

Goals and Action Steps

Arizona Autism Charter Schools, Inc. (078226000) Charter District - FY 2026 - Medium Risk - Arizona Autism Charter - Online High School (078226004) Charter School - Integrated Action Plan - Rev 1

Math Goal (Required)

*

By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by i-Ready diagnostic data, MyPath learning path progress, or Unique Learning Systems (ULS) benchmark assessments

- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
- Sufficient growth for students using MyPath is defined as completing 10 or more MyPath lessons at 80% or higher performance.
- Sufficient growth for students using ULS benchmarking is defined as either mastery of assigned skills, an increase in level of performance, or a 10% or greater increase in responding.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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<p>* -Provide students with instruction in math via live lessons and independent study with support from a learning coach. Those students who are in the targeted subgroup or are not on track to meet their goals will receive additional intervention through appointments with teachers. Teachers will use Goalbook to support IEPs alignment with Math goals to ensure instructional and Intervention blocks are aligned, targeted, and compliant, and that instruction meets all student needs identified in the IEP documents</p>	<p>* 6: Interventions ▼</p>	<p>* 07/07/25-05/29/26</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/25-05/29/26</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 07/07/25-05/29/26</p>	<p>* John Paquin, AOI Director (Principal)</p>

<p>ELA Goal (Required)</p>

*

By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in English Language Arts (ELA), as measured by i-Ready diagnostic data, MyPath learning path progress, or Unique Learning Systems (ULS) benchmark assessments

- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
- Sufficient growth for students using MyPath is defined as completing 10 or more MyPath lessons at 80% or higher performance.
- Sufficient growth for students using ULS benchmarking is defined as either mastery of assigned skills, an increase in level of performance, or a 10% or greater increase in responding.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* -Provide students with instruction in ELA via live lessons and independent study with support from a learning coach. Those students who are in the targeted subgroup or are not on track to meet their goals will receive additional intervention through appointments with teachers. Teachers will use Goalbook to support IEPs alignment with ELA goals to ensure instructional and Intervention blocks are aligned, targeted, and compliant, and that instruction meets all student needs identified in the IEP documents</p>	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/25-05/29/26</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in ELA.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/25-05/29/26</p>	<p>* John Paquin, AOI Director (Principal)</p>

* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices

* 2: Structures and Systems ▼

* 07/07/25-05/29/26

* John Paquin, AOI Director (Principal)

Additional Goal I

Action Steps With Identified Need

Related Focal Point #

Please select... ▼

Timeline

Person(s) Responsible & Title

Additional Goal II

Action Steps With Identified Need

Related Focal Point #

Please select... ▼

Timeline

Person(s) Responsible & Title

Goals and Action Steps

Arizona Autism Charter Schools, Inc. (078226000) Charter District - FY 2026 - **Medium Risk** - Arizona Autism Charter School-Online K-8 (078226003) Charter School - Integrated Action Plan - Rev 2

Math Goal (Required)

- * By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by i-Ready diagnostic data or Unique Learning Systems (ULS) benchmark assessments.
- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
 - Sufficient growth for students using ULS benchmarking is defined as either mastery of assigned skills, an increase in level of performance, or a 10% or greater increase in responding.

Action Steps With Identified Need

* -Students receive instruction in math via live lessons, independent study with support from a learning coach, and, if they receive special education services in math or in the targeted subgroup via 1:1 sessions using supplemental instructional supplies. Teachers will use Goalbook to support IEPs alignment with Math goals to ensure instructional and Intervention blocks are aligned, targeted, and compliant, and that instruction meets all student needs identified in the IEP documents.

Related Focal Point #

* 5: Instructional Practices ▼

Timeline

* 07/07/2025-05/29/2026

Person(s) Responsible & Title

* John Paquin, AOI Director (Principal)

<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in mathematics.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* John Paquin, AOI Director (Principal)</p>

ELA Goal (Required)

*

- By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by i-Ready diagnostic data or Unique Learning Systems (ULS) benchmark assessments.
- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
 - Sufficient growth for students using ULS benchmarking is defined as either mastery of assigned skills, an increase in level of performance, or a 10% or greater increase in responding.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* -Students receive instruction in literacy via live lessons, independent study with support from a learning coach, and, if they receive special education services in ELA or in the targeted subgroup via 1:1 sessions using supplemental instructional supplies.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* -Provide training to teachers on the reading curriculum that was newly adopted for the 25/26 SY to increase fidelity with implementation and provide a systematic approach to reading instruction.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in mathematics.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* John Paquin, AOI Director (Principal)</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* John Paquin, AOI Director (Principal)</p>

Additional Goal I			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title

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Additional Goal II			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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Goals and Action Steps

Arizona Autism Charter Schools, Inc. (078226000) Charter District - FY 2026 - **Medium Risk** - AZACS Tucson Elementary School (078226007) Charter School - Integrated Action Plan - Rev 3

Math Goal (Required)			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by either i-Ready diagnostic data or PEAK Relational Training System data.</p> <ul style="list-style-type: none"> ▪ Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic. ▪ Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs. 	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/2025 - 05/29/2026</p>	<p>* Brittany Parmigiane, Campus Director/Principal</p>
<p>* - Students receive 60 minutes of daily instruction in math (using supplemental instructional supplies) as well as weekly targeted interventions in operations, algebraic thinking, and number sense for students below proficient in the identified targeted subgroups. Teachers will use Goalbook to support IEPs alignment with Math goals to ensure instructional and Intervention blocks are aligned, targeted, and compliant, and that instruction meets all student needs identified in the IEP documents.</p>			

<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in mathematics.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025 - 05/29/2026</p>	<p>* Brittany Parmigiane, Campus Director/Principal</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025 - 05/29/2026</p>	<p>* Brittany Parmigiane, Campus Director/Principal</p>

<p>ELA Goal (Required)</p>			
<p>Action Steps With Identified Need</p>	<p>Related Focal Point #</p>	<p>Timeline</p>	<p>Person(s) Responsible & Title</p>
<p>* By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in English Language Arts (ELA), as measured by either i-Ready diagnostic data or PEAK Relational Training System data.</p> <ul style="list-style-type: none"> ▪ Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic. ▪ Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs. 			

<p>* -Students receive 90 minutes of daily instruction in literacy, and students receive 30 minutes of intervention or enrichment in literacy (using supplemental instructional supplies) depending on their scores on placement assessments.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/2025 - 05/29/2026</p>	<p>* Elizabeth Wede Fahnbulleh, Campus Director/Princip</p>
<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in reading comprehension and written expression.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025 - 05/29/2026</p>	<p>* Elizabeth Wede Fahnbulleh, Campus Director/Princip</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 07/07/2025 - 05/29/2026</p>	<p>* Elizabeth Wede Fahnbulleh, Campus Director/Princip</p>

Additional Goal I			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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Additional Goal II			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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Goals and Action Steps

Arizona Autism Charter Schools, Inc. (078226000) Charter District - FY 2026 - Medium Risk - Arizona Autism Charter School -Tucson Upper School Campus (078226006) Charter School - Integrated Action Plan - Rev 2

Math Goal (Required)

*

- By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by i-Ready diagnostic data, MyPath learning path progress, or PEAK Relational Training System data.
- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
 - Sufficient growth for students using MyPath is defined as completing 10 or more MyPath lessons at 80% or higher performance.
 - Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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<p>* - Students receive 60 minutes of daily instruction in math (using supplemental instructional supplies) as well as weekly targeted interventions in operations, algebraic thinking, and number sense for students below proficient in the identified targeted subgroups. Teachers will use Goalbook to support IEPs alignment with Math goals to ensure instructional and Intervention blocks are aligned, targeted, and compliant, and that instruction meets all student needs identified in the IEP documents.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Kelly Hardegree-Ullman, Campus Director/Principal</p>
<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in mathematics.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Kelly Hardegree-Ullman, Campus Director/Principal</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Kelly Hardegree-Ullman, Campus Director/Principal</p>

<p>ELA Goal (Required)</p>

*

By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in English Language Arts (ELA), as measured by i-Ready diagnostic data, MyPath learning path progress, or PEAK Relational Training System data.

- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
- Sufficient growth for students using MyPath is defined as completing 10 or more MyPath lessons at 80% or higher performance.
- Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs.

Action Steps With Identified Need

* Students receive daily instruction in literacy and Behavior Specialists provide students with academic assistance in reading (using supplemental instructional supplies). Those who are in the targeted subgroups or not on track to meet their goal will receive additional intervention every Wednesday. Additional interventions for those with low and pre-emergent receptive and expressive language skills will be provided to students in targeted subgroups.. Additionally, enrichment opportunities will be considered for students who have already mastered standards.

Related Focal Point #

* 5: Instructional Practices ▼

Timeline

* 07/07/2025-05/29/2026

Person(s) Responsible & Title

* Kelly Hardegree-Ulliman, Campus Director/Principal

<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in reading comprehension and written expression.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Kelly Hardegree-Ullman, Campus Director/Principal</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Kelly Hardegree-Ullman, Campus Director/Principal</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Kelly Hardegree-Ullman, Campus Director/Principal</p>

Additional Goal I			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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Additional Goal II			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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Goals and Action Steps

Arizona Autism Charter Schools, Inc. (078226000) Charter District - FY 2026 - Medium Risk - Arizona Autism Charter School, West Valley Campus (078226005) Charter School - Integrated Action Plan - Rev 2

Math Goal (Required)			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by either i-Ready diagnostic data or PEAK Relational Training System data.</p> <ul style="list-style-type: none"> ▪ Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic. ▪ Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs. 	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Katie Ferback, Campus Director (Principal)</p>
<p>* -Students receive 60 minutes of daily instruction in math using supplemental instructional supplies. Weekly targeted interventions in operations, algebraic thinking, and numbers in base 10 for students below proficient in the identified targeted subgroups.</p>			

<p>* Instruction and Alignment Coach to oversee the instructional program implementation in classrooms and provide teacher supports. The Instructional coach oversees the instructional and program implementation and support teachers on program alignment, curriculum, lesson planning, and classroom management through the use of high-leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Katie Ferback, Campus Director (Principal)</p>
<p>* Teachers receive training on how to effectively address classroom behavioral challenges.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Katie Ferback, Campus Director (Principal)</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Katie Ferback, Campus Director (Principal)</p>

<p>ELA Goal (Required)</p>

*

By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in English Language Arts (ELA), as measured by either i-Ready diagnostic data or PEAK Relational Training System data.

- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
- Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* -Students receive 90 minutes of daily instruction in literacy and students receive 30 minutes of intervention or enrichment in literacy, depending on their scores on placement assessments.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Katie Ferback, Campus Director (Principal)</p>
<p>* Provide training to teachers and behavior specialists on the reading curriculum that was newly adopted for the 25/26 SY to increase fidelity with implementation and provide a systematic approach to reading instruction. Teachers also receive training on how to effectively address classroom behavioral challenges.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Katie Ferback, Campus Director (Principal)</p>

<p>* Instruction and Alignment Coach to oversee the instructional program implementation in classrooms and provide teacher supports. The Instructional coach oversees the instructional and program implementation and support teachers on program alignment, curriculum, lesson planning, and classroom management through the use of high-leverage practices.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* 07/07/2025-05/29/2026</p> <p>* Katie Ferback, Campus Director (Principal)</p>
<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in reading comprehension and written expression.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p> <p>* Katie Ferback, Campus Director (Principal)</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 07/07/2025-05/29/2026</p> <p>* Katie Ferback, Campus Director (Principal)</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p> <p>* Katie Ferback, Campus Director (Principal)</p>

<p>Additional Goal I</p>			
<p><input type="text"/></p>			
<p>Action Steps With Identified Need</p>	<p>Related Focal Point #</p>	<p>Timeline</p>	<p>Person(s) Responsible & Title</p>
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Additional Goal II			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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Goals and Action Steps

Arizona Autism Charter Schools, Inc. (078226000) Charter District - FY 2026 - Medium Risk - Arizona Autism Charter School's Main Campus (078226002) Charter School - Integrated Action Plan - Rev 1

Math Goal (Required)

* By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by i-Ready diagnostic data, MyPath learning path progress, or PEAK Relational Training System data.

- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
- Sufficient growth for students using MyPath is defined as completing 10 or more MyPath lessons at 80% or higher performance.
- Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* Provide students with 50 minutes of daily instruction (using supplemental instructional supplies) in math and those who are in the targeted subgroups or not on track to meet their goals will receive additional intervention every Wednesday. Teachers will use Goalbook to support IEPs alignment with Math goals to ensure instructional and Intervention blocks are aligned, targeted, and compliant, and that instruction meets all student needs identified in the IEP documents.</p>	<p>* 6: Interventions ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>

<p>* Instructional Coaches will provide feedback on and provide modeling in high-impact instructional strategies that support all students and identified targeted subgroups. Site-level PLC groups also work together to create curriculum for the following year and discuss math performance, including state assessment data and charter diagnostic and benchmark data for all students and make recommendations for interventions for those who are not on track or in our targeted subgroups.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>
<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in mathematics.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>
<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high-leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>

<p>ELA Goal (Required)</p>

*

By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in English Language Arts (ELA), as measured by i-Ready diagnostic data, MyPath learning path progress, or PEAK Relational Training System data.

- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
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- Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* -Provide students with 50 minutes of daily instruction (using supplemental instructional supplies) in an ELA course, and those who are in the targeted subgroups or not on track to meet their goal will receive additional intervention every Wednesday. -Behavior Specialists will provide additional student academic assistance in ELA in small group daily instruction. Additionally, enrichment opportunities will be considered for students who have already mastered standards.</p>	<p>* 6: Interventions ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>
<p>* Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in reading comprehension and written expression.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>

<p>* The Head of Schools oversees the instructional, professional development, and program implementation. This includes supporting principals and teachers with program alignment, curriculum, lesson planning, and classroom management through the use of high-leverage practices.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 7/7/25-5/29/26</p>	<p>* Denise Ballard, Director (Principal)</p>

Additional Goal I

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
	Please select... ▼		

Additional Goal II

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
	Please select... ▼		

Goals and Action Steps

Arizona Autism Charter Schools, Inc. (078226000) Charter District - FY 2026 - Medium Risk - Arizona Autism Charter School (078226001) Charter School - Integrated Action Plan - Rev 1

Math Goal (Required)

*

- By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in mathematics, as measured by either i-Ready diagnostic data or PEAK Relational Training System data.
- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
 - Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs.

Action Steps With Identified Need

* -Students receive 60 minutes of daily instruction in math. -Weekly targeted interventions in operations, algebraic thinking, and numbers in base 10 for students below proficient in the identified targeted subgroups.

Related Focal Point #

* 5: Instructional Practices ▼

Timeline

* 07/07/2025-05/29/2026

Person(s) Responsible & Title

* Jackie Oats, Campus Director (Principal)

<p>* Coaching and PD -Instructional coaches oversee the instructional and program implementation and support teachers on program alignment, curriculum, lesson planning, and classroom management through the use of high-leverage practices. - Schedule data meetings to review state testing data and charter diagnostic and benchmark data to determine specific interventions for students in the targeted subgroups.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Jackie Oats, Campus Director (Principal)</p>
<p>* -Behavior Specialists will receive training (QBS) on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in math. -Train staff on implementing with fidelity the Unique Learning System curriculum for students with the most significant cognitive needs.</p>	<p>* 2: Structures and Systems ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Jackie Oats, Campus Director (Principal)</p>
<p>* Students can access supplemental social/emotional supports via contracted music practices.</p>	<p>* 7: Enrichment ▼</p>	<p>* 07/07/2025-05/29/2026</p>	<p>* Jackie Oats, Campus Director (Principal)</p>

ELA Goal (Required)

Empty space for ELA Goal

*

By the end of FY26, 80% of Full Academic Year (FAY) students will demonstrate sufficient growth in English Language Arts (ELA), as measured by either i-Ready diagnostic data or PEAK Relational Training System data.

- Sufficient growth for students using i-Ready is defined as achieving 25% or more progress toward their annual typical growth on the final diagnostic.
- Sufficient growth for students using PEAK is defined as either mastery of assigned programs/targets or a 10% or greater increase in response scores across all assigned programs.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
* -Students receive 90 minutes of daily instruction in literacy. -Students receive 30 minutes of intervention or enrichment in literacy, depending on their scores on placement assessments. -	* 5: Instructional Practices ▼	* 07/07/2025-05/29/2026	* Jackie Oats, Campus Director (Principal)
	* 2: Structures and Systems ▼	* 07/07/2025-05/29/2026	* Jackie Oats, Campus Director (Principal)

* Coaching and PD Instructional coaches oversee the instructional and program implementation and support teachers on program alignment, curriculum, lesson planning, and classroom management through the use of high-leverage practices. - Behavior Specialists will receive training on using high-leverage practices in special education to provide evidence-based strategies to support students with disabilities in phonemic awareness, phonics, fluency, vocabulary, and comprehension - Targeted coaching and modeling for teachers by the instructional coaches in written expression skills such as producing written products that contain main idea, supporting details, linking worlds and a conclusion to increase support for targeted subgroups. -Additional interventions for those students with low and pre-emergent receptive and expressive language skills will be provided to students in the targeted subgroups. - Train staff on implementing with fidelity the Unique Learning System curriculum for students with the most significant cognitive needs -Scheduled data meetings to review state testing data and charter diagnostic and benchmark data to determine specific interventions for students in the targeted subgroups. -Provide training to teachers and behavior specialists on the reading curriculum that was newly adopted for the 25/26 SY to increase fidelity with implementation and provide a systematic approach to reading instruction.

Additional Goal I

By the end of FY26, the chronic absenteeism rate will decrease by more than 5% for students in targeted subgroups as well as students overall, by implementing targeted attendance interventions, regular family engagement, and monthly attendance monitoring.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>-Train Student Information System Manager, Registrar, Attendance Clerks, Office Managers, Campus Directors, and other identified campus leaders on the PowerSchool SIS Attendance Intervention Suite. -Revise the Parent Handbook to provide clearer expectations to guardians on student attendance. -Create attendance template letters. - Determine and set up triggers when parents will receive auto-generated messages regarding their student's attendance to increase awareness. -Train MTSS teams on pulling and analyzing data, developing and implementing and tracking interventions, and building relationships and establishing open communication with parents. -During data meetings, analyze attendance data such as lost instructional time, tier II and III identified students, and positive vs negative messages provided.</p>	<p>6: Interventions ▼</p>	<p>07/07/2025-05/29/2026</p>	<p>Jackie Oats, Campus Director (Principal)</p>

Additional Goal II			
Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p><input type="text"/></p>	<p>Please select... ▼</p>		