

School Integrated Action Plan FY22

LEA: Sage Academy, Inc.

SY:2021-2022

Site: Sage Academy

Plan Start Date: July 1, 2021

Annual Goals

Principle 1: Effective Leadership	Sage Academy leadership will create, adopt, and implement a systematic approach to supporting schoolwide college and career readiness and social-emotional skill development as evident by defined roles, responsibilities, programs, events, and learning opportunities for staff, students, and families.
	Sage Leadership will adopt policy and procedures in key areas (i.e. PLCs, SEL, MTSS, Family Engagement, Teacher Evaluation, PBIS, etc.) that support the implementation of a vision of success as evidenced by written policy and procedures as well as artifacts (i.e. program plans, meeting notes, of procedures being implemented).
Principle 2: Effective Teachers and Instruction	Sage Academy will create, adopt and implement a strategic plan anchored in UDL (Universal Design for Learning) principles and best practices as evident by written implementation plans and artifacts of implementation.
	By April 2022 20% of students in grades 3-8 will meet Student Growth Target as measured from the spring 2021 AzM2 and calculated through the A-F AZ Accountability framework.
Principle 3: Effective Organization of Time	Sage Academy will create and implement a systematic and consistent schedule that provides effective opportunities for planning, preparation, and collaboration within the contracted day as evident by Site Daily Master Schedules and Comprehensive Master Calendar (i.e. LEA Calendar, Testing Calendar, Teacher Calendar, PD Calendar, etc).
Principle 5: Conditions, Climate and Culture	Sage Academy will establish and utilize student, staff, and family leadership committees to support a healthy schoolwide culture as evident by meeting attendance, meeting calendars, meeting notes, committee action plans, and/or family engagement events sponsored by committees.
	Sage Academy will create and implement a formal MTSS plan to support the academic and social-emotional success of all students as evidenced by defined roles and responsibilities, program (i.e. Title I, PBIS, CST, SPED, SEI, SEL, etc.) policy and procedures and artifacts showing implementation of program policy and procedures.
Principle 6: Family and Community Engagement	Sage Academy will create and implement a formal written plan for family engagement as evident through the written plan which includes defined roles, responsibilities, policy and procedures, and planned events as well as artifacts of implementation such as job descriptions, forms, event agendas, and sign-in, etc.

Strategies and Action Steps

<p>Strategy 1.1: Sage Academy leadership will develop a well-defined common vision aligned to the school mission and create policy and procedures which define programs, roles, and responsibilities for supporting and achieving the common vision.</p>	
Action Steps	Creation of School Vision of Success
	Adoption of Program Policy and Procedures
	Revision of Staff and Student Handbook
<p>Strategy 2.1: Sage Academy leadership will create, adopt and implement a systematic approach to supporting schoolwide college and career readiness and social-emotional skill development as evident by defined roles, responsibilities, programs, events, and learning opportunities for staff, students, and families.</p>	
Action Steps	External Training
	Adoption of Schoolwide College and Career Readiness Plan
<p>Strategy 3.1: Sage Academy will provide leadership and instructional staff adequate and proper training and coaching for understanding and implementing UDL.</p>	
Action Steps	External Coaching, Support and Training
<p>Strategy 3.2: Sage Academy will hire and retain teachers and instructional staff who meet the state's criteria for being highly qualified to teach diverse learners while implementing UDL at Tier 2-3.</p>	
Action Steps	Academic Interventionist
	Paraprofessionals
<p>Strategy 4.1: DuFour (2006) explains that effective Professional Learning Communities are not a program or meeting that occurs on a reoccurring basis. An effective PLC is a constant process of collaboration between educators where they navigate through a repetitive cycle of collective inquiry and action research. This cycle or process is driven by the common goal to achieve better results for the students in which they serve directly and/or indirectly. The Professional learning communities process at Sage Academy will coordinate through what DuFour (2006) described as the assumption that life-long learning of educators is paramount to the continual improvement and growth for students.</p>	
Action Steps	Establishment of Schoolwide PLCs
<p>Strategy 5.1: Sage Academy will implement a daily schedule that supports collaboration as well as a multi-tiered instructional model based on the Multi-Tiered System of Supports to maximize instruction and intervention for all students - especially those identified as academically at-risk using multiple measures.</p>	
Action Steps	Allocation of Time

Strategy 6.1: Sage Academy will improve stakeholder relations by providing opportunities for all members of the school community to participate in site-based decision making and provide input and feedback regarding overall school performance as measured by levels of stakeholder engagement, feedback, and input.

Action Steps	Parent Engagement Liaison
	Monthly Family Nights
	Trimester MRA (Stakeholder Input Surveys)

Strategy 7.1: Sage Academy will implement a multi-tiered instructional model based on the MTSS (Multi-Tiered System of Supports) to maximize instructional and intervention for all students; especially those identified as academically at-risked using multiple measures.

Action Steps	MTSS Plan Revision and Implementation
	Student Study Teams

Strategy 8.1: Sage Academy will create a systematic approach for home/school partnerships to support student achievement.

Action Steps	Family Engagement Plan
	Parent Engagement Liaison
	Parent Teacher Organization (PTO)