



2020-2021 Integrated Action Plan Overview

**SMART Goal:** During the 2020-2021 school year, Quentin STEM Academy teachers will score at the effective/highly effective levels in the areas of Demonstrating Knowledge of Content and Pedagogy and Designing Coherent Instruction on the Littleton Observation Rubric to support high levels of student achievement as measured by informal and formal student assessments.

**Primary Need:**

- To develop teachers' ability to plan, prepare, and deliver quality instruction that increases student academic achievement.

**Root Cause:**

- Professional development for the previous year focused on identifying what quality instruction looked like as opposed to developing the skills necessary to provide quality instruction.

**Desired Outcomes:**

- We will support the development of the teacher's skills, knowledge, and abilities needed to plan for high quality instruction to increase student achievement. Currently our student achievement goal is to increase reading and math student achievement by 10% in grades 3-8 as measured by AzM2.

*Strategies and Action Steps*

**Implementation and Monitoring Activities:**

- Provide teachers with time each week to participate in Professional Learning Communities (PLC).
- Provide teachers with targeted feedback at least twice monthly through leadership team informal observations on knowledge of content and pedagogy and instruction.
- Provide teachers with professional development designed to increase their knowledge of instructional practices and content area.

**Success Criteria/Evidence:**

- Weekly lesson plans show evidence of use of effective instructional strategies.
- Weekly PLC agendas highlight successful instructional strategies and meeting minutes contain collective commitments to use new strategies.
- Teacher evaluation scores in content and pedagogy and designing coherent instruction are effective or highly effective.
- Increased student achievement on informal and formal assessments.

**SMART Goal:** By May 2021, Quentin STEM Academy will reduce the number of Step 4 parent/teacher conferences by at least 15 percent as measured by the number of behavioral conference requests submitted by teachers.

**Primary Need:**

- To grow the self-management, relationship, and responsible decision-making skills of students.

**Root Cause:**

- A high number of parent/teacher conferences for behavioral concerns have indicated that students have not demonstrated a sufficient understanding of self-management, relationship, and responsible decision-making skills.

**Desired Outcomes:**

- We will support the growth of students' self-management, relationship, and decision-making skills with brain breaks, structured play, and the promotion of healthy eating, exercise, and mental health activities/exercises.

*Strategies and Action Steps*

**Implementation and Monitoring Activities:**

- Provide students with opportunities to create goals that support their socio-emotional learning and track their goals using student agency folders.
- Provide students and staff opportunities to build relationships and strengthen decision-making skills by utilizing resources provided by Play Works.
- Provide students and staff with the opportunity to participate in daily morning meetings to support their socio-emotional learning.
- Teachers will incorporate brain breaks in their daily schedule.
- Teachers and staff will encourage students to eat healthy and exercise during the day using resources from the Be Kind, Be Fit, Be Healthy organization.

**Success Criteria/Evidence:**

- Decrease in parent/teacher conferences (Step 4s).
- Increase in student participation in teacher led activities such as brain breaks and structured play.
- Students discuss the goals they developed and are tracking within their student agency folder.

<p><b>Principle 1</b> <b>Effective Leadership</b></p> <ul style="list-style-type: none"> <li>The school leadership team will participate in bi-monthly instructional walkthroughs to support teacher growth and leadership expectations.</li> <li>The school leadership team will analyze instructional walkthrough information weekly to inform teacher PD and/or individual classroom needs.</li> </ul>	<p><b>Principle 2</b> <b>Effective Teachers &amp; Instruction</b></p> <ul style="list-style-type: none"> <li>During the 2020-2021 school year, Quentin STEM Academy teachers will score at the effective/highly effective levels in the areas of Demonstrating Knowledge of Content and Pedagogy and Designing Coherent Instruction on the Littleton Observation Rubric to support high levels of student achievement as measured by informal and formal student assessments.</li> </ul>	<p><b>Principle 3</b> <b>Effective Organization of Time</b></p> <ul style="list-style-type: none"> <li>By May 2021, all students in grades K-8 will receive small group instruction in ELA twice weekly, at minimum, as measured by weekly classroom walkthroughs.</li> </ul>	<p><b>Principle 4</b> <b>Effective Curriculum</b></p> <ul style="list-style-type: none"> <li>By May 2021, students in 3<sup>rd</sup> – 8<sup>th</sup> grades will complete 40 activities in Achieve 3000 with 95% of students scoring 75% or higher on their first attempt.</li> </ul>	<p><b>Principle 5</b> <b>Conditions, Climate &amp; Culture</b></p> <ul style="list-style-type: none"> <li>By May 2021, Quentin STEM Academy will reduce the number of Step 4 parent/teacher conferences by at least 15 percent as measured by the number of behavioral conference requests submitted by teachers.</li> </ul>	<p><b>Principle 6</b> <b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>By May 2021, participation in family/community engagement activities and events will increase by 20% as measured by data collection of each event's attendance.</li> </ul>
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