



2023-2024 Integrated Action Plan Overview

Principle 2 - Effective Teachers and Instruction (K-3 Literacy)

SMART Goal:

By the end of the school year the percentage of K-3 students at low risk on the FastBridge Reading Assessment will increase by 10% from BOY to EOY.

Primary Need:

Student performance on screening and benchmark assessments are below our expectations.

Root Cause:

After analysis of the low proficiency scores, intentional planning of instruction, analysis of student work, implementation of evidence-based practices and the use of core materials was not effective.

Desired Outcomes:

Increase student proficiency by at least 10% on Fastbridge Benchmark assessments.

Strategies and Action Steps

Implementation and Monitoring Activities:

- Increase opportunities for training on increasing the use of best practices and effective use of core materials including Wonders and StudySync
- Increase opportunities for training on available content-area resources and strategies
- Promote teacher collaboration by implementing PLCs school-wide with a focus on the use of common formative assessment
- Unpacking essential standards
- Implement reading interventions through small group instruction for all students

Success Criteria/Evidence:

- Increase the percent of proficient and highly proficient students on common formative assessments and unit assessments
- Increased teacher efficacy regarding usage of adopted curricular resources, small group instruction and effective instructional practices
- Sharing of lessons, knowledge, and resources is evident in PLCs and walkthroughs
- Small group instruction is evident in classrooms during walkthroughs and rounds
- Data is used daily/weekly for learning

Principle 2 - Effective Teachers and Instruction (4-8 Math)

SMART Goal:

Students in fourth through eighth grade that make typical or high growth on the pre to post-math test will increase by 10% by May 2024.

Primary Need:

Student performance on high stakes assessments are below the state average.

Root Cause:

After analysis of the low proficiency scores, intentional planning of instruction, analysis of student work and opportunities for students to engage in rigorous tasks was not effective.

Desired Outcomes:

Increase student proficiency by at least 10% on post-test assessment.

Strategies and Action Steps

Implementation and Monitoring Activities:

- Increase opportunities for training on increasing the use of best practices and effective use of core materials including Go Math and Big Ideas
- Training and implementation of productive struggle and success criteria for students
- Promote teacher collaboration by implementing PLCs school-wide with a focus on the use of common formative assessment
- Unpacking essential standards
- Implementing supplemental math materials including Number Worlds and Building Fact Fluency

Success Criteria/Evidence:

- Increase the percent of proficient and highly proficient students on common formative assessments and unit assessments
- The use of rigorous tasks, best practices and effective use of core materials is evident in classrooms during walkthroughs
- PLC collaborative teams focused on essential standards in math
- Implement interventions and extensions for students based on student need

Principle 3 - Effective Organization of Time (Professional Learning Communities PLCs)

SMART Goal: By the end of the school year, each Collaborative Team will increase in team effectiveness as evidenced by increasing their score on the PLC Meeting Guidance Form.

Principle 6 - Family and Community Engagement (Student Attendance)

SMART Goal: By the end of the school year the percentage of students that are chronically absent will decrease by 10% from 32.8% to 29.5%.