Organization Role: Certified Staff Coordinator)

Timeline: 3/10/2020 to 10/1/2020

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) Four Week Letter Notification

TI SW1

#### [-] Details

Action Step Description: School Sites that have Title I non applicably certified staff will send a 4 week parent notification home with students indicating that the teacher does not currently meet the requirements as a Title I qualified professional.



Person Responsible for this Action Step: Mathew Camacho (Organization Role: Certified Staff Coordinator)

Timeline: 3/10/2020 to 9/30/2020

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

## § 2.4) Strategy 2.4

### [-] Details

Strategy Description: Summer Teacher Planning- Teachers will be paid for summer team planning.

### AS 2.4.1) School Leadership Improvement Team

TI SW1

#### [-] Details

Action Step Description: Leadership teachers will meet during the summer to analyze student data and plan instruction for the upcoming school year. They will analyze and review the school IAP.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 6/30/2021

ESSA Evidence:

### AS 2.4.2) ELD Teacher Summer Planning

Title III LEP

TI SW1

#### [-] Details

Action Step Description: SEI Teachers designated to an ELD classroom will be paid for planning time over the summer. Teachers will analyze data and plan instruction based on the ELP State Standards.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 7/1/2020 to 6/30/2021

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

## **S** 2.5) Strategy 2.5

### **- Details**

Strategy Description: Fowler will offer a full day kindergarten program to families free of charge.

### **AS** 2.5.1) Three Kindergarten Enrichment Teachers

Title I LEA

TI SW1

#### **- Details**

Action Step Description: Fowler will have three half time, highly qualified kindergarten teachers to provide enrichment to students in the afternoon. All students will be eligible for free full-day kindergarten. Teacher positions (salary and related benefits) will be funded by Title I.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 7/28/2020 to 5/27/2021

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

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

### **- Details**

Primary Need: Are opportunities provided for peer to peer observation and feedback and other collaboration?

Root Cause: -No formal schedule in place -no plan on who will cover classes -what will teachers look for?

Needs Statement: Fowler teachers need a clear peer to peer observation cycle to allow for continued professional development.

Desired Outcomes: Fowler will provide teachers with a clear peere observation plan/cycle that will allow for continued professional development.



SMART Goal: Each teacher will complete a minimum of one peer observation during the 2020-2021 school year using a observation feedback form.

**S** 3.1) Strategy 3.1

**- Details**

Strategy Description: Common Planning Time for Teachers

**AS** 3.1.1) Daily common planning time

TI SW1

**- Details**

Action Step Description: Teachers will have common planning time every day. The special area schedule is designed to provide time for team planning and data discussions. Teachers will create a grade level plan of action that addresses the current instructional needs of students.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 7/28/2020 to 5/27/2021

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

**S** 3.2) Strategy 3.2

**- Details**

Strategy Description: Extended Learning Opportunities: Teachers will have common planning time every day. The special area schedule is designed to provide time for team planning and data discussions. Teachers will create a grade level plan of action that addresses the current instructional needs of students.

**AS** 3.2.1) After School Tutoring

TI SW1

**- Details**

Action Step Description: Teachers will use a variety of data points to identify students to participate in after school tutoring in the areas of reading and math in grades 2-5.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 4/2/2021

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** 3.2.2) After School Tutoring for ELD Students

Title III LEP

**- Details**

Action Step Description: Teachers will use a variety of data points to identify students identified as English Language Learners to participate in after school tutoring in the areas of reading and math in grades 2-5. Students will be instructed by SEI certified teachers.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 4/2/2021

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** 3.2.3) Monitor/evaluate

TI SW1

**- Details**

Action Step Description: Extended learning opportunists will be evaluated on a quarterly basis. Student data will be analyzed by the leadership team to evaluate the effectiveness of the program. The Principal and Assistant Principal will conduct informal observations during extended learning opportunities and share the data with the leadership team. Agendas and signatures will be kept for documentation.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)



Timeline: 9/7/2020 to 3/4/2021

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

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

**- Details**

Primary Need: Written and adopted curriculum does not have appropriate learning activities for ELA specifically in the area of developing site words as evident in DIBLES assessment.

Root Cause: -students lag behind peers in site word fluency -3-5th grade ELA curriculum does not include site words so the achievement gap widens.

Needs Statement: School provides students with multiple practice opportunities for WRF-Sight Words practice.

Desired Outcomes: Our students need improved scores in WRF-Sight Words on DIBELS.

SMART Goal: Fowler will increase the percent of students in the strategic and core area from X% to X% when comparing end of the year DIBELS assessment from 2019 and 2021. \*End of the year Dibels was not used in 2020 due to the school closure and Covid19.

**S** 4.1) Strategy 4.1

**- Details**

Strategy Description: Implementation of supplemental supports- Supplemental instructional materials will be utilized to support the district adopted curriculum.

**AS** 4.1.1) Reading and Math Supplemental Materials

Title I LEA

TI SW1

**- Details**

Action Step Description: Students will use written and computer based materials (Math Seeds, Study Island, Reading Eggs, Common Core Coach books and SIPPS) to provide enrichment, test

preparation, and remediation in reading and math.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 4.1.2) Supplemental Supports for ELD Students

Title III LEP

**Details**

Action Step Description: Supplemental materials and supports will be purchased for the exclusive use of ELD students including Brain Pop online vocabulary and Curriculum Associates Quick Word Handbooks.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 4.1.3) Monitor/evaluate

TI SW1

**Details**

Action Step Description: The leadership team will evaluate the areas needing supplemental materials based on student achievement data. The budget will be shared and different programs evaluated based on their instructional reliability. Materials will be inventoried and made available to students for use in their programs.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 8/3/2020 to 4/16/2021



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

#### **S** 4.2) Strategy 4.2

##### **- Details**

Strategy Description: Technology Integration- Teachers will use technology to support the district adopted curriculum

#### **AS** 4.2.1) Daily Technology Integration TI SW1

##### **- Details**

Action Step Description: Teachers will use document cameras, projectors, interactive whiteboards, chrome books, and mobile computer labs to help support the district adopted curriculum. Students will interact using a variety of different technology on a daily basis.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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

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

##### **- Details**

Primary Need: Fowler Elementary School needs to maintain a positive climate and culture that meet the academic, social and emotional needs of all students.

Root Cause: social emotional needs are great no counselor to help with emotional learning

Needs Statement: Fowler needs to implement a positive behavior intervention system and use it with fidelity.

Desired Outcomes: Through a strong positive behavior intervention system the social and emotional needs of students will be addressed.

SMART Goal: The number of office referrals will decrease by 5% during the first 3 quarters of the 2020-2021 school year when compared to the first 3 quarters of the 2019-2020 school year.

#### **S** 5.1) Strategy 5.1

##### **-** Details

Strategy Description: Recognition of Student Success: Students will be recognized for their positive choices through Student of the Month Assemblies, Quarterly Award Ceremonies, Quarterly Positive Behavior Interventions Assemblies and the earning of "HART Tickets" for good behavior. Fowler Elementary School follows the principles of Kids at Hope. All teachers receive professional development in the Kids at Hope philosophy.

#### **AS** 5.1.1) Positive Incentives for Students

TI SW1

##### **-** Details

Action Step Description: Students will be recognized at monthly student of the month ceremonies. Parents and selected students will attend the monthly breakfast and ceremony. Quarterly student award ceremonies for students in academic and character skills. Students will earn "HART Tickets" for displaying positive behaviors. Quarterly Positive Behavior Intervention Assemblies will be held to recognize students for following school expectations.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 5.1.2) Monitor/Evaluate

TI SW1

##### **-** Details



Action Step Description: The positive behavior intervention systems team will meet quarterly to evaluate the school culture. They will gather input from the staff on topics needing to be addressed. The team will analyze student behavior information from referral data. They will present the data to staff on a quarterly basis. Agendas and sign in sheets will be included as documentation.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 8/3/2020 to 5/27/2021

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

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

### **-** Details

Primary Need: Fowler Elementary School needs to engage families in activities that improve student learning.

Root Cause: Lack parent turn out at events. parents don't understand the data

Needs Statement: Fowler Elementary School needs to engage families in critical data informed decisions that impact student learning,

Desired Outcomes: Teachers will communicate critical data to parents and set goals learning goals for students during parent-teacher conferences and other parent events.

SMART Goal: Fowler will have a 95% parent/guardian attendance rate at the fall and spring parent, teacher conferences in the 2020-2021 school year.

## **S** 6.1) Strategy 6.1

### **-** Details

Strategy Description: Parent Communication and Engagement- Action steps will be taken to increase parent/school communication and engagement.

### **AS** 6.1.1) Student Agenda Books Title I LEA

TI SW1

 **Details**

Action Step Description: Student Agenda books will be used in grades 2-5 as a daily communication tool between the teacher and home.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 6.1.2) Parent Newsletter

TI SW1

 **Details**

Action Step Description: A monthly parent newsletter will be sent home with an event calendar and updates from the school.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/3/2021

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** 6.1.3) Data Based Parent, Teacher Conferences

TI SW1

 **Details**

Action Step Description: Teachers will communicate to parents critical data on their students in October and March. Teachers will set learning goals with parents to help student achievement.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 3/19/2021



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** 6.1.4) Interpretation/translation Services Provided

Title I LEA

TI SW1

**- Details**

Action Step Description: Interpretation services will be provided at all parent events. Information sent home will be translated.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/10/2020 to 5/27/2021

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** 6.1.5) ELD Parent Engaegment

Title III LEP

**- Details**

Action Step Description: Fowler will provide specific parent engagement for parents of ELD students through take-home activities.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 3/11/2020 to 5/27/2021

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** 6.1.6) Transition Activities for Students and Families

TI SW1

**- Details**

Action Step Description: Fowler will have transition activities from Preschool to kindergarten, and fifth to sixth grade.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 4/9/2020 to 5/27/2021

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** 6.1.7) Community Partnerships  
TI SW1

**- Details**

Action Step Description: Community partnerships will be established and maintained with businesses and organizations.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 4/9/2020 to 5/27/2021

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** 6.1.8) Annual Title I Meeting  
TI SW1

**- Details**

Action Step Description: Fowler will host annual Title 1 meetings with parents during the 1st and 4th quarter. Parents will be able to provide feedback on our annual plans.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 4/9/2020 to 5/27/2021



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** 6.1.9) Monitor/Evaluate  
TI SW1

**Details**

Action Step Description: The leadership team will meet quarterly to analyze the effectiveness of the family and community engagement. The team will make sure the goals in the in IAP are communicated to all stakeholders and that parents have the opportunity to provide input. The leadership team will communicate the findings to the staff at large. Sign in and agendas of quarterly meetings will be kept.

Person Responsible for this Action Step: Robert Altavilla (Organization Role: Principal)

Timeline: 7/29/2020 to 5/27/2021

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