



### 2022-2023 Integrated Action Plan Overview

**SMART Goal:** By the end of the 22-23 school year, students in grades 3rd-8th will demonstrate a 10% increase in overall proficiency in ELA as measured by the Arizona’s Academic Standards Assessment (AASA). By the end of the 22-23 school year, students in grades K-2 will demonstrate a 10% increase in overall proficiency as measured by FastBridge. (Overall ELA proficiency for 21-22 was 20%. Overall K-2 proficiency for FastBridge in 21-22 was 27%).

**Primary Need:** Teachers need to deconstruct standards to identify essential standards, and prioritize learning goals for instruction. Teachers will use this detailed information regarding their students’ reading level in order to plan for small group instruction and tiered interventions and reteach opportunities.

**Root Cause:** When standards are not prioritized, it decreases teachers’ ability to differentiate instruction. ELA pre- and post-assessments do not provide teachers with detailed information about students’ current performance on individual skills.

**Desired Outcomes:** Teachers utilize data from multiple assessments and screeners to prioritize standards and differentiate instruction for all students.

*Strategies and Action Steps*

**Implementation and Monitoring Activities:**

- Teachers receive ongoing professional development in the area of deconstructing and prioritizing standards
- Teachers address the 4 critical PLC questions to plan, teach, assess, and reteach and enrich so that all students make growth
- Teachers develop Common Formative Assessments to monitor student achievement
- Teachers use student work and assessment data to plan for timely targeted intervention and enrichment
- Teachers incorporate weekly progress monitoring to ensure overall proficiency rates increase

**Success Criteria/Evidence:**

- Prioritized standards provide a coherent progression of key skills and understandings needed for success in ELA
- Classroom and district assessments are aligned to prioritized standards and provide meaningful data that can be used to plan for next steps
- Students demonstrate adequate growth, increased overall proficiency, and can articulate learning needs and growth in ELA

**SMART Goal:** By the end of the 22-23 school year, students in grades 3rd-8th will demonstrate an 10% increase in overall proficiency in MATH as measured by the Arizona’s Academic Standards Assessment (AASA). By the end of the 22-23 school year, all students in grades K-2 will increase their “On Target” usage of DreamBox. (Overall Math proficiency for 21-22 was 14%. Percent of students “On Target” usage in 21-22 was 1.3%).

**Primary Need:** Teachers need to deconstruct standards to identify essential standards, and prioritize learning goals for instruction. Teachers will use this detailed information to create success criteria for students, develop common formative assessments, and plan specific, tiered interventions and reteach opportunities.

**Root Cause:** When standards are not prioritized, it decreases teachers’ ability to identify appropriate learning targets and success criteria. Math pre- and post-assessments do not provide teachers with detailed information about students’ current performance on individual skills.

**Desired Outcomes:** Teachers utilize data from multiple assessments and screeners to prioritize standards and differentiate instruction for all students. Students take ownership of their learning and advocate for their needs by creating and monitoring academic achievement goals. Families understand educational outcomes and support their learners. All students make adequate growth in Math

*Strategies and Action Steps*

**Implementation and Monitoring Activities:**

- Teachers receive ongoing professional development in the area of deconstructing and prioritizing standards
- Teachers collaborate with other grade levels to ensure a coherent vertical alignment of standards
- Teachers develop Common Formative Assessments to monitor student achievement
- Teachers use student work and assessment data to plan for timely targeted intervention and enrichment
- Teachers incorporate weekly progress monitoring to ensure overall usage of resources increase, thereby increasing overall MATH proficiency rates

**Success Criteria/Evidence:**

- Prioritized standards provide a coherent progression of key skills and understandings needed for success in MATH
- Classroom and district assessments are aligned to prioritized standards and provide meaningful data that can be used to plan for next steps
- Students demonstrate adequate growth, increased overall proficiency, and can articulate learning needs and growth in MATH

**Principle 1**  
**Effective Leadership**

The school leadership team uses a variety of data to create action plans to address areas of growth.

**Principle 2**  
**Effective Teachers & Instruction**

Teachers work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

**Principle 3**  
**Effective Organization of Time**

Job-embedded opportunities improve instructional practice; the professional day is structured to support professional learning for all teachers and staff. By the end of the 22-23 school year, all teachers will have participated in at least three instructional rounds.

**Principle 4**  
**Effective Curriculum**

By May 2023, all K-2 students will meet the minimum number of lessons/ activities in SmartyAnts/ Achieve3000 and Dreambox to improve math and reading skills.

**Principle 5**  
**Conditions, Climate & Culture**

By the end of the 22-23 school year, the school improvement team will engage student leaders in problem solving and decision making a minimum of one time each quarter.

**Principle 6**  
**Family and Community Engagement**

By the end of the 22-23 school year, the Fine Arts Academy will host at least four community events targeted to meaningful, goal-oriented family engagement.