



2021-2022 Integrated Action Plan Overview

SMART Goal: By the end of the FY21-22 school year, a minimum of 70% of 1– 8th grade students will increase their performance rating in ELA by one performance level as measured by the pre to post district ELA assessment. (The percent of students who grew by at least one performance rating in FY21 was 37.9%, 163 students).

Primary Need:

- Teachers will engage in professional development to support effective Tier One Instruction, plan for student interventions and create more rigorous learning goals.
- Students will be provided increased opportunities to own their learning and set goals.

Root Cause:

- Teachers lacked professional development to create assessments focused on data to inform their instruction.
- Intentionally planning of instruction with high rigor and differentiation did not happen or was not effective.
- Students are not owning their academic progress, therefore not making sufficient growth on state standardized testing.

Desired Outcomes:

- Teachers will intentionally plan instruction to support all students by creating rigorous learning goals to support student academic achievement.
- All students will identify goals, create data folders, and present their evidence of growth to their families through student-led conferences.
- Students will move at least one proficiency from the pre assessment to post assessment in both ELA and Math.

[Strategies and Action Steps](#)

Implementation and Monitoring Activities:

- Promote teacher collaboration by implementing the PLC process campus wide with a focus on the use of common formative assessment.
- Unpacking essential standards.
- Provide small group instruction for math and reading interventions and extensions for all students.
- Increase opportunities for training on increasing the use of evidence based best practices and effective use of core materials.
- Provide students with opportunities to create and track the goals using evidence in their data folders.
- Students will reflect regularly on their progress.
- CFAs
- Achieve3000

Success Criteria/Evidence:

- Teacher data binders for PLCs, weekly collaboration agendas, and walkthrough data.
- Classroom walkthroughs.
- Classroom and district assessments are aligned to prioritized standards and provide meaningful data that can be used to plan for next steps.
- Improvement with quarterly interim assessment scores.
- Increased participation in parent-teacher conferences. Increased percentage of student-led conferences.
- Evidence of student data folders in walkthroughs.

SMART Goal: By the end of the FY21-22 school year, a minimum of 50% of 1– 8th grade students will increase their performance rating in Math by one performance level as measured by the pre to post district Math assessment. (The percent of students who grew by at least one performance level in FY21 was 5%, 21 students).

Primary Need:

- Teachers will engage in professional development to support effective Tier One Instruction, plan for student interventions and create more rigorous learning goals.
- Students will be provided increased opportunities to own their learning and set goals.

Root Cause:

- Teachers lacked professional development to create assessments focused on data to inform their instruction.
- Intentional planning of instruction with high rigor and differentiation did not happen or was not effective.
- Students are not owning their academic progress, therefore not making sufficient growth on state standardized testing.

Desired Outcomes:

- Teachers will intentionally plan instruction to support all students by creating rigorous learning goals to support student academic achievement.
- All students will identify goals, create data folders, and present their evidence of growth to their families through student-led conferences.
- Students will move at least one proficiency from the pre assessment to post assessment in both ELA and Math.

[Strategies and Action Steps](#)

Implementation and Monitoring Activities:

- Promote teacher collaboration by implementing the PLC process campus with a focus on the use of common formative assessment.
- Unpacking essential standards.
- Provide small group instruction for math and reading interventions and extensions for all students.
- Increase opportunities for training on increasing the use of evidence based best practices and effective use of core materials.
- Provide students with opportunities to create and track the goals using evidence in their data folders.
- Students will reflect regularly on their progress.
- Dreambox

Success Criteria/Evidence:

- Teacher data binders for PLCs, weekly collaboration agendas, and instructional round data.
- Classroom walkthroughs and instruction rounds.
- Classroom and district assessments are aligned to prioritized standards and provide meaningful data that can be used to plan for next steps.
- Improvement with quarterly interim assessment scores.
- Increased participation in parent-teacher conferences, Increased percentage of student-led conferences.
- Evidence of student data folders in walkthroughs.

<u>Principle 1</u> Effective Leadership	<u>Principle 2</u> Effective Teachers & Instruction	<u>Principle 3</u> Effective Organization of Time	<u>Principle 4</u> Effective Curriculum	<u>Principle 5</u> Conditions, Climate & Culture	<u>Principle 6</u> Family and Community Engagement
The school leadership team will analyze walkthrough data to inform teacher professional development and/or individual classroom needs.	The school staff will engage in the PLC cycle focused on formative assessment results to plan differentiated instruction for students.	Create a system of Tier 2 interventions and support for students which will consist of at least 30 minutes daily of intervention and enrichment.	By May 2022, Collier Business Academy students in Kindergarten through 8th grade will complete an average of 5 lessons weekly in Dreambox.	Weekly collaborative team meetings focused on results, student data and student work.	By May 2022 Collier Business Academy students will engage in student led conferences with their families.