



2023-2024 Integrated Action Plan Overview

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

SMART Goal: By May 2024 the percentage of kindergarten through third grade students in the low-risk category on the FastBridge Reading Assessment will increase by 10% from BOY to EOY

Primary Need: Teachers need to follow a systematic approach in the ELA Foundational Skills. Teachers will create highly effective lessons to engage all students in learning the foundational skills. Teachers will regularly monitor students to ensure there is student learning. Teachers will implement the Walk to Intervention program.

Root Cause: When instructional strategies are not implemented with fidelity, the students will not be able to master the skills they need. Highly effective Tier 1 instruction is inconsistent. Lack of direction, guidance, and support with how to implement the instructional strategies for teaching foundational skills has hindered instructional growth and development.

Desired Outcomes: Teachers will effectively implement Tier 1 instruction around ELA Foundational Skills by using Heggerty and the Six Step Phonics lesson in order to increase student achievement.

Strategies and Action Steps

Implementation and Monitoring Activities:

- Teachers will receive ongoing professional development on how to effectively teach foundational skills
- Teachers will regularly progress monitor student achievement using Fastbridge and the Wonders Phonics Screener
- Teachers will pull small groups during their ELA block to ensure students are understanding and learning the skills being taught during Tier 1 instruction.
- Students will receive 30 minutes of daily Walk To Read intervention targeted for each student's academic strengths and areas in need of improvement.

Success Criteria/Evidence:

- Student growth as measured by Fastbridge.
- Student growth as measured by the Wonders Phonics Screener
- Classroom observation data on implementation of the foundational skills instructional strategies.

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

SMART Goal: All 4th through 8th grade students will demonstrate a 10% increase in Math as measured by the BOY to EOY District Math Assessment

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

SMART Goal: By May 2024, Fine Arts' collaborative teams will move from a BOY average rubric score of 1.5 to an average score of 3.0 on the EOY PLC Needs Assessment for Continuous Improvement four point rubric.

Primary Need: Staff will understand and consistently implement the full PLC cycle.

Root Cause: A high turnover of leadership and staff over the past 4-5 years with a lack of clarity of expectations and desired outcomes.

Desired Outcomes: Through the full implementation of the PLC cycle, staff will identify and unpack essential standards, create common formative assessments to guide instruction, and provide intervention and enrichment designed to meet students' individual needs.

Strategies and Action Steps

Implementation and Monitoring Activities:

- We will utilize a Solution Tree coach to support, monitor and identify best practices in professional learning communities and protocols to support higher academic achievement.
- The administrators and School Achievement Coach will observe and monitor collaborative team meetings.
- The Guiding Coalition will identify PLC best practices and utilize data to share with each collaborative team to support growth and success.

Success Criteria/Evidence:

- Growth on the pre and post PLC Rubric/Needs Assessment for Continuous Learning Rubric
- Teams consistently use the district pacing guide with their essential standards to plan learning targets as observed by PLC coach, admin and via team agendas.
- Teams follow the PLC learning cycle – Developing Common Formative Assessments, Using Data protocols to examine assessment data, develop strategies to meet identified student deficiencies and extensions and begin the cycle again.
- Strategies are developed to support students when they are not successful and strategies are developed to extend learning when students are excelling in their learning as observed by PLC coach, admin and via team agendas.

Principle 6 - Family and Community Engagement (Student Attendance)

SMART Goal: By May of 2024 we will have less than 28.4% chronically absent students at Fine Arts Academy.