

Integrated Action Plan

The **Integrated Action Plan (IAP)** is developed based on the School level Comprehensive Needs Assessment (CNA) and should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs.

The **school-level IAP (SIAP)** addresses three or four areas of need identified by the school's CNA and satisfies the majority of the programmatic requirements of included state and federal grants received by the school in one comprehensive plan. This process serves to integrate and align plans required across grant programs to access state and federal grant resources and ensure a coherent, connected plan for continuous improvement. Current included programs are Title I, II, III, IV, MOWR and School Improvement.

The **LEA-level IAP (LIAP)** supports the system's areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs. This provides the opportunity for the LEA to address and satisfy the majority of the programmatic requirements including state and federal grants received at the LEA level in one plan. School integrated Action Plan (SIAP) and the LEA integrated Action Plan (LIAP) are written annually.

IAP Requirements:

- Three or four Need Statements with correlated Desired Outcomes; SMART Goals, if required
- Evidence based Strategies
- Evidence based Action Steps (use appropriate tags are required, funding and program tags)
 - o Implementation Action Steps
 - o Monitoring Action Steps
 - Measures
 - Success Criteria and Evidence
 - o Evaluation Action Steps
 - Measures
 - Success Criteria and Evidence

Address only the applicable Principles (all 6 are not required) based on CNA, identified three or four Need Statements and Desired Outcomes and any that address additional program area requirements.

Targeted, intentional, focused actions result in real change. A "laundry list" of needs and desired outcomes will dilute focus, scatter efforts and will not result in real change.

SIAP

— P 1) Principle 2 – Effective Teachers and Instruction

— Details

Primary Need: 2.4 Our teachers implement evidence-based rigorous and relevant instruction.

Root Cause: Lack of rigor and utilization of data driven instruction by teachers

Needs Statement: A system of support is needed for teachers to learn and understand rigor and differentiation to ensure data driven, high quality, rigorous lesson development to meet the needs of all students.

Desired Outcomes: Teachers will create and implement rigorous, high quality, differentiated data driven lessons for all students, with a focus on our TSI sub-group (students w/ disabilities) resulting in improved student outcomes.

SMART Goal: Process – Teachers will receive on going PD to help define and identify rigor and differentiation and to support data driven instruction. A walk thru calendar will be developed by August 1, 2021. A focused PLC agenda will be developed by August 10, 2021 to be used intentionally at each meeting.

Impact – ELA achievement for all students will increase by 15% moving from 18% proficient and highly proficient on 2021 AzM2 to 33% proficient or highly proficient on 2022 AzM2.

Math achievement for all students will increase by 15% moving from 12% proficient and highly proficient on 2021 AzM2 to 27% proficient or highly proficient on 2022 AzM2. Science achievement for all students will increase by 15% moving from 15% proficient and highly proficient on 2021 AzM2 to 30% proficient or highly proficient on 2022 AzM2. Percent of students with disabilities scoring proficient will increase by 20% from 2% in 2021 to 22% in 2022 on AzM2.

— S Strategy 1.1

— Details

Strategy Description: Consistent walk through observations and feedback to provide instructional support and to improve learning outcomes

— AS 1.1.1) Ongoing, scheduled and targeted Walk Thru process

— Details

Action Step Description: Administrators and Instructional coaches observe classes on a frequent and scheduled basis to provide feedback on school goals and identify instructional focus areas.

Person Responsible for this Action Step: Leadership Team

Timeline: 8/3/2021 – 5/21/2022

— AS 1.1.2) Coaching Sessions

— Details

Action Step Description: Administrators and Instructional coaches observe classes on a frequent and scheduled basis to provide feedback on school goals and identify instructional focus areas.

Person Responsible for this Action Step: Leadership Team

Timeline: 9/3/2021 – 5/21/2022

— **AS** 1.1.3) Monitor Action Steps

— **Details**

Action Step Description: Completed walk thru forms, PD calendar, Leadership Team calendars and meeting notes, staff meeting agendas, coaching session notes

Person Responsible for this Action Step: Leadership Team

Timeline: 8/3/2021 – 5/21/2022

— **AS** 1.1.4) Evaluation Action Steps

— **Details**

Action Step Description: Teacher Evaluations, PD survey related to implementation and effectiveness of PD offerings

Person Responsible for this Action Step: Leadership Team

Timeline: 8/3/2021 – 5/21/2022

— **S** 1.1) **Strategy 1.2** Teachers will be trained and supported throughout the year on using data to plan and inform instruction and how to effectively share with parents.

— **Details**

Strategy Description: Professional development that is focused in what is best for students and what is needed by teachers to improve instructional practices with an intentional focus on rigor, differentiation and data driven instruction. Leadership team will use walk thru and evaluation data and teacher feedback to determine specific needs and types of PD to be offered. Newly developed PLC agendas will be defined to include items to meet and support school goals.

— **AS** 1.2.1) Professional Development

— **Details**

Action Step Description: We will implement PD that is focused on rigor, differentiation and data-driven instructional practices. The Leadership Team will listen to staff and parents and evaluate the needs of student to help develop the specific sessions. We will look in-house for experts and district specialists to present the PD.

Person Responsible for this Action Step: Leadership Team

Timeline: 7/20/2021 – 4/21/2022

— **AS** 1.2.2) PLC Framework

— **Details**

Action Step Description: Using the approved agenda, our PLC's will continue to focus on the 4 critical questions #1 What do we expect our students to learn? #2 How will we know they are learning? #3 How will we respond when they don't learn? #4 How will we respond if they already know it?

Person Responsible for this Action Step: Leadership Team and PLC Leaders

Timeline: 8/20/2021 – 5/21/2022

— **AS** 1.2.3) Monitor Action Step

— **Details**

Action Step Description: PLC meeting calendar, PD calendar, Walk Thrus

Person Responsible for this Action Step: Leadership Team

Timeline: 8/20/2021 – 5/21/2022

— **AS** 1.2.4) Evaluation Action Step

— **Details**

Action Step Description: Teacher evaluation, Parent/Teacher Conferences, Teacher surveys

Person Responsible for this Action Step: Leadership Team

Timeline: 8/20/2021 – 5/21/2022

LIAP

— **P** 2) Principle 2 – Effective Teachers and Instruction

— **Details**

Primary Need: 2.4 Our teachers implement evidence-based rigorous and relevant instruction.

Root Cause: Lack of rigor and utilization of data driven instruction by teachers

Needs Statement: A system of support is needed for teachers to learn and understand rigor and differentiation to ensure data driven, high quality, rigorous lesson development to meet the needs of all students.

Desired Outcomes: Teachers will create and implement rigorous, high quality, differentiated data driven lessons for all students, with a focus on our TSI sub-group (students w/ disabilities) resulting in improved student outcomes.

SMART Goal: Process - Teachers will receive on going PD to help define and identify rigor and differentiation and to support data driven instruction. Ongoing bi-monthly walk thrus with principal.

Impact – ELA achievement for all students will increase by 15% moving from 18% proficient and highly proficient on 2021 AzM2 to 33% proficient or highly proficient on 2022 AzM2.

Math achievement for all students will increase by 15% moving from 12% proficient and highly proficient on 2021 AzM2 to 27% proficient or highly proficient on 2022 AzM2. Science achievement for all students will increase by 15% moving from 15% proficient and highly proficient on 2021 AzM2 to 30% proficient or highly proficient on 2022 AzM2. Percent of students with disabilities scoring proficient will increase by 20% from 2% in 2021 to 22% in 2022 on AzM2.

— **S** 1.1) Strategy 1.1

— **Details**

Strategy Description: Build capacity of site leadership to direct, influence and support site teachers and teacher leaders in implementing effective district and site initiatives leading to student and school success. Focus on effective tier one instruction, data-driven decision-making, effective PLCs and alignment of instructional systems.

— **AS** 1.1.1) Professional Development

— **Details**

Action Step Description: Continue to train administrators and teachers on the curriculum and assessment platform, analyze reports and train teachers to differentiate instruction.

Person Responsible for this Action Step: Director of Curriculum and Instruction

Timeline: 7/20/2021 – 4/21/2022

— **AS** 1.1.2) Participate in Walk thru with Principal

— **Details**

Action Step Description: Build inter-rater reliability through site and LEA practices in focus areas and ensure that effective systems are in place for students with disabilities.

Person Responsible for this Action Step: Superintendent/Charter holder

Timeline: 8/3/2021 – 5/21/2022

— AS 1.1.3) Monitor Action Step

— Details

Action Step Description: PD calendar and agendas, PLC meetings and notes, Walk thru calendar

Person Responsible for this Action Step: Director of Curriculum and Instruction

Timeline: 8/20/2021 – 5/21/2022

— AS 1.1.4) Evaluation Action Step

— Details

Action Step Description: Teacher evaluations, Teacher surveys related to PD

Person Responsible for this Action Step: Superintendent/Charter holder

Timeline: 8/20/2021 – 5/21/2022