

**Morrison Education Group, Inc. (078556000) Charter District - FY 2021 - Medium Risk - Sun Valley Academy (078556001) Charter School - School Integrated Action Plan (SIAP) - Rev 1**

**Plan Items**

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

**- Details**

Primary Need: 1.1 Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.

Root Cause: Annual review of progress required for growth;

Needs Statement: School and district leaders need to continue implementing an effective continuous improvement process to evaluate and adjust all school and LEA systems.

Desired Outcomes: The school and district leaders will implement strategies to review their status and then implement an effective plan of improvement that includes monitoring and evaluation.

SMART Goal:

**S** 1.1) Strategy 1.1

**- Details**

Strategy Description: Morrison Education Group will conduct a comprehensive needs assessment process that leads to an integrated action plan. School leaders put systems in place to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders.

**AS** 1.1.1) Strategic Planning

N/A

**- Details**

Action Step Description: Each year, MEG will initiate a planning process consisting of a gap analysis of student achievement in reading, writing, and mathematics; a school improvement survey that measures areas of strength, growth, improvement, and need; a professional development needs

assessment that determines interest and need for job-embedded training; and a parental involvement survey that garners feedback and input on overall school performance from the parent community. Leaders will use the results of the Comprehensive Needs Assessment and other assessment and evaluation tools to determine areas of growth and improvement and set goals, strategies, and action steps for the Integrated Action Plan.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 1.1.2) Monitoring and Evaluation

N/A

**- Details**

Action Step Description: MEG will measure the effectiveness of schoolwide goals and monitor the progress of strategies and action steps using formative and summative assessment and evaluation tools. MEG will implement the Integrated Action Plan with fidelity as ensured through teacher evaluations and observations, student progress monitoring, compliance checks, and formative assessment results.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

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

**- Details**

Primary Need: 2.1 Our teachers maintain high academic expectations for all students.

Root Cause: Classroom management needs some help / There are some teachers that do not go above and beyond to communicate with parents on their child's progress. Not all teachers have either the experience or will. "Some do" in the context of the previous few questions is more like "many do" or "most do" typically.

Needs Statement: MEG needs to have quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed.

Desired Outcomes: All teachers maintain high academic expectations for all students.

SMART Goal:

## **S** 2.1) Strategy 2.1

### **-** Details

Strategy Description: MEG will conduct a professional development needs assessment that surveys all staff on their expertise, interest, and need for professional development in best practices and instructional strategies.

### **AS** 2.1.1) Professional Learning Opportunities

Prof Dev

#### **-** Details

Action Step Description: Teachers will access a variety of PD opportunities including trainings on intervention practices in Beyond Textbooks (the school's curriculum resource and pacing guide), as well as an advanced Spalding training session. Support for math and reading teachers to a

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

### **AS** 2.1.2) ELL Staff Professional Learning Opportunities

Prof Dev

#### **-** Details

Action Step Description: The school's Instructional Coach will attend the Danielson training on Growth-Focused observation in order to develop effective strategies for effective ELL instruction. The Coach will return to campus and present findings for EL teachers. Only EL teachers will attend the Coach trainings. No Morrison Education Group teachers will be attending the Danielson conference.

The school's principal will be attending the Danielson conference; however, due to the limited allocation amount for Title III funds, her registration and travel will be covered with other funds.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 2.1.3) Monitoring and Evaluation

N/A

**Details**

Action Step Description: Director and teachers will monitor which professional learning opportunities they have participated in and what the impact is. MEG will implement a quarterly review process that analyzes and evaluates are of strength, growth, need, and improvement.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

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

**Details**

Primary Need: 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.

Root Cause: Need to be strategic in supporting staff and teachers; limited non-instructional time

Needs Statement: Time is needed for teacher planning and collaboration and for students to have both appropriate instructional and non-instructional time.

Desired Outcomes: Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

SMART Goal:

**S** 3.1) Strategy 3.1

**- Details**

Strategy Description: MEG provides instructional support and resources for school-wide interventions. Additional support for student academic achievement or supplementary interventions will be implemented for students who are struggling academically.

**AS** 3.1.1) Support Staffing

N/A

**- Details**

Action Step Description: A Title I Coordinator to assist with student services placement, scheduling, teacher support, and ESEA reporting requirements.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 3.1.2) Instructional Staffing

Title I LEA

TI SW1

**- Details**

Action Step Description: SVA will employ appropriate staff to support the learning needs of all students. This includes a qualified paraprofessional (working under the guidance of a TIQ teacher) and a reading specialist to provide direct classroom instruction as well as targeted reading intervention services for Title I students.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 3.1.3) Transition Services

N/A

**Details**

Action Step Description: Morrison Education Group serves students in grades K-8. For students in grades K-3, the school supports, coordinates, and integrates its Title I services with early childhood education programs (e.g., MOWR) to help students transition. In addition, MEG serves students in grades 6-8. All of its strategies for effective instruction and assessment as described in the IAP are designed to facilitate SVA students' effective transitions from the middle grades to high school.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

3.1.4) Monitoring and Evaluation

N/A

**Details**

Action Step Description: School leadership team reviews schoolwide programs for evidence that the school day provides students with maximized instruction and with non-instructional activities. Instructional leaders and teachers will continuously measure the level of time and opportunities available to plan and collaborate, then adjust as needed.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

4) Principle 4 - Effective Curriculum

**Details**

Primary Need: 4.4 Our written curricula accommodate the needs of all learners.

Root Cause: School leaders work to provide equitable access to curriculum for all students. It has a standards calendar for each content area and each teacher finds their own materials to teach those standards

Needs Statement: We need to ensure that students are engaged in and have access to evidence-based curricula that meets the needs of diverse learners.

Desired Outcomes: Students excel academically using evidence-based curricula that meets the needs of diverse learners.

SMART Goal:

#### **S** 4.1) Strategy 4.1

##### **-** Details

Strategy Description: To help provide all students with inclusive, equitable and challenging learning opportunities, we will acquire materials, supplies, and technological resources to support student learning.

#### **AS** 4.1.1) Technology Plan Effective Use Technology

##### **-** Details

Action Step Description: MEG leaders will ensure that staff and students are proficient in the use of technology. As feasible, teachers will be trained and also obtain materials to assist with the integration of technology into the curriculum.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

#### **AS** 4.1.2) Monitoring and Evaluation N/A

##### **-** Details

Action Step Description: The primary evidence used to monitor and evaluate the student materials will be student knowledge and improvement as shown in our quarterly benchmark assessments. The evaluation of technology will be conducted during principal observations to ensure technology is being used effectively.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

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

**- Details**

Primary Need: 5.4 Our school provides guidelines and safe practices relating to school health services.

Root Cause: Staff training is an ongoing need as is keeping students engaged. MEG draws from a diverse student population. Increase in student emotional support needs. Teachers are able to provide support with classroom strategies.

Needs Statement: MEG needs to provide a positive school climate that supports students' physical and emotional safety.

Desired Outcomes: MEG provides a positive school climate and culture that supports students' physical and emotional safety and provides for a safe, orderly school environment.

SMART Goal:

**S** 5.1) Strategy 5.1

**- Details**

Strategy Description: Inclusive schools are conducive to student learning, fulfillment, and well-being, as well as professional satisfaction, morale, and effectiveness. We will provide intensive supports, services, and activities for all students and those from special services (e.g. special education, FRL, bottom 25th quartile, homeless.)

**AS** 5.1.1) Homeless Student Services

Homeless - 7a

**- Details**

Action Step Description: MEG annually sets aside funds for meeting the needs of enrolled homeless students. Funds are set aside for instructional and support supplies for homeless students as needed.



Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 5.1.2) ELL Student Support  
ELL

**Details**

Action Step Description: Title III Interventionist (certified SEI teacher) will provide supplemental intervention services for EL students as needed. The instruction occurs outside of the schools ELD model/time and is solely provided to EL students..

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 5.1.3) Monitoring and Evaluation  
N/A

**Details**

Action Step Description: In order to monitor and evaluate the school's climate and culture initiatives, school leaders will include measures in its annual CNA and its annual parent meeting which provides an opportunity for stakeholders to provide written or verbal feedback on the school's performance. This data is reviewed and revisions made in MEG' integrated action plan.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

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

**Details**

Primary Need: 6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.

Root Cause: Diverse students, many working parents. Need to engage parents in conversations before decisions are made.

Needs Statement: Engaging families and the community as an essential component of school operations. Stakeholders will collaborate and have a voice in making data based decisions which will lead to increased academic gains for the students.

Desired Outcomes: MEG will improve family and community engagement by providing multiple opportunities for all to participate in different activities including site-based decision making and family engagement activities. MEG maintains high levels of family and community engagement and it is a part of the school's mission in providing positive educational outcomes for its students.

SMART Goal:

#### **S** 6.1) Strategy 6.1

##### **-** Details

Strategy Description: Morrison Education Group will improve stakeholder relations by providing opportunities for all members of the school community to participate in site-based decision making and provide input and feedback regarding overall school performance as measured by levels of stakeholder engagement, feedback, and input.

#### **AS** 6.1.1) Family Engagement LEA Fam/Com

##### **-** Details

Action Step Description: A parent liaison will serve as a bridge between the school administration and the parents. MEG will build capacity for strong parent involvement by maintaining two-way communication and opportunities for parent input, engagement, and involvement in LEA and site-based decision-making.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 6.1.2) EL Family Engagement  
ELL

 **Details**

Action Step Description: The Title III Interventionist will coordinate and implement an EL parent reading night during the spring semester held solely for parents of EL students. The associated stipend is for work that occurs outside of her contract time. The goal of the reading night is to increase their confidence in helping their students at home and to familiarize them with ELA instruction at school.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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

**AS** 6.1.3) Monitoring and Evaluation  
N/A

 **Details**

Action Step Description: Annual parent feedback will be gathered on effective two-way communication and involvement. Parents who withdraw students prior to the end of the year are asked for feedback and input about overall school performance.

Person Responsible for this Action Step: Tanae Morrison (Organization Role: Director)

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

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