GOAL 1

Effective Teachers and Instruction: Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students

Need Statement and Desired Outcomes: *Administration in conjunction with 3rd and 4th learning teams and the 6th grade math teacher, need to design a consistent way to analyze various math and literacy data with productive student and teacher use. We desire to develop a functional plan to replicate for all grade levels that utilize data to inform personalized learning opportunities.*

Title of Strategy: *Data Driven Decisions*

Local Description: *Ending year three of state, district, and school data that can now be connected to potential trends and productive actions, school leadership desire to develop a design of connecting various classroom assessments that:*

- *Build students as goal related learners.*
- *Apprise teachers of rigorous and personalized learning moments.*
- *Amplify PLC work in parallel grade levels.*
- *Communicate student growth to parents.*

Data/Evidence:

- LAGGING EVIDENCE: Develop a plan of data collection and analysis that represents a repetitive, productive, and consistent cycle of planning and learning.
- LEADING EVIDENCE: Teacher developed strategic plan for instruction based on student data that will be reviewed quarterly for levels of effectiveness.
- LEADING EVIDENCE: Develop a collaborative digital data platform for learning cycle team decision making.
- LEADING EVIDENCE: Student developed goals based on data.
- LAGGING DATA/EVIDENCE: Parental feedback on growth for their children.
- LAGGING DATA/EVIDENCE: Teacher feedback at end of year implementation.

Strategy/Action Steps:

- By 9-18-17 meet with 3rd grade, 4th grade, and 6th Grade mathematics teacher to review goals of the IAP needs assessment and potential outcomes.
- By 9-1-17- A collaborative data platform, strategic instructional plan document, calendar of learning cycles, and student goal development plans will be developed.
- BY 9- 8-17, a plan for consistent checks on the goal will be developed.
- Over the year, Utilize Team and Individual time in the school calendar to review data and decisions to be made.

- By October 16, and February 16 (October and February Parent teacher conferences), administration will attain parental and student feedback on data use to show their academic growth.
- By April 27th, administration will collect information and data on teacher reflection of data use.

Tasks:

Program(s): TI TII TIII MOWR PD AP CTE ECE ELL Foster Gifted Homeless Parent SPED 21st CCLC

Responsible Person:

Site Administration

GOAL 2

Effective Curriculum: Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Need Statement and Desired Outcomes: A 21st Century education desires students to be involved in a variety of motivating and actively engaging learning experience that amplify basic instruction, promote student growth, and personalize the learning of students.

Local Description: Our school is a campus that has a mission of "Artful Teaching, Artful Learning." Our biggest challenge for implementing high levels of research-based arts learning strategies has been a level of teacher fidelity based on various educational system expectations. Utilizing technology/web based curricula that deliver consistent data and focuses on the student's level, can be a pathway to more meaningful time and opportunities for teachers to plan for deepening the learning of ALL students in a variety of engaging and impactful learning experiences outside of the computer based learning moments. Our outcome is to develop a consistent practice of rotational models that include various levels of standards aligned approptoate cognitive engagement.

Strategy 1: Implementing Integrated Digital Curriculum

Data/Evidence:

- LEADING EVIDENCE: Training and support of on-line programs that we will utilize at our school with teacher and provider feedback
- LEADING EVIDENCE: Teachers establishes a consistent routine for students to use digital tools.
- LEADING EVIDENCE: Teacher aligns the use of on-line and off- line curriculum to provide an integrated system for kids.
- LAGGING DATA: Comparative review of math and reading formative and summative data compared to the level of use of integrated digital curriculum.
- LAGGING DATA: Student and teacher perceptions of use of digital curriculum.
- LAGGING EVIDENCE/DATA: Teacher implementation of technology/web based curricula.

Action Plan:

- August of 2017: Training of on-line programs delivering digital curricula.
- September to October of 2017: Implementing technology in a consistent manor aligned to district curriculum units.
- Regular fidelity checks on the implementation of the digital curriculum and related learning data.

Strategy 2: Rotation models of Rigorous and Relevant Learning

Data/Evidence:

- LEADING EVIDENCE: Teacher feedback on training and learning opportunities for teachers to implement impactful rotational models that include project/problem based learning opportunities and information on related quality-learning environments.
- LEADING EVIDENCE/DATA: Regular observations and teacher reflection data of aspects of a learning environment that supports a rotational model.
- LAGGING EVIDENCE: Grade level/Individual teacher plans that communicate appropriate use of rotational models for the students they serve to inform our parents and community.
- LAGGING/LEADING EVIDENCE: MQI data that supports environment and quality instructional characteristic that would support quality rotation models.

Strategy/ Action Steps:

- September: Grade Level/Teacher plans and goals for implementing a rotation model.
- October: Start to implement rotational models.
- September to February: provide a learning platform in a variety of ways in implementing rotational models in effective ways (small group learning, observations, PD opportunities, PLC work).

Program(s):	TI	TII	TIII	MOWR	PD	AP	CTE	ECE	ELL	Foster
	Gifted	Homeless		Parent	SPED		21st CCLC			

Responsible Person:

Site Initiative Team

Site Administration

GOAL 3

Family and Community Engagement: Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities, and schools that reflects a shared responsibility to foster children's development and learning.

Need Statement and Desired Outcomes: 21st Century Modern Learning has an aspect that breaks down barriers of collaborative learning and student impact between connections of schools and community/family.

Title of Strategy: Community Built Maker Space

Local Description: Foothills vision statement reflects and desires the school to be seen an active partner with outside entities that invested in the outcomes of a successful school experience. Makerspaces have become an ideal concept of learning that supports the creativity, collaboration, critical thinking, and communication aspects of a student quality learning. Foothills desire to build a partnered Makerspace on the Foothills campus that engages many of our local community services, business, and the knowledge and experiences of our parents that affect a variety of learning experiences for children that involve STEAM concepts.

Data/Evidence:

- LEADING EVIDENCE: Develop a system of community engaged recycling and repurposing materials for project based making.
- LEADING EVODENCE: School leaders, staff and parents into local experts who can inform classroom practice and also help expand discussions about the expansion of our mission and vision for learning.
- LEADING EVIDENCE: School commits to contributing budget towards a progression of Makerspace resources and safe space development.
- LEADING EVIDENCE: Develop and collaborate a more specific vision for required site council with related program development and a plan for assessment.
- LEADING EVIDENCE: Communication of Makerspace to community on a regular basis.
- LEADING EVIDENCE: Provide training and opportunities for community members and family to volunteer.
- LAGGING EVIDENCE: Site council develops an annual review of progress, feedback, funding, and future work with a Makerspace program.
- LAGGING EVIDENCE/DATA: Teacher, student, community/family perceptions of the development and use of a Makerspace.

Action Steps:

- August of 2017- Advertise/market the concept of a community-developed makerspace and develop a parental group to move forward with the plan.
- September 2017- Initial meeting with this focused site council to develop group goals and assessable areas for program effectiveness for the 2017 school year.
- September –May- regular meetings with focused agendas regarding the goals of the site council

- October, November, January, March, April- Program of recycled material collection for quality Makerspace experiences.

Program(s):	TI	TII	TIII	MOWR	PD	AP	CTE	ECE	ELL	Foster
	Gifted	Homeless		Parent	SPED		21st CCLC			

Responsible Person:

Site Administration