

Principles, Strategies and Action Steps (REQUIRED)

Apache Junction Unified District (110243000) Public District - FY 2022 - **Medium Risk** - Cactus Canyon Junior High (110243151) Public School - School Integrated Action Plan (SIAP) - Rev 1

Plan Items

P 1) Principle 1 - Effective Leadership

[-] **Details**

Primary Need: Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.

Root Cause: CCJH is missing an updated vision and mission statement that aligns with current district practice and the values of current staff and stakeholders that can be used to guide the decision making process.

Needs Statement: CCJH needs to develop a new vision and mission statement to guide the decision making process and provide long term goals and plans for the school and staff.

Desired Outcomes: CCJH will develop a vision and mission statement using a process that involves all stakeholders including, staff, students, parents, district personnel, and community members.

SMART Goal: CCJH leadership will develop an updated vision and mission statement involving all stakeholders in the process by March 21, 2022.

S 1.1) Strategy 1.1

[-] **Details**

Strategy Description: Administration will recruit a team to develop a new vision and mission reflective of the current school community. The team will include staff, students, parents, and other community stakeholders and will take in values from all stakeholders.

- AS** 1.1.1) Staff Feedback
- LEA Admin
- LEA Fam/Com
- LEA Instr Prog

Details

Action Step Description: Administration will solicit feedback from staff regarding ideas, themes, and outcomes regarding what is wanted in a vision and mission statement.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 5/5/2021 to 7/21/2021

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 1.1.2) Student Feedback

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Details

Action Step Description: Administration will solicit feedback from students regarding ideas, themes, and outcomes regarding what is wanted in a vision and mission statement.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 7/20/2021 to 12/17/2021

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) Parent and Community Feedback

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Details

Action Step Description: Administration will solicit feedback from parents regarding ideas, themes, and outcomes regarding what is wanted in a vision and mission statement.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 7/21/2021 to 12/17/2021

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 Team Recruitment

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 **Details**

Action Step Description: Administration will develop a team made up of staff, parents, students, and community to develop a vision and mission statement.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 7/21/2021 to 8/31/2021

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 Hold First Meeting

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 **Details**

Action Step Description: Administration will hold a first meeting outlining the difference between a visions and mission and the plan for developing the vision and mission.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 7/21/2021 to 9/30/2021

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) Regular Team Meetings

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Details

Action Step Description: Vision and Mission team will meet at least monthly to discuss and develop a vision and mission statement for Cactus Canyon.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 10/1/2021 to 4/1/2022

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) Present Final Draft to All Stakeholders

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Details

Action Step Description: The vision and mission will present the draft of the vision and mission statement will be developed and presented to staff, parents, and community by March 1st for feedback.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 2/1/2022 to 3/1/2022

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 1.1.8) Final Team Meeting

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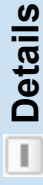
Action Step Description: The team will meet at least one more time to take feedback into account and develop a final visions and mission statement by May 1st.

Person Responsible for this Action Step: Kenny deLoera (Organization Role: Assistant Principal)

Timeline: 4/1/2022 to 5/1/2022

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



Primary Need: Our teachers collaborate with other teachers, administrators, families, and education professionals, to ensure the success of all students

Root Cause: CCJH administration has not provided staff protected planning time and appropriate training with established protocols to effectively plan.

Needs Statement: CCJH needs to establish a clear plan to identify types of PLC meetings, store PLC meeting minutes for reference an tracking progress as a result of PLC meetings

Desired Outcomes: CCJH administration will work with the site team to develop a calendar of PLC meetings for intra and inter curricular teams to meet and review the lesson planning process along with reviewing student work, student formative assessment data, and student summative assessment to identify individual and classroom level needs for all students.

SMART Goal: CCJH will provide staff

2.1) Strategy 2.1

Details

Strategy Description: Administration will develop a schedule implementing PLC training with protected time in the schedule to receive ongoing PLC training and protected time each week to meet as content and cross content PLC teams.

2.1.1) Schedule Development

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Details

Action Step Description: During the summer planning, administration will develop a schedule allowing for protected PLC time for staff to meet.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/24/2021 to 7/16/2021

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

2.1.2) PLC Refresher

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Details

Action Step Description: Upon certified staff returning to school, administration will provide refresher training for PLC protocols

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 7/12/2021 to 7/23/2021

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) Staff PLC Calendar

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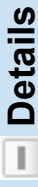
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Action Step Description: Before the first day of school, staff will receive a PLC calendar for the school year outlining PLC meeting dates and recommended protocols.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 7/12/2021 to 7/23/2021

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 2.1.4) PLC Accountability

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Details

Action Step Description: Weekly or bi-weekly PLC meetings will be held and meeting notes will be kept for each team meeting and stored in a shared Google Drive for review.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 7/16/2021 to 5/27/2022

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) PLC Feedback

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Details

Action Step Description: Administration will provide monthly feedback to staff based on PLC meeting notes.

Person Responsible for this Action Step: Chad Cantrell and Kenny deLoera (Organization Role: Principal and Assistant Principal)

Timeline: 7/26/2021 to 5/27/2022


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) Baseline Data Collection

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 **Details**

Action Step Description: Once available, end of year data will be reviewed and kept as baseline data to measure the future results against the baseline year to monitor progress.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/1/2022 to 8/1/2022

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

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

 **Details**

Primary Need: Our school engages families in critical data informed decisions that impact student learning.

Root Cause: Staff and students lack an understanding of their data because they have not received instruction in how to track data.

Needs Statement: CCJH staff needs to establish a goal setting process with students that can be monitored and shared with parents to provide targeted improvement for students and parents.

Desired Outcomes: CCJH will build scheduled time and develop a goal setting process and worksheet that students will complete with a weekly short term goal, a quarterly mid term goal, and a yearly long term goal to help students understand the connection of goal setting and achievement. These goals and progress toward the goals will be shared with parents for parental monitoring of goal improvement.

SMART Goal: Staff and students will develop goals based on benchmark data for the time between each test culminating with progress from the IE Pre-Test to the IE Post Test. All goals and progress will be communicated to parents.

 **3.1) Strategy 3.1**

Details

Strategy Description: Staff will track student data through a data board and set goals for themselves and assist students in goal setting. Staff will help students communicate goals and goal progress home.

AS 3.1.1) Classroom Based Communication Goals

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Details

Action Step Description: Administration will provide staff an opportunity to develop and submit classroom based goals regarding parent communication of student grades and missing work before the first day of the 2021 - 2022 school year.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/5/2021 to 7/23/2021

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 3.1.2) Goal Feedback

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Details

Action Step Description: Administration will review and provide feedback on all staff goals by week 2 of the school year.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/5/2021 to 8/1/2021

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 3.1.3) IE Pre to BT1 Goal Setting

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Details

Action Step Description: By the end of fall break, staff will work together to develop a method of communicating test score growth from IE Pre-Test to BT1 in a parent friendly way to understand progress.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/7/2021 to 5/7/2021

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 3.1.4) Quarterly Goal Review

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Details

Action Step Description: After each quarter, administration will have staff self-reflect on progress toward meeting beginning of the year communication goals on grades and missing work.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 7/12/2021 to 5/27/2022

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 3.1.5) IE Pre to BT2

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Details

Action Step Description: Before spring break, staff will work together to develop a method of communicating test score growth from IE Pre-test to BT2 in a parent friendly way to understand progress.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 7/20/2021 to 5/2/2022

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 3.1.6) IE Pre to IE Post Goal Measurement

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Details

Action Step Description: By the end of school, staff will work together to develop a method of communicating test score growth from IE Pre-Test to IE Post in a parent friendly way to understand progress.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 7/19/2021 to 5/22/2022

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 4) Principle 5 - Conditions, Climate & Culture

▢ Details

Primary Need: Our school offers services to fully support the academic and social emotional needs of students.

Root Cause: Our students have not learned appropriate self-regulation skills to prevent behavior from impacting learning.

Needs Statement: CCJH needs to provide social emotional learning in order to support students in their choices and behavior as it is currently affecting behavior which is getting in the way of student learning.

Desired Outcomes: CCJH will implement a social-emotional curriculum to give students the skills to self regulate which will reduce behaviors and negative behavior's impact on learning.

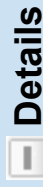
SMART Goal: CCJH administration will implement a social-emotional learning curriculum along with creating a protected time each day to have students utilize the curriculum with the intent of decreasing documented behaviors by 20% at the end of the second year of implementation. CCJH will begin the curriculum in the 2021 - 2022 school year and use that year's data as a baseline.

S 4.1) Strategy 4.1

▢ Details

Strategy Description: CCJH administration will create a social-emotional period within the school day and identify curriculum to implement in this period. CCJH will track discipline data during the first year of implementation as baseline data to monitor the effectiveness of the curriculum.

AS 4.1.1) Obtain Curriculum
CHEDMATCHINGCONT
Safe/Healthy
Well-Rounded



Details

Action Step Description: CCJH will obtain a social-emotional curriculum to utilize with students

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/16/2021 to 7/21/2021

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 4.1.2) Create Social-Emotional Period in Schedule

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Safe/Healthy



Details

Action Step Description: CCJH administration will create a social-emotional block period based on

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/16/2021 to 7/19/2021

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 4.1.3) Train Staff

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Well-Rounded

[-] Details

Action Step Description: CCJH administration will provide staff training on the use of the social-emotional curriculum.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/16/2021 to 7/23/2021

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] 4.1.4) Implement Curriculum

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Safe/Healthy

Well-Rounded

[-] Details

Action Step Description: Staff will implement the social-emotional curriculum per curriculum expectations.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 7/21/2021 to 5/27/2022

ESSA Evidence:

[AS] 4.1.5) Collect Baseline Data

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Safe/Healthy

Well-Rounded

[-] Details

Action Step Description: CCJH administration will collect baseline data at the end of the 2021 - 2022 school year to measure curriculum effectiveness.

Person Responsible for this Action Step: Chad Cantrell (Organization Role: Principal)

Timeline: 5/23/2022 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