



2020-2021 Integrated Action Plan Overview

SMART Goal: By the end of the year, the percent of students in grades 1-8 who meet or exceed the standards in MATH will increase by 10% from 22% in FY19 to 32% in FY21 as measured by the District Pre- and Post- MATH Assessment.

Primary Need:

- Teachers need to plan for the systematic collection and use of formative data in order to provide high-quality instruction followed by intervention and enrichment for all students in the area of MATH.

Root Cause:

- Our school has not prioritized essential “power” standards that can be tracked over time and supported through small-group targeted intervention and enrichment in the area of MATH.

Desired Outcomes:

- Grade-level Professional Learning Communities, (PLCs), use a variety of formal and informal assessment data to inform instruction.
- Effective instructional strategies are used to support all learners.
- Data is used to provide targeted intervention and enrichment to all students in a timely manner.
- All students make adequate growth in MATH.

Strategies and Action Steps

Implementation and Monitoring Activities:

- Teachers receive ongoing support on adopted content-area resources through school and district PD and coaching.
- District TOSAs provide professional development around high-quality instructional practices.
- Teachers collaborate across grade levels to identify essential “power” standards to provide focus on key concepts and skills.
- Teachers collaboratively design differentiated lessons that address students’ varied needs.
- Teams develop a variety of formal and informal common assessments to monitor students’ learning
- Small-group intervention and enrichment is used to provide targeted support to all students in a timely manner
- High-quality online programs, such as Dreambox, are used to support student needs.

Success Criteria/Evidence:

- Teachers effectively implement adopted curriculum and programs to support student learning.
- Common assessments are developed by teams to monitor student achievement.
- Specific data is collected, analyzed and acted upon to provide timely targeted intervention and enrichment in math.
- Sharing of data, student work and effective teaching strategies is evident in PLC agendas and walkthroughs.
- Effective small-group instruction is evident during walkthroughs and instructional rounds.
- Students demonstrate steady growth in targeted areas of MATH.

SMART Goal: By the end of the year, the percent of students in grades 1-8 who meet or exceed the standards in ELA will increase by 10% from 29% in FY19 to 39% in FY21 as measured by the District Pre- and Post- ELA Assessment.

Primary Need:

- Teachers need to implement high-quality instruction followed by intervention and enrichment for all students in the area of ELA.

Root Cause:

- Our school has not prioritized essential “power” standards that can be tracked over time and supported through small-group targeted intervention and enrichment in the area of ELA.

Desired Outcomes:

- Grade-level Professional Learning Communities, (PLCs), use a variety of formal and informal assessment data to inform instruction.
- Effective instructional strategies are used to support all learners.
- Data is used to provide targeted intervention and enrichment to all students in a timely manner.
- All students make adequate growth in ELA.

Strategies and Action Steps

Implementation and Monitoring Activities:

- Teachers receive ongoing support on adopted content-area resources through school and district PD and coaching.
- District TOSAs provide professional development around high-quality instructional practices.
- Teachers collaborate in vertical teams to identify essential “power” standards that focus on key concepts and skills.
- Teachers collaboratively design differentiated lessons that address students’ varied needs.
- Teams develop a variety of formal and informal common assessments to monitor students’ learning
- Small-group intervention and enrichment is used to provide targeted support to all students in a timely manner
- High-quality online intervention programs such as SmartyAnts, Fast ForWord and Achieve 3000 are used with fidelity.

Success Criteria/Evidence:

- Teachers effectively implement adopted curriculum and programs to support student learning.
- Common assessments are developed by teams to monitor student achievement.
- Specific data is collected, analyzed and acted upon to provide timely targeted intervention and enrichment in math.
- Sharing of data, student work and effective teaching strategies is evident in PLC agendas and walkthroughs.
- Effective small-group instruction is evident during walkthroughs and instructional rounds.
- Students demonstrate steady growth in targeted areas of ELA.

<p>Principle 1 Effective Leadership</p> <ul style="list-style-type: none"> The Guiding Coalition will collaborate to determine areas of need, create action plans to address these needs, and support grade-level PLCs. The Instructional Leadership Team will collaborate around effective instruction, data collection and analysis, and providing timely targeted intervention and enrichment to move all students. The school leadership team will collaborate to ensure continuity of support provided to teachers. 	<p>Principle 2 Effective Teachers & Instruction</p> <ul style="list-style-type: none"> The teacher uses a variety of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and challenge one another. From BOY to EOY, teachers will increase their proficiency rating on the Danielson Rubric by 1 proficiency level on a self-selected area of refinement. 	<p>Principle 3 Effective Organization of Time</p> <ul style="list-style-type: none"> By May 2021, all students in grades K-8 will receive small group instruction in ELA and MATH as evidenced by walkthrough and instructional rounds. Teachers in grades K-8 will collaboratively identify a limited number of power standards to focus instruction on key skills and concepts needed to prepare students for success in current and future grade levels. Grade-level PLCs will use clearly defined roles, collective commitments, and protocols to maximize the impact of their work. 	<p>Principle 4 Effective Curriculum</p> <ul style="list-style-type: none"> By May 2021, all students will consistently access SmartyAnts to improve their reading skills. By May 2021, all students in 3rd – 8th grades will complete 40 activities in Achieve 3000 with an average score of 75% or higher on their first attempt. By May 2021, all students in grades K-8 will use Dreambox to complete 5 or more lessons a week to make expected growth in the area of MATH. 	<p>Principle 5 Conditions, Climate & Culture</p> <ul style="list-style-type: none"> Throughout the year, employees will be recognized for overt and covert behaviors aligned to the district values. Feedback from professional development surveys will be used to monitor and adjust the effectiveness of both content and delivery of new information. Staff will be provided ongoing opportunities to provide feedback and input through surveys and one-on-one meetings with members from the leadership team. 	<p>Principle 6 Family and Community Engagement</p> <ul style="list-style-type: none"> By May 2021 the percentage of families participating in student-led conferences will increase in grades K- 8 to 60% or higher. By May 2021, the percentage of families who engage with staff through Remind will increase by at least 10% as compared to May 2020 data. By May 2021, the percentage of families engaged in goal-oriented activities will exceed 50%.
---	--	---	---	--	---