



### 2021-2022 Integrated Action Plan Overview

<p><b>SMART Goal:</b> By the end of the FY21-22 school year, a minimum of 60% of 1<sup>st</sup> – 8<sup>th</sup> 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 34.8%).</p> <p><b>Primary Need:</b></p> <ul style="list-style-type: none"> <li>Teachers need detailed information about students’ academic levels in order to plan for differentiated instruction around prioritized standards followed by targeted intervention and reteach opportunities.</li> <li>Students need opportunities to apply agency in the areas of learning and goal setting.</li> <li>Parents need to understand how goal setting promotes students’ academic growth.</li> </ul> <p><b>Root Cause:</b></p> <ul style="list-style-type: none"> <li>When standards are not prioritized, it decreases teachers’ ability to differentiate instruction.</li> <li>ELA pre- and post-assessments do not provide teachers with detailed information about students’ current performance on individual skills.</li> </ul> <p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>Teachers utilize data from multiple assessments and screeners to prioritize standards and differentiate instruction for all students.</li> <li>Students take ownership of their learning and advocate for their needs by creating and monitoring academic achievement goals.</li> <li>Families understand educational outcomes and support their learners.</li> <li>All students make adequate growth in ELA.</li> </ul> <p style="text-align: center;"><i>Strategies and Action Steps</i></p> <p><b>Implementation and Monitoring Activities:</b></p> <ul style="list-style-type: none"> <li>Teachers receive ongoing support prioritizing standards.</li> <li>Teachers collaborate with other grade levels to ensure a coherent vertical alignment of standards.</li> <li>Teachers address the 4 critical PLC questions to plan, teach, assess, and reteach and enrich so that all students make growth.</li> <li>Teachers develop Common Formative Assessments to monitor student achievement.</li> <li>Teachers use student work and assessment data to plan for timely targeted intervention and enrichment.</li> <li>Teachers and students engage in discourse around goal setting and learning needs.</li> <li>Professional development opportunities for high-quality Tier-1 instruction and differentiation are offered to all teachers.</li> </ul> <p><b>Success Criteria/Evidence:</b></p> <ul style="list-style-type: none"> <li>Prioritized standards provide a coherent progression of key skills and understandings needed for success in ELA.</li> <li>Classroom and district assessments are aligned to prioritized standards and provide meaningful data that can be used to plan for next steps.</li> <li>Students demonstrate adequate growth, increased overall proficiency, and can articulate learning needs and growth in ELA.</li> <li>Families understand where their children are academically and support growth.</li> </ul>		<p><b>SMART Goal:</b> By the end of the FY21-22 school year, a minimum of 60% of 1<sup>st</sup> – 8<sup>th</sup> 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 15.2%).</p> <p><b>Primary Need:</b></p> <ul style="list-style-type: none"> <li>Teachers need detailed information about students’ academic levels in order to plan for differentiated instruction followed by targeted intervention and reteach opportunities.</li> <li>Students need opportunities to apply agency in the areas of learning and goal setting.</li> <li>Parents need to understand how goal setting promotes students’ academic growth.</li> </ul> <p><b>Root Cause:</b></p> <ul style="list-style-type: none"> <li>When standards are not prioritized, it decreases teachers’ ability to differentiate instruction.</li> <li>Math pre- and post-assessments do not provide teachers with detailed information about students’ current performance on individual skills.</li> </ul> <p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>Teachers utilize data from multiple assessments and screeners to prioritize standards and differentiate instruction for all students.</li> <li>Students take ownership of their learning and advocate for their needs by creating and monitoring academic achievement goals.</li> <li>Families understand educational outcomes and support their learners.</li> <li>All students make adequate growth in MATH.</li> </ul> <p style="text-align: center;"><i>Strategies and Action Steps</i></p> <p><b>Implementation and Monitoring Activities:</b></p> <ul style="list-style-type: none"> <li>Teachers receive ongoing support prioritizing standards.</li> <li>Teachers collaborate with other grade levels to ensure a coherent vertical alignment of standards.</li> <li>Teachers address the 4 critical PLC questions to plan, teach, assess, and reteach and enrich so that all students make growth.</li> <li>Teachers develop Common Formative Assessments to monitor student achievement.</li> <li>Teachers use student work and assessment data to plan for timely targeted intervention and enrichment.</li> <li>Teachers and students engage in discourse around goal setting and learning needs.</li> <li>Professional development opportunities for high-quality Tier-1 instruction and differentiation are offered to all teachers.</li> </ul> <p><b>Success Criteria/Evidence:</b></p> <ul style="list-style-type: none"> <li>Prioritized standards provide a coherent progression of key skills and understandings needed for success in MATH.</li> <li>Classroom and district assessments are aligned to prioritized standards and provide meaningful data that can be used to plan for next steps.</li> <li>Students demonstrate adequate growth, increased overall proficiency, and can articulate learning needs and growth in MATH.</li> <li>Families understand where their children are academically and support growth.</li> </ul>			
<b>Principle 1</b> <b>Effective Leadership</b>	<b>Principle 2</b> <b>Effective Teachers &amp; Instruction</b>	<b>Principle 3</b> <b>Effective Organization of Time</b>	<b>Principle 4</b> <b>Effective Curriculum</b>	<b>Principle 5</b> <b>Conditions, Climate &amp; Culture</b>	<b>Principle 6</b> <b>Family and Community Engagement</b>
<ul style="list-style-type: none"> <li>The school leadership team uses a variety of data to create action plans to address areas of growth.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</li> </ul>	<ul style="list-style-type: none"> <li>K-8 teachers will prioritize standards to focus instruction on key skills and concepts needed to prepare students for current and success.</li> </ul>	<ul style="list-style-type: none"> <li>By May 2022, all K-2 students will consistently access SmartyAnts/ Achieve3000 and Dreambox to improve math and reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>All Fine Arts staff members will be recognized throughout the year for overt and covert behaviors aligned to district values.</li> </ul>	<ul style="list-style-type: none"> <li>Families are engaged in the learning goals of their students and understand how these educational opportunities allow for student development.</li> </ul>