EXHIBIT A

Tully Magnet Elementary School

TULLY MAGNET ELEMENTARY SCHOOL
TARGETED ACADEMIC IMPROVEMENT PLAN SY2020-21
Principal: Sean Wilken   **Silverbell Regional Superintendent:** Brian Lambert

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Tully has identified the following gaps in areas of student outcomes. For each, Tully provides a description of the gap, including the desired state, the current reality, and an explanation of the identified gaps.

1. K-2 Reading

Data Source: DIBELS data (SY 18-19) (Beginning, Middle, and End of Year)[1].

Desired State: Increase the percentage of CORE students in EOY reading from 35% MOY Winter 2020 to 50% EOY Spring 2021

Current Reality: kinder students made a small improvement in CORE by MOY, but we do not have EOY data for SY2019-20.

Gap: the Anglo Kinder students improved in CORE, while the Hispanic and African American students lost ground. The data is fairly consistent within grade-level sub-groups. There was no gap between Anglo and Hispanic/African American students in first grade, but there were gaps in kinder and second grade.

Kinder CORE: all Kinder 23%, ELD 19 % (9/45), Non Ex. Ed 27%, Ex. Ed. 0%, Hispanic Students 14%, African American Students 14%, Anglo Students 29%

* Targeted subgroups: ELD, Exceptional Education, Hispanic Students, and African American Students.

First Grade CORE: all 1st 45%, ELD 38%, Ex. Ed. 40%, Hispanic Students 33%, African American Students 50%, Anglo Students 29%

Targeted subgroups: ELD, Exceptional Education, Hispanic Students, and Anglo Students.

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[1] Due to school closure in March 2020, the 19/20 EOY DIBELS was not completed so 18/19 DIBELS data is used.

Second Grade CORE: all 2nd 39% CORE, ELD 100%, Ex. Ed. 43%, Hispanic Students 45%, African American Students 0%, Anglo Students 67%

Targeted subgroups: Exceptional Education, Hispanic Students, and African American Students.

2. 3rd Grade ELA

Data Source: 2nd grade Q3 Benchmark (SY 19-20)

Desired State: To have our current 3rd graders go from 31% proficient to 45% Proficient in ELA Benchmark.

Current Reality: ELA Benchmark 18-19 28% pass rate for ELA Benchmark 31%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohort data, we see that the current 3rd grade students have shown no growth from 18-19 to 19-20.

Gap: 2019-20 ELA Benchmark Q3: Ex Ed (33%), Hispanic Students (31%), and African American Students (0%), significantly lag behind their Anglo peers (83.3 % pass rates). They represent around 5% of the group.

Targeted subgroups: Exceptional Education, Hispanic Students, and African American Students.

3. 3rd Grade Math

Data Source: 2nd grade Q3 Benchmark (SY 19-20)

Desired State: To have our current 3rd graders go from 48%Proficient to 60% Proficient in Math Benchmark.

Current Reality: Math benchmark 20-21 48%. Hispanic Students represent 70% of the 3rd graders. Although we are not using cohort data, we see that the current 3rd grade students have shown no growth from 18-19 to 19-20.

Gaps: 2019-20 Math Benchmark Q3: ELD (0%), Ex Ed (25%), Hispanic Students (52%), and African American Students (50%), significantly lag behind their Anlgo peers (100% % pass rates). They represent around 5% of the group.

Targeted subgroups: Exceptional Education, English Language Learners, Hispanic Students, and African American Students.

4. 4th Grade Math

Data Source: 2nd grade Q3 Benchmark (SY 18-19), 3rd grade AZMerit (SY 19-20)

Desired State: To have our current 4th graders go from 36% Proficient to 50% Proficient in Math on the TUSD Benchmark assessment.

Current Reality: Math benchmark 18-19 46% pass rate; Math benchmark 19-20 37%. Hispanic Students represent 70% of the 4th graders. Although we are not using cohort data, we see that the current 4th grade students have shown a 10% drop in pass rates from 18-19 to 19-20.

Gap: 18-19 Math Benchmark Q3: ELD (33%) Ex Ed (30%), Hispanic Students (39%), and African American Students (25%), significantly lag behind their Anlgo peers (71% pass rates)..

19-20 Math Benchmark Q3: African American Students (0%), significantly lag behind their Anglo peers (33%). ELD (33%) Ex Ed (71%), Hispanic Students (48%), outscored their Anglo peers. Hispanic students showed a 9% gain in pass rates from 18-19 to 19-20.

Targeted subgroups: English Language Learners, and African American Students.

5. 4th Grade ELA

Data Source: 2nd grade Q4 Benchmark (SY 18-19), 3rd grade Q3 ELA Benchmark (SY 19-20)

Desired State: To have our current 4th graders go from 19% Pproficient to 40% Proficient in ELA

Current Reality: ELA Benchmark 18-19 48% pass rate for ELA Benchmark 19-20 19%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohort data, we see that the current 4th grade students have shown a significant drop in pass rates from 18-19 to 19-20.

Gap: Pass rates 18-19 ELA Benchmark Q3: ELD (0%) Ex Ed (14%), Hispanic Students (36%), and African American Students (50%), significantly lag behind their Anlgo peers (80% pass rates)..

19-20 ELA Benchmark Q3: ELD (0%) Ex Ed (23%), Hispanic Students (14%), and African American Students (0%), significantly lag behind their Anlgo peers (50% pass rates).

Targeted subgroups: Exceptional Education, English Language Learners, Hispanic Students, and African American Students.

6. 5th Grade ELA

Data Source: 3rd grade AZMerit (SY 18-19), 4th grade 3Q Benchmark (SY 19-20)

<u>Desired State:</u> To have our current 5th graders go from 26% Proficient to 41% Proficient in ELA

<u>Current Reality:</u> AZMerit 18-19 28% pass rate for ELA.Benchmark 20-21 26%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohprt data, we see that the current 5th grade students have shown no growth from 18-19 to 19-20.

<u>Gap:</u>

Pass rates 18-19 AZMerit: ELD (0%) Ex Ed (14%), lag behind Hispanic Students (28%), African American Students (36%), significantly lag behind their Anlgo peers (40% pass rates).

19-20 ELA Benchmark Q3: ELD (10%) Ex Ed (25%), Hispanic Students (28%), and anglo Students (25%) significantly lag behind African American peers(50%)

Targeted subgroups: Exceptional Education, English Language Learners, and Hispanic Students.

7. 5th Grade Math

Data Source: 3rd grade AZMerit (SY 18-19), 4th grade AZMerit (SY 19-20)

<u>Desired State:</u> To have our current 5th graders go from 45% Proficient to 60% Proficient in Math.

<u>Current Reality:</u> AZMerit 18-19 34% pass rate for MATH.Benchmark 20-21 45%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohort data, we see that the current 5th grade students have shown no growth from 18-19 to 19-20.

<u>Gap:</u>

18-19 AZMerit Math: Ex Ed (29%) and Hispanic Students (29%), lag behind African American Students (46%), ELD (50%) and Anlgo peers (50% pass rates).

ELD students are scoring above their non-ELD peers by 15% in AZMerit. Hispanic and African American students lag behind their Anglo peers by over 20%. Ex Ed had a higher pass rate than non-ex ed peers on Q3 benchmarks.

19-20 Math Benchmark Q3: Non ELD students (36%), ELD students (9%), Ex. Ed. Students (40%), Hispanic Students (34%), African American Students (20%), lag behind their Anglo peers (54%)

Targeted subgroups: Exceptional Education, English Language Learners, Hispanic Students, and African American Students.

B. SMART Improvement Goals

1. ELA Improvement Goal: *By May 2021, Tully 3rd, 4th and 5th grade students will improve from a 32% proficiency to 47% proficiency, in ELA, as measured by the TUSD Benchmark tests. This goal is targeted specifically towards sub-populations identified in sections A1, A2, A5, and A6, above.*

Evidence to Be Used to Assess Progress and Accomplishment: Benchmark ELA unit assessments, and District Quarterly Benchmark assessments.

2. Math Improvement Goal: *By May 2021, Tully 3rd, 4th and 5th grade students will improve from a 43% proficiency to 58% proficiency, in Math, as measured by the TUSD Benchmark tests. This goal is targeted specifically towards sub-populations identified in sections A3, A4, and A7, above.*

Evidence to Be Used to Assess Progress and Accomplishment: Engage NY unit assessments and District Quarterly Benchmark assessments.

3. MOWR/Phonics Improvement Goal: *By May 2021, Tully Kinder, 1st, and 2nd grade students will improve from a 35% proficiency to 50% proficiency, in Reading proficiency, as measured by the Waterford Fluency Assessment. This goal is targeted specifically towards sub-populations identified in section A1, above.*

Evidence to Be Used to Assess Progress and Accomplishment: Waterford middle of the year and end of year assessment.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing data and needs, Tully reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section E, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. ELA Improvement Goal: *By May 2021, ELL and Exceptional Education students will show 15% gains as compared to their peers in ELA, as measured by the TUSD Benchmark tests. This goal is targeted specifically towards identified sub-populations identified in sections A1, A2, A5, and A6, above.*

Strategy(ies) Selected	Supports and Constraints to Address
1. Targeted tier 2/3 interventions for ELD and Exceptional Education Students. 4X Weekly for 20 mins. Phonics for reading, Reading A-Z, Benchmark intervention materials for Tier 2 and 3	Supports: CTT meetings with teachers and interventionists to review data and progress. Reading intervention trainings for teachers and interventionists. Push ins scheduled to support direct instruction. Pull outs scheduled around direct instruction time, so students are not missing new concepts Constraints: Online format is a little constraining. It makes it difficult to group students from different classrooms. Scheduling is always challenging.
2. Differentiated independent online and teacher created hands on activities during guided reading rotations that target specific learning needs for the student.	Supports: A variety of on-line platforms for ELA interventions. CTT meetings with teachers and interventionists to review data and progress. Team designs individualized hands on practice centers. School to order manipulatives and materials. Constraints Online format is a little constraining. It makes it difficult to group students from different classrooms. Getting the teachers to stay consistent with the rotations and providing opportunities to log on. Providing feedback to students consistently based on the data reports.
3. Students will be grouped by skill level-based on a skill screener. We use Phonics for reading, ARRM and GSRR to determine specific levels and skill deficits.	Supports: Regular MTSS meetings. Data collection system used to easily recognize progress. Screener that is universal for all grade levels and is easy to administer. System in place to assess new students and get them into the appropriate intervention within 3 school days. Constraints: Scheduling time to assess. Current paper screener is difficult to use. Hand graded.

2. Math Improvement Goal: *By May 2021, ELL and Exceptional Education students will show 15% gains as compared to their peers in MATH, as measured by the TUSD Benchmark tests. This goal is targeted specifically towards identified sub-populations identified in sections A3, A4, and A7 above.*

Strategy(ies) Selected	Supports and Constraints to Address
1. MATH Targeted tier 2/3 interventions for ELD and Exceptional Education Students. 2-3 times weekly, using Math Pathways and Pitfalls (Tier 2), along with Basic skills practice (Tier 3). * This intervention system is used school-wide for any student not at Proficient.	Supports: CTT meetings with teachers and interventionists to review data and progress. Reading intervention trainings for teachers and interventionists. Push ins scheduled to support direct instruction. Pull outs scheduled around direct instruction time, so students are not missing new concepts Constraints: Online format is a little constraining. It makes it difficult to group students from different classrooms. Scheduling is always challenging.
2. MATH Differentiated independent activities during independent math time, and guided math groups, that target specific learning needs for the student. This will be done using a combination of On-line programs, and hands on practice.	Supports: A variety of on-line platforms for Math interventions. CTT meetings with teachers and interventionists to review data and progress. Team designs individualized hands on practice centers. School to order manipulatives and materials. Constraints Online format is a little constraining. It makes it difficult to group students from different classrooms. Getting the teachers to stay consistent with the rotations and providing opportunities to log on. Providing feedback to students consistently based on the data reports.
3. MATH Students will be grouped by skill level-based on an online skill screener and an in-house screener. MTSS team will meet regularly to make adjustments.	Supports: Regular MTSS meetings. Data collection system used to easily recognize progress. Screener that is universal for all grade levels and is easy to administer. System in place to assess new students and get them into the appropriate intervention within 3 school days. Constraints: Scheduling time to assess. Current paper screener is difficult to use. Hand graded.

3. MOWR/Phonics Improvement Goal: *By May 2021, ELL and Exceptional Education students will show 10% gains as compared to their peers in reading skills, as measured by the Waterford reading screener.   This goal is targeted specifically towards identified sub-populations identified in section A1 above*

Strategy(ies) Selected	Supports and Constraints to Address
1. PHONICS/MOWR Targeted tier 2/3 interventions for ELD and Exceptional Education Students. 4X Weekly for 20 mins. Phonics for reading, Reading A-Z, Benchmark intervention materials for Tier 2 and 3	Supports: CTT meetings with teachers and interventionists to review data and progress. Reading intervention trainings for teachers and interventionists. Push ins scheduled to support direct instruction. Pull outs scheduled around direct instruction time, so students are not missing new concepts Constraints: Online format is a little constraining. It makes it difficult to group students from different classrooms. Scheduling is always challenging.
2. Differentiated independent online and teacher created hands on activities during guided reading rotations that target specific learning needs for the student.	Supports: A variety of on-line platforms for ELA interventions. CTT meetings with teachers and interventionists to review data and progress. Team designs individualized hands on practice centers. School to order manipulatives and materials. Constraints Online format is a little constraining. It makes it difficult to group students from different classrooms. Getting the teachers to stay consistent with the rotations and providing opportunities to log on. Providing feedback to students consistently based on the data reports.
3. Students will be grouped by skill level-based on a skill screener. We use Phonics for reading, ARRM and GSRR to determine specific levels and skill deficits.	Regular MTSS meetings. Data collection system used to easily recognize progress. Screener that is universal for all grade levels and is easy to administer. System in place to assess new students and get them into the appropriate intervention within 3 school days. Scheduling time to assess. Current paper screener is difficult to use. Hand graded.

D. ACTION STEPS TO IMPLEMENT, MONITOR, ASSESS, AND ADJUST IMPROVEMENT STRATEGIES

Tully developed specific action steps needed to implement the strategies listed in section F, above.

1. ELA Improvement Goal: By May 2021, ELL and Exceptional Education students will show 15% gains as compared to their peers in ELA, as measured by the TUSD Benchmark tests.

Strategy 1: Targeted tier 2/3 interventions for ELD and Exceptional Education Students. 4X Weekly for 20 mins. Phonics for reading, Reading A-Z, Benchmark intervention materials for Tier 2 and 3.

Strategy 2: Differentiated independent online and teacher created hands on activities during guided reading rotations that target specific learning needs for the student.

Strategy 3: Students will be grouped by skill level-based on a skill screener. We use Phonics for reading, ARRM and GSRR to determine specific levels and skill deficits.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Interventionists to meet with teachers to develop a schedule to assess students and to get names of students teachers are concerned about.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	August 17	Time to meet, Teacher's schedules. student data, and current work samples.
Assess students, and make leveled groups.	Laura, Anna, Irma (interventionists)	August 25	Assessment books
Quarterly Phonics assessment data review.	Principal Wilken, Katie Hernandez (CSP), Interventionists	End of each Quarterly	Data forms
Meet with team to determine and create hands on learning centers.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	At the end of each quarter during 8-hour team planning day,	Manipulatives and basic materials
Ensure that students have taken the online Intervention program placement tests	Classroom teachers, Katie Hernandez (CSP)	August 31	Test reports
Provide 20 min. Interventions 4 days weekly	Laura, Anna, Irma (interventionists)	August 25	Schedule, materials, zoom codes

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review data reports from online intervention programs.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	Bi Weekly	Data reports for intervention program. (IXL, Waterford)
Review quarterly benchmarks, intervention assessments, and benchmark tests to determine next steps.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	Quarterly	Benchmark results, intervention assessment reports, and interventionist feedback
Meet regularly to discuss student progress and make adjustments.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	Weekly CTT	Work samples, student data, curriculum maps
Quarterly Phonics assessment data review.	Katie Hernandez (CSP), Principal Wilken	Quarterly	Phonics for reading assessment data.
MTSS meetings to discuss students who are still struggling and discuss next steps.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	As Scheduled, We follow the MTSS timeline.	Work samples, student data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	Bi Weekly	Bi Weekly reports for online intervention programs. Student intervention work pages, progress monitoring data,
Evidence to be Collected for Monitoring and Assessing Goal Attainment	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	Quarterly	End of unit reports, final unit tests, Quarterly intervention progress assessments

2. Math Improvement Goal: *By May 2021, ELL and Exceptional Education students will show 15% gains as compared to their peers in Math, as measured by the TUSD Benchmark tests.*

Strategy 1: MATH Targeted tier 2/3 interventions for ELD and Exceptional Education Students. 2-3 times weekly, using Math Pathways and Pitfalls (Tier 2), along with Basic skills practice (Tier 3). * This intervention system is used school-wide for any student not at Proficient.

Strategy 2: MATH Differentiated independent activities during independent math time, and guided math groups, that target specific learning needs for the student. This will be done using a combination of On-line programs, and hands on practice.

Strategy 3: MATH Students will be grouped by skill level-based on an online skill screener and an in-house screener. MTSS team will meet regularly to make adjustments.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Interventionists to meet with teachers to develop a schedule to assess students and to get names of students teachers are concerned about.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	September 1	Time to meet
Assess students, and make leveled groups.	Laura, Anna, Irma (interventionists)	September 1	Assessment books
Quarterly Math intervention assessment data review.	Principal Wilken, Katie Hernandez (CSP), Interventionists	End of each Quarterly	Data forms
Meet with team to determine and create hands on learning centers.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	At the end of each quarter during 8-hour team planning day,	Manipulatives and basic materials
Ensure that students have taken the online Intervention program placement tests	Classroom teachers, Katie Hernandez (CSP)	August 31	Test reports
Provide 20 min. Interventions 2-3 days weekly	Bob, Anna,(interventionists)	September 15	Schedule, materials, zoom codes

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review data reports from online intervention programs.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	Bi Weekly	Data reports for intervention program. (IXL, Waterford)
Review quarterly benchmarks, intervention assessments, and benchmark tests to determine next steps.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	Quarterly	Benchmark results, intervention assessment reports, and interventionist feedback
Meet regularly to discuss student progress and make adjustments.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	Weekly CTT	Work samples, student data, curriculum maps
Quarterly Phonics assessment data review.	Katie Hernandez (CSP), Principal Wilken	Quarterly	Math intervention assessment data.
MTSS meetings to discuss students who are still struggling and discuss next steps.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	As Scheduled, We follow the MTSS timeline.	Work samples, student data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	BiWeekly	Bi Weekly reports for online intervention programs. Student intervention work pages, progress monitoring data,
Evidence to be Collected for Monitoring and Assessing Goal Attainment	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	Quarterly	End of unit reports, final unit tests, Quarterly intervention progress assessments

3. MOWR/PHONICS Improvement Goal: *By May 2021, ELL and Exceptional Education students will show 10% gains as compared to their peers in reading skills, as measured by the Waterford reading screener.*

Strategy 1: Targeted tier 2/3 interventions for ELD and Exceptional Education Students. 4X Weekly for 20 mins. Phonics for reading, Reading A-Z, Benchmark intervention materials for Tier 2 and 3.

Strategy 2: Differentiated independent online and teacher created hands on activities during guided reading rotations that target specific learning needs for the student.

Strategy 3: Students will be grouped by skill level-based on a skill screener. We use Phonics for reading, ARRM and GSRR to determine specific levels and skill deficits.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Interventionists to meet with teachers to develop a schedule to assess students and to get names of students teachers are concerned about.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	August 17	Time to meet
Assess students, and make leveled groups.	Laura, Anna, Irma (interventionists)	August 25	Assessment books
Quarterly Phonics assessment data review.	Principal Wilken, Katie Hernandez (CSP), Interventionists	End of each Quarterly	Data forms
Meet with team to determine and create hands on learning centers.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	At the end of each quarter during 8-hour team planning day,	Manipulatives and basic materials
Ensure that students have taken the online Intervention program placement tests	Classroom teachers, Katie Hernandez (CSP)	August 31	Test reports
Provide 20 min. Interventions 4 days weekly	Laura, Anna, Irma (interventionists)	August 25	Schedule, materials, zoom codes

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review data reports from online intervention programs.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	Bi Weekly	Data reports for intervention program. (IXL, Waterford)
Review quarterly benchmarks, intervention assessments, and benchmark tests to determine next steps.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	Quarterly	Benchmark results, intervention assessment reports, and interventionist feedback
Meet regularly to discuss student progress and make adjustments.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	Weekly CTT	Work samples, student data, curriculum maps
Quarterly Phonics assessment data review.	Katie Hernandez (CSP), Principal Wilken	Quarterly	Phonics for reading assessment data.
MTSS meetings to discuss students who are still struggling and discuss next steps.	Classroom teachers, Katie Hernandez (CSP), Principal Wilken	As Scheduled, We follow the MTSS timeline.	Work samples, student data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	BiWeekly	Bi Weekly reports for online intervention programs. Student intervention work pages, progress monitoring data,
Evidence to be Collected for Monitoring and Assessing Goal Attainment	Classroom teachers, Katie Hernandez (CSP), Principal Wilken, interventionists	Quarterly	End of unit reports, final unit tests, Quarterly intervention progress assessments

E. BUDGET

Tully has developed a magnet budget that is sufficient to implement this plan.

Booth-Fickett K-8 Math/Science Magnet School

BOOTH-FICKETT K-8 MATH/SCIENCE MAGNET SCHOOL
TARGETED ACADEMIC IMPROVEMENT PLAN SY2020-21
Principal: Dr. Demetra Baxter-Oliver   **Regional Superintendent:** Ernest Rose

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Booth-Fickett has identified the following gaps in areas of student outcomes. For each, Booth-Fickett provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

1. Kindergarten ELA Student Academic Achievement

Data Source: DIBELS data SY 18/19 (Beginning, Middle, and End of Year) and SY 19/20 (Beginning and Middle of Year).[1]

Current Reality: significant increase in kindergarten student performance and % at CORE at the end of SY 18/19 and middle of SY 19/20; significant increase in CORE% in DIBELS composite scores through SY 18/19.

Desired State: all Kindergarten students at the CORE or proficient level on the new WACS tests by end of SY 20/21; 75% of all Kindergarten students at the CORE or proficient level on the new WACS tests by end of SY 20/21

Gap:

Kindergarten 19/20 MOY DIBELS:

	Intensive	Strategic	CORE	**CORE GAP**
Tucson Unified School District	31.2%	18.6%	49.8%	N/A
Booth-Fickett – Kindergarten	19.4%	19.4%	61.1%	11.3% above TUSD
African American	16.7%	16.7%	66.7%	16.9% above TUSD
Asian American	N/A	N/A	N/A	N/A
Hispanic	15%	20%	65%	15.2% above TUSD
Multi-racial	0%	66.7%	33.3%	16.5% below TUSD
Native American	50%	0%	50%	.2% above TUSD
White	40%	0%	60%	10.2% above TUSD

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[1] Due to school closure in March 2020, the 19/20 EOY DIBELS was not completed so 18/19 DIBELS data is also included

Q3

School average 46.7%   District average 52.9%

African American 47.4%   Hispanic 45.4%   White 49.8%

African American students 5.5% below district, Hispanic students 7.5% below district, and White students 3.1% below district

Gap: the Anglo Kinder students actually improved in CORE, while the Hispanic and African American students lost ground. The data is fairly consistent within grade-level sub-groups. There was no gap between Anglo and Hispanic/African American students in first grade, but there was a gap in second grade.

Kinder CORE: all Kinder 23%, Non-ELD 25%, ELD 19 % (9/45), Non Ex. Ed 27%, Ex. Ed. 0%, Hispanic Students 14%, African American Students 14%, Anglo Students 29%

First Grade CORE: all 1st 45%, Non-ELD 44%, ELD 38% (8/52), Non Ex. Ed 46%, Ex. Ed. 40%, Hispanic Students 33%, African American Students 50%, Anglo Students 29%

Second Grade CORE: all 2nd 39% CORE, Non-ELD 41%, ELD 100% (7/49), Non Ex. Ed 39%, Ex. Ed. 43%, Hispanic Students 45%, African American Students 0%, Anglo Students 67%

Description of Improvements in 2019-20:
- Based on state assessment and benchmark data from 2018-19, we identified the ELA and math standards that students commonly struggled with to focus on during 2019-20, three for each grade level and subject area (K-5 and 6-8). In total, we identified six focus standards for elementary (three ELA and three math), and six for middle school.
- Kindergarteners learned letter recognition and engaged in intensive reading activities daily
- Kindergarteners could also tell anyone who visited their classroom the highly leveraged standards that they were working on and why
- Kindergarten students with disabilities data – per Title 1 this is a focus for Booth-Fickett – at MOY for SY 19/20 before school closure 50% of special ed students were at the CORE level, 25% at Strategic, and 25% at Intensive – all students were on an upward trend

2. 1st Grade ELA Student Academic Achievement

Data Source: DIBELS data SY 18/19 (Beginning, Middle, and End of Year) and SY 19/20 (Beginning and Middle of Year).

Current Reality: a decrease in 1st grade student performance at 41.9% at CORE at the end of SY 18/19; a significant decrease in 1st grade students' performance at 35.7% at Core at MOY of SY 19/20 compared to SY 18/19 at 41.9%; student performance data shows significant decrease in 1st grade scores over time compared to the improvement of students in kindergarten in SY 19/20.

Desired State: 75% of all 1st graders at the CORE or proficient level on the new WACS tests by end of SY 20/21; 75% of all special ed 1st graders at the CORE or proficient level on the new WACS tests by end of SY 20/21.

Gap:

1st grade 19/20 MOY DIBELS:

	Intensive	Strategic	CORE	**CORE GAP**
Tucson Unified School District	37.7%	11.6%	42.3%	N/A
Booth-Fickett – Kindergarten	40.6%	18.8%	34.4%	7.9% below TUSD
African American	0%	0%	100%	57.7% above TUSD
Asian American	N/A	N/A	N/A	N/A
Hispanic	52.2%	21.7%	21.7%	20.6% below TUSD
Multi-racial	50%	0%	50%	7.7% above TUSD
Native American	0%	0%	100%	57.7% above TUSD
White	20%	20%	60%	17.7% above TUSD

Description of Improvement: Discipline issues and attendance issues at 2nd grade level for SY 19/20 maintaining those skills over time. Three specific standards: (1) Teaching strategies not in place for students to maintain those skills over time; (2) Teachers not using data to drive instruction; 1st grade students with disabilities data – per Title 1 this is a focus for Booth-Fickett – at MOY for SY 19/20 before school closure 20% of special ed students were at the Core level, 20% at Strategic, and 60% at Intensive.

3. 2nd Grade ELA and MATH Student Academic Achievement

Data Source: DIBELS data SY 18/19

Current Reality:

Student performance data shows significant increase in 2nd grade scores over time compared to the improvement of students in 1st grade, but still not at the level of performance of those at the kindergarten level

Significant decrease in 2nd grade students' performance at 40.7% at "Core" at MOY of SY 19/20 compared to SY 18/19 at 54.7%

2nd grade students with disabilities ELA data – per Title 1 this is a focus for Booth-Fickett – at MOY for SY 19/20 before school closure 80% of special ed students were at the CORE level, 20% at Strategic, and 0% at Intensive.

2nd grade for SY 19/20 MATH Benchmark before school closure 59.4% of special ed students were at the Minimally Proficient level, 25% at the Partially Proficient level, 12.5% at the Proficient Level, and 3.1% at the Highly Proficient level
Math scores not at the District level

Desired State:

 75% of all 2nd graders at the CORE or proficient level on the new WACS tests by end of SY 20/21 and 50% average correct on Benchmark in SY 20/21 for ELA

75% of all Special ed 2nd graders at the CORE or proficient level on the new WACS tests by end of SY 20/21

45% average correct on Benchmark in SY 20/21 for math for 2nd graders

Description of Gap

2nd grade 19/20 MOY DIBELS:

	Intensive	Strategic	CORE	**CORE GAP**
Tucson Unified School District	31.2%	18.6%	49.8%	N/A
Booth-Fickett – Kindergarten	19.4%	19.4%	61.1%	11.3% above TUSD
African American	16.7%	16.7%	66.7%	16.9% above TUSD
Asian American	N/A	N/A	N/A	N/A
Hispanic	15%	20%	65%	15.2% above TUSD
Multi-racial	0%	66.7%	33.3%	16.5% below TUSD
Native American	50%	0%	50%	.2% above TUSD
White	40%	0%	60%	10.2% above TUSD

Description of Improvement:

Discipline issues and attendance issues at 2nd grade level for SY 19/20

Teaching strategies not in place for students to maintain those skills over time

Despite Targeted Learning Sessions (TLS) for 2nd grade "CUSP students" from QTR 3 SY 18/19 TUSD Benchmark data for ELA students did improve in QTR 2 of SY 19/20

Teachers not using data to drive instruction

Booth-Fickett Benchmark QTR 3 ELA GAP Data by Ethnicity

2nd grade ELA:

	AVG. % Correct	**GAP**
Tucson Unified School District	51.1%	N/A
Booth-Fickett – 2nd grade	44.7%	6.4% below TUSD average
African American	N/A	N/A
Asian American	N/A	N/A
Hispanic	39.1%	12% below TUSD average
Multi-racial	40%	11.1% below TUSD average
Native American	N/A	N/A
White	59.3%	8.2% above TUSD average

Booth-Fickett Benchmark QTR 3 MATH GAP Data by Ethnicity

2nd grade MATH:

	AVG. % Correct	GAP
Tucson Unified School District	51.3%	N/A
Booth-Fickett – 2nd grade	37.4%	13.9% below TUSD
African American	N/A	N/A
Asian American	N/A	N/A
Hispanic	32.8%	18.5% below TUSD
Multi-racial	36%	15.3% below TUSD
Native American	N/A	N/A
White	50.3%	1% below TUSD

4. 3rd grade ELA and MATH Student Academic Achievement

Data Source: 3rd grade DIBELS data, 3rd grade TUSD Benchmark data ELA, 3rd grade AzMerit SY 18/19 ELA, 3rd grade TUSD Benchmark data MATH, 3rd grade AZMerit SY 18/19 MATH

<u>Current Reality</u>:

Significant decrease in scores over time especially in Benchmark math and DIBELS MOY 19/20

<u>Desired State</u>:

75% of all 2nd graders at the CORE or proficient level on the new WACS tests by end of SY 20/21 and 50% average correct on Benchmark ELA in SY 20/21

50% average correct on Benchmark by end of SY20/21 for 3rd graders in math

<u>Description of Gap</u>: Add info about Pathways and pitfalls for math 3rd – 5th; only used by one 5th grade teacher and one 3rd grade teacher in the 3rd QTR

Booth-Fickett Benchmark QTR 3 MATH GAP Data by Ethnicity

3rd grade MATH:

	AVG. % Correct	GAP
Tucson Unified School District	49.9%	N/A
Booth-Fickett – 3rd grade	46.1%	3.8% below TUSD
African American	46.7%	3.2% below TUSD
Asian American	N/A	N/A
Hispanic	42.3%	7.6% below TUSD
Multi-racial	N/A	N/A
Native American	53.3%	3.4% above TUSD
White	54.3%	4.4% above TUSD

3rd grade 19/20 MOY DIBELS:

	Intensive	Strategic	CORE	**CORE GAP**
Tucson Unified School District	34.4%	14.4%	48.2%	N/A
Booth-Fickett – Kindergarten	41.2%	26.5%	32.4%	15.8% below TUSD
African American	0%	50%	50%	1.8%above TUSD
Asian American	N/A	N/A	N/A	N/A
Hispanic	50%	20%	30%	18.2% below TUSD
Multi-racial	N/A	N/A	N/A	N/A
Native American	50%	50%	0%	48.2% below TUSD
White	50%	16.7%	33%	15.2% below TUD

Of the two 3rd grade classes, one did not have a permanent teacher until the spring semester

Description of Improvement:
K-3 learning test taking skills and maintaining those skills over time

Despite Targeted Learning Sessions (TLS) for 3rd grade "CUSP students" from QTR 3 2018/2019 TUSD Benchmark data for ELA 3rd grade students did not improve MOY 19/20

3rd grade students with disabilities ELA data – per Title 1 this is a focus for Booth-Fickett – at MOY for SY 19/20 before school closure 0% of special ed students were at the CORE level, 0% at Strategic, and 100% at Intensive.

3rd grade for SY 19/20 MATH Benchmark before school closure 75% of special ed students were at the Minimally Proficient level, 25% at the Partially Proficient level, 0% at the Proficient Level, and 0% at the Highly Proficient level

Booth-Fickett Benchmark QTR 3 ELA GAP Data by Ethnicity

3rd grade ELA:

	AVG. % Correct	GAP
Tucson Unified School District	44.4%	N/A
Booth-Fickett – 3rd grade	43.3%	1.1% below TUSD
African American	55.6%	11.2% above TUSD
Asian American	N/A	N/A
Hispanic	36.1%	8.3% below TUSD
Multi-racial	N/A	N/A
Native American	45%	.6% above TUSD
White	53.4%	9% above TUSD

5. 4th grade ELA and MATH Student Academic Achievement

Data Source: 4th grade TUSD Benchmark data ELA, 4th grade AzMerit SY 18/19 ELA, 4th grade TUSD Benchmark data MATH, 4th grade AZMerit SY 18/19 MATH, 4th grade AIMS science SY 18/19

Current Reality:

Significant increase in scores over time especially in ELA, which is double the proficiency compared to 2nd graders

50% of our 4th graders passed the AIMS test

Desired reality: 55% of 4th graders pass the AIMS test in 20/21.

Desired State:

53% average correct on Benchmark at end of SY 20/21 for 4th graders achieve in ELA and 55% in MATH

Description of Gap:

Targeted Learning Sessions (TLS) for "CUSP students" from QTR 3 2018/2019 TUSD Benchmark data for ELA and MATH were successful

These particular 4th grade teachers were new to Booth-Fickett this past year and spent several hours preparing for class before school and after school; they had excellent lesson plans and activities for students.

One of these teachers was his first-year teaching and excelled. With this coming year and having had more experience, these teachers should increase their scores.

Description of Improvement:
4th grade students with disabilities data – per Title 1 this is a focus for Booth-Fickett – for SY 19/20 ELA Benchmark before school closure 0% of special ed students in 4th grade ELA special education so none were at the Minimally Proficient level, 0% at the Partially Proficient level, 0% at the Proficient Level, and 0% at the Highly Proficient level.

4th grade for SY 19/20 MATH Benchmark before school closure 100% (1 student) of special ed students were at the Minimally Proficient level, 0% at the Partially Proficient level, 0% at the Proficient Level, and 0% at the Highly Proficient level

Booth-Fickett Benchmark QTR 3 ELA GAP Data by Ethnicity

4th grade ELA:

	AVG. % Correct	GAP
Tucson Unified School District	46.4%	N/A
Booth-Fickett – 4th grade	49%	2.6% above TUSD
African American	42.3%	4.1% below TUSD
Asian American	N/A	N/A
Hispanic	50.2%	3.8% above TUSD
Multi-racial	46.7%	.3% above TUSD
Native American	56.7%	10.3% above TUSD
White	73.3%	26.9% above TUSD

Booth-Fickett Benchmark QTR 3 MATH GAP Data by Ethnicity

4th grade MATH:

	AVG. % Correct	GAP
Tucson Unified School District	52%	N/A
Booth-Fickett – 4th grade	52%	Equal to TUSD
African American	49.3%	2.7% below TUSD
Asian American	N/A	N/A
Hispanic	49.7%	2.3% below TUSD
Multi-racial	63.4%	11.4% above TUSD
Native American	46.7%	5.3% below TUSD
White	62.2%	10.2% above TUSD

6. 5th grade ELA and MATH Student Academic Achievement

Data Source: 5th grade TUSD Benchmark data ELA, 5th grade AzMerit SY18/19 ELA, 5th grade TUSD Benchmark data MATH, 5th grade AzMerit SY18/19 MATH

Current Reality: Significant decrease in scores over time especially in math

Booth-Fickett Benchmark QTR 3 MATH GAP Data by Ethnicity
5th grade MATH:

	AVG. % Correct	GAP
Tucson Unified School District	59.6%	N/A
Booth-Fickett – 5th grade	50.3%	9.3% below TUSD
African American	50%	9.6% below TUSD
Asian American	N/A	N/A
Hispanic	48.3%	11.3% below TUSD
Multi-racial	70.7%	10.4% above TUSD
Native American	40%	19.6% below TUSD
White	48.8%	10.8% below TUSD

Desired State: 55% avg correct on 5th grade Benchmark in math/ELA for SY20/21

Description of Gap: Targeted Learning Sessions (TLS) for "CUSP students" from QTR 3 TUSD Benchmark data for MATH were not successful learning test taking skills and maintaining those skills over time

Booth-Fickett Benchmark QTR 3 ELA GAP Data by Ethnicity
5th grade ELA:

	AVG. % Correct	GAP
Tucson Unified School District	52.5%	N/A
Booth-Fickett – 5th grade	50.8%	1.7% below TUSD
African American	46.7%	5.8% below TUSD
Asian American	N/A	N/A
Hispanic	50.6%	1.9% below TUSD
Multi-racial	56%	3.5% above TUSD
Native American	66.7%	14.2% above TUSD
White	49.4%	3.1% below TUSD

Description of Improvement:
- 5th grade students with disabilities data – per Title 1 this is a focus for Booth-Fickett – for SY 19/20 ELA Benchmark before school closure 100% of special ed students were at the Minimally Proficient level, 0% at the Partially Proficient level, 0% at the Proficient Level, and 0% at the Highly Proficient level
- 5th grade for SY 19/20 MATH Benchmark before school closure 85.7% of special ed students were at the Minimally Proficient level, 0% at the Partially Proficient level, 14.3% at the Proficient Level, and 0% at the Highly Proficient level

7. 6th grade ELA and MATH Student Academic Achievement

Data Source: 6th grade TUSD Benchmark data ELA, 6th grade AZMerit SY 18/19 ELA, 6th grade TUSD Benchmark data MATH, 6th grade AZMerit data MATH

Current Reality: Decrease in scores over time especially in ELA and slight improvement in math

Desired State: 40% of 6th grade students achieving mastery in ELA and MATH

Description of Gap: 6th–8th grade discipline issues declined in the 2019-20

6th grade ELA:	AVG. % Correct	GAP
Tucson Unified School District	48.7%	N/A
Booth-Fickett – 6th grade	45.5%	3.2% below TUSD
African American	36.9%	11.8% below TUSD
Asian American	63.3%	14.6% above TUSD
Hispanic	47.1%	1.6% below TUSD
Multi-racial	49%	.3% above TUSD
Native American	13.3% (1 student)	35% below TUSD
White	45.5%	3.2% below TUSD

6th grade MATH:	AVG. % Correct	GAP
Tucson Unified School District	43.7%	N/A
Booth-Fickett – 6th grade	41.8%	1.9% below TUSD
African American	33.3%	10.4% below TUSD
Asian American	67.8%	24.1% above TUSD
Hispanic	44.4%	.7% above TUSD
Multi-racial	38%	5.7% below TUSD
Native American	30%	13.7% below TUSD
White	38.6%	5.1% below TUSD

Description of Improvement:
- Targeted Learning Sessions (TLS) for "CUSP students" from QTR 3 2018/2019 TUSD Benchmark data for ELA and MATH learning test taking skills and maintaining those skills over time is not occurring
- 6th grade students with disabilities data – per Title 1 this is a focus for Booth-Fickett – for SY 19/20 ELA Benchmark before school closure 88% of special ed students were at the Minimally Proficient level, 12% at the Partially Proficient level, 0% at the Proficient Level, and 0% at the Highly Proficient level
- 6th grade for SY 19/20 MATH Benchmark before school closure 66.7% of special ed students were at the Minimally Proficient level, 22.2% at Partially Proficient, 11.1% at the Proficient Level, and 0% at the Highly Proficient level

8. 7th grade ELA and MATH Student Academic Achievement

Data Source: 7th grade TUSD Benchmark data ELA, 7th grade AzMerit SY 18/19 ELA, 7th grade TUSD Benchmark data MATH, 7th grade AZMerit MATH

Current Reality: Increase in mastery over time especially in ELA

Desired State: 48% average correct on Benchmark at end of SY 20/21 in ELA and 45% in MATH

Description of Gap:

7th grade ELA:

	AVG. % Correct	GAP
Tucson Unified School District	43%	N/A
Booth-Fickett – 7th grade	43%	Equal to TUSD
African American	36.7%	6.3% below TUSD
Asian American	78.3%	35.3% above TUSD
Hispanic	41.4%	1.6% below TUSD
Multi-racial	45.8%	2.8% above TUSD
Native American	41.7%	1.3% below TUSD
White	46.1%	3.1% above TUSD

7th grade MATH:

	AVG. % Correct	GAP
Tucson Unified School District	39.9%	N/A
Booth-Fickett – 7th grade	42.4%	2.5% above TUSD
African American	35.8%	4.1% below TUSD
Asian American	80%	40.1% above TUSD
Hispanic	41.7%	1.8% above TUSD
Multi-racial	50.7%	10.8% above TUSD
Native American	33.3%	6.3% below TUSD
White	45.5%	5.6% above TUSD

Description of Improvement:
- Targeted Learning Sessions (TLS) for all "CUSP students" from QTR 3 2018/2019 TUSD Benchmark data for ELA were successful at this grade level
- 7th grade ELA students used IXL in TLS and in regular ELA classes
- 7th grade students with disabilities data – per Title 1 this is a focus for Booth-Fickett – for SY 19/20 ELA Benchmark before school closure 76.9% of special ed students were at the Minimally Proficient level, 23.1% at the Partially Proficient level, 0% at the Proficient Level, and 0% at the Highly Proficient level
- 7th grade for SY 19/20 MATH Benchmark before school closure 76.9% of special ed students were at the Minimally Proficient level, 7.7% at Partially Proficient, 15.4% at the Proficient Level, and 0% at the Highly Proficient level

9. 8th grade ELA and MATH Student Academic Achievement

Data Source: 8th grade TUSD Benchmark data ELA, 8th grade AzMerit SY18/19 ELA, 8th grade TUSD Benchmark data MATH, 8th grade AzMerit SY18/19 MATH

Currently Reality: 8th grade ELA and MATH students greatly improved in mastery SY 19/20 compared to scores from 18/19.

8th grade ELA:

	AVG. % Correct	GAP
Tucson Unified School District	54.3%	N/A
Booth-Fickett – 8th grade	57%	2.7% above TUSD
African American	52%	2.3% below TUSD
Asian American	70%	15.7% above TUSD
Hispanic	61.7%	7.4% above TUSD
Multi-racial	53.8%	.5% below TUSD
Native American	33.4%	20.9% below TUSD
White	51.7%	2.6% below TUSD

8th grade MATH:

	AVG. % Correct	GAP
Tucson Unified School District	51.4%	N/A
Booth-Fickett – 8th grade	56.5%	5.1% above TUSD
African American	50.4%	1% below TUSD
Asian American	76.7%	25.3% above TUSD
Hispanic	58.3%	6.9% above TUSD
Multi-racial	62.1%	10.7% above TUSD
Native American	55.6%	4.2% above TUSD
White	53.8%	2.4% above TUSD

8th grade MATH- ALG 1:

	AVG. % Correct	GAP
Tucson Unified School District	35.7%	N/A
Booth-Fickett – 8th grade	45.7%	10% above TUSD
African American	33.3%	2.4% below TUSD
Asian American	N/A	N/A
Hispanic	49.2%	13.5% above TUSD
Multi-racial	N/A	N/A

Only 20% of our 8th graders passed the AIMS test in 18/19.

Desired result for 20/21 AIMS: 30% of 8th graders passing the test.

Desired reality: 60% average correct in ELA on Benchmark in SY 20/21 and 60% in MATH

Description of Improvement:
Learning test taking skills and maintaining those ELA skills over time did occur

Need to maintain improvement and momentum into the AzM2 as there was a drop off in AZMerit scores in 18/19 compared to benchmarks scores going into the test

8th grade for students with disabilities data – per Title 1 this is a focus for Booth-Fickett for SY 19/20 ELA Benchmark before school closure 63.6% of special ed students were at the Minimally Proficient level, 18.2% at the Partially Proficient level, 18.2% at the Proficient Level, and 0% at the Highly Proficient level

8th grade for SY 19/20 MATH Benchmark before school closure 38.1% of special ed students were at the Minimally Proficient level, 28.6% at the Partially Proficient level, 33.3% at the Proficient Level, and 0% at the Highly Proficient level

Our science teachers have implemented tutor sessions before and after school and we've added Environmental Science class as we reopened our on-campus Habitat.

B. SMART Improvement Goals

1. ELA and Math Improvement Goal:

Primary Goal: *Our teachers implement evidenced-based, rigorous, relevant instruction.* **Improvement Goal:** *By the end of SY 20/21, to strengthen curriculum framework for ELA and Math, teachers will use the District's adopted curriculum, maps/ scope and sequence and will create and utilize formative assessment as measured by 5% increase on Benchmark scores for ELA and MATH. This goal is targeted specifically towards sub-populations identified in sections A1 – A9, above.*

Evidence to Be Used to Assess Progress and Accomplishment:

- Implement with fidelity district's adopted curriculum: Eureka Math, Benchmark Advance and SPARKS, our Culturally Responsive teaching Framework
- Effective use of district provided Curriculum Guides and resources
- 90-minute ELA and Math block
- Implementation of NSGRAs and Benchmark Advanced assessment components to guide targeted reading groupings.
- Implementation of Math Pathways and Pitfalls in grades K-6 as per Title I grant implementation guidelines.
- Weekly Common Planning to ensure effective instruction in all classrooms.
- Teachers analyze data to identify students in various sub- groups and develop intervention strategies.

2. Curriculum Implementation Improvement Goal

Primary Goal: *Our school staff systematically, monitors, reviews, and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.* **Improvement Goal:** *By the start of SY 20/21, site leadership will actively participate in on-going analysis of student data and conduct data dives with teachers at least twice per instructional quarter as documented by the leadership team log.*

Evidence to Be Used to Assess Progress and Accomplishment:

- Admin, Data Interventionist, CSP and Magnet Coaches will review and monitor Reading ELA and Math goals with teachers.
- The PLT Teams to create SMART Goals based on their students' quarterly data as per SchoolCity and Great Minds assessments.
- Use PLTs to ensure effective implementation of curriculum, assessment, instruction, and professional development
- Weekly Common Planning to ensure effective instruction in all classrooms
- Admin, Data Interventionist and CSP will guide grade level teams to effectively analyze student data.
- Data Interventionist will review and monitor reading/math goals with teachers and administrative team.

3. Mutually Respectful Environment for Stakeholders Improvement Goal

Primary Goal: *Our staff creates an environment which builds mutual respect among all stakeholders.* **Improvement Goal:** *By the end of SY 20/21, stakeholder participation will increase by 5% as measured by participants' sign in sheets/logs.*

Evidence to Be Used to Assess Progress and Accomplishment:

- We will host 2 Curriculum Nights aimed to highlight the District's adopted Curriculum Frameworks for Math and ELA
- Offer bi-monthly opportunities for families to participate in family forums/workshops about math and ELA.
- Strategic family engagement activities promoting academic awareness and productive home-school relationship.
- Parent/teacher conferences will be held to inform parents of student performance and to set learning goals.
- Community Liaison will provide meetings and trainings for parents to support student learning.
- One Title I meeting will be held per semester to collaborate with parents and community stakeholders.

4. Consistent Expectations for Students and Teachers Improvement Goal

Primary Goal: *Teachers need to maintain consistent behavioral and social expectations for all students.* **Improvement Goal:** *By the end of SY 20/21, there will be a decrease in ODRs as measured by monthly discipline reports.*

Evidence to Be Used to Assess Progress and Accomplishment:

- Monthly Discipline Team meetings.
- Teachers follow the discipline flow chart with fidelity.
- Ensure campus implementation of PBIS.
- Use campus student supports: MTSS, Behavioral Specialist, Counselors, Social Worker, etc.

5. Differentiated Instruction and UDL

Primary Goal: *Lack of effective use of and implementation of differentiated instruction and Universal Design of Learning.* **Improvement Goal:** *By the end of SY 20/21, teachers will intentionally plan and implement differentiated instruction utilizing UDL as measured by growth of "CUSP" students in ELA and MATH.*

This goal is targeted specifically towards sub-populations identified in sections A1 – A9, above.

Evidence to Be Used to Assess Progress and Accomplishment:

- Analyze data in PLTs weekly.
- Teachers' regular attendance at PLTs
- Continuously monitor academic progress of students throughout the year.
- Teachers will teach, assess, and reteach as needed.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing data and needs, Booth-Fickett reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. ELA and Math Improvement Goal: By the end of SY 20/21, to strengthen curriculum framework for ELA and Math, teachers will use the District's adopted curriculum, maps/ scope and sequence and will create and utilize formative assessment as measured by 5% increase on Benchmark scores for ELA and MATH.

Strategies Selected	Supports and Constraints to Address
1.Attendance at PLTs and completing meeting minutes.	**Supports**: CSPs properly trains and structures PLT meetings and develops norms with each team. Booth-Fickett has hired a 3rd party contractor, Solution Tree, to provide in depth PD on the PLT cycle. **Constraints**: CSPs cannot attend every PLT meeting due to scheduling conflicts; Resistance to change.
2.Teacher and student usage of data binders in the classroom.	**Supports:** Data Interventionist attends PLT meetings to model for the teachers on how to use the data binders; Provide a model or template of an effective data binder. **Constraints:** Teacher resistance to implementation; Teacher resistance to implementation, time, and efficacy.

2. Curriculum Implementation Improvement Goal: By the start of SY 20/21, site leadership will actively participate in on-going analysis of student data and conduct data dives with teachers at least twice per instructional quarter as documented by the leadership team log.

Strategies Selected	Supports and Constraints to Address
1. Teachers and students will conduct individual data dives.	**Supports:** 1. Provide opportunities of effective data conferences. 2.Data Interventionist models template in PLT setting. **Constraints:** 1. Teacher resistance to implementation. 2.Teacher resistance to implementation, time, and efficacy.
2. Data Interventionist will train PLTs to conduct standards-based data analysis.	**Support**: 1. Provide standardized data-dive template. 2.Data Interventionist models template in PLT setting. **Constraints:** 1. Teacher lack of understanding on how to effectively collect data. 2. Teacher attendance at PLTs

3. Mutually Respectful Environment for Stakeholders Improvement Goal: *By the end of SY 20/21, stakeholder participation will increase by 5% as measured by participants' sign in sheets/logs.*

Strategies Selected	Supports and Constraints to Address
1. Promote and communicate effectively to all stakeholders about schoolwide events.	**Supports:** 1. Develop a master calendar of events and post on school website. 2. Utilize District approved communication systems such as Parent Link social media, school website to have broader each of all stakeholders. **Constraints**: 1. Language barrier and digital divide and transportation. 2. Language barrier and digital divide and transportation.
2. Provide relevant event take-aways for participants.	**Support:** 1. Provide desired events or learning opportunities that stakeholders will benefit from. 2. Provide take-aways that are relevant to the stakeholders needs. **Constraints:** 1. Knowing what would benefit our families/ stakeholders.

4. Consistent Expectations for Students and Teachers Improvement Goal: *By the end of SY 20/21, there will be a decrease in ODRs as measured by monthly discipline reports.*

Strategy(ies) Selected	Supports and Constraints to Address
1. Offer struggling students opportunities to attend PBIS 101 to reteach and reinforce our behavior expectations.	**Supports:** 1. Counselor to develop curriculum for PBIS 101 course. 2. Counselor to follow-up with those students that attend through classroom observations. **Constraints**: 1. Time, educational resources, and student buy-in. 2.Teacher collaboration/ buy-in and student buy-in.
2. Integration of RPPF into the site discipline team, MTSS team, site PBIS team.	**Support:** 1. Attend MTSS meeting to be an active participant to be an active participant in behavior plans. 2.Provide PD to increase understanding of trauma informed care and behavior modifications **Constraints**: 1.Scheduling and availability of all participants. 2. Limited access to training on trauma-informed care; lack of teachers' skills and efficacy in trauma-informed care.

5. Differentiated Instruction and UDL Improvement Goal: *By the end of SY 20/21, teachers will intentionally plan and implement differentiated instruction utilizing UDL as measured by growth of "CUSP" students in ELA and MATH.*

Strategies Selected	Supports and Constraints to Address
1. Identify CUSP students by reviewing district data.	**Supports:** 1. Data Interventionist to teachers in PLTs on how to ID what a CUSP student. 2.Data Interventionist to provide access to the relevant district data reports. **Constraints**: 1. Teacher attendance at PLTs 2. Consistent access to the data 3. Teacher knowledge of district data sources. i.e. school city
2. Provide PD for teachers to properly implement differentiated instruction targeted at ELA and math CUSP students.	**Support:** 1. Data Interventionist will provide school city training in PLTs. 2. ID provides training in the usage of the tar in PLT. **Constraints**:1. Consistent access to the data. 2. Teacher attendance at PLTs 3.Teacher knowledge of district data sources. i.e. school city

D. ACTION STEPS TO IMPLEMENT, MONITOR, ASSESS, AND ADJUST IMPROVEMENT STRATEGIES

1. ELA and Math Improvement Goal: *By the end of SY 20/21, to strengthen curriculum framework for ELA and Math, teachers will use the District's adopted curriculum, maps/ scope and sequence and will create and utilize formative assessment as measured by 5% increase on Benchmark scores for ELA and MATH.*

Strategy 1.1: Attendance at PLTs and completing meeting minutes.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Train PLT members on the document process.	Solution Tree and CSPs	End of QTR 1	Laptops, internet, binders, scheduled PD time
Scaffolding with guided implementation of PLT cycle	Solution Tree and CSPs	End of QTR 2	PD time, binders, laptops, internet, dedication to PLT
Gradual release of PLT process to teachers	CSP and PLT	End of QTR 3	PD time

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Leadership to attend PLT meetings	Leadership	Quarterly	Schedule PLT into calendar
Review completed agendas	CSPs	Quarterly	Scheduled time for review
Utilize electronic filing system in "Teams" to review meeting notes	CSPs	Weekly	Electronic example
Utilize electronic filing system in "Teams" to review meeting notes	Leadership	Quarterly	Electronic example
Provide constructive feedback	CSP	Weekly	Feedback form
Provide constructive feedback	Leadership	Quarterly	Feedback form
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **The electronic filing system in "Teams"**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Successful completion of agendas and meeting minutes**	N/A	N/A	N/A

Strategy 1.2: Teacher and student usage of data binders in the classroom.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide data binder template	Data, CSP	End of QTR 1	Binders, template, time
Provide data binder training in PLT	Data, CSP	End of QTR 1	Binders, template, time
Follow-up with class observations and feedback	Data, CSP	End of QTR 1	Binders, template, time
Provide PD on data conversations	Data Interventionist, Leadership	End of QTR 1	Binders, template, time

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Provide model of data binder.	Data Interventionist	Sept 2020	Data Binder
Provide training on how to collect and use data.	Data Interventionist	Sept 2020	PD Time
Provide feedback to teachers as they begin process of data discussions.	Data Interventionist	Oct 2020	PD Time/ PLT Time
Revisit data binders in PD go monitor effectiveness.	Data Interventionist	Feb 2020	Printouts of electronic "binders"
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **Data binders – electronic or hard copies**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Successful use of student data binders- electronic or hard copy**	N/A	N/A	N/A

2. Curriculum Implementation Improvement Goal: *By the start of SY 20/21, site leadership will actively participate in on-going analysis of student data and conduct data dives with teachers at least twice per instructional quarter as documented by the leadership team log.*

Strategy 2.1: Teachers and students will conduct individual data dives.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Data dive template	Data Interventionist/CSP	End of QTR 1	Template
PLT training on data collection	Data Interventionist/CSP	End of QTR 1	Time, District data systems
PLT training on District data scores	Leadership	End of QTR 1	Time, District data systems
Classroom observation of data dives	Data Interventionist/CSP	End of QTR 2	Feedback form

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Provide model of data binder	Data Interventionist	Sept 2020	Data Binder
Provide training on how to collect and use data	Data Interventionist	Sept 2020	PD Time
Provide feedback to teachers as they begin process of data discussions	Data Interventionist	Oct 2020	PD time, PLT time
Revisit data binders in PD go monitor effectiveness.	Data Interventionist	Feb 2021	Hard copy and electronic binders
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **Data binders – electronic or hard copy**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Successful use of student data binders – electronic or hard copies**	N/A	N/A	N/A

Strategy 2.2: Data Interventionist will train PLTs to conduct standards-based data analysis.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
In-depth PD about data analysis	Data Interventionist/ Leadership Team	End of QTR 1	PD Time, standardized collection of data
Data Interventionist to model data analysis in PLT	Data, CSP	End of QTR 1	A form for standardized data collection
PLT time to practice collection process	Data, CSP	End of QTR 1	A form for standardized data collection
Class observation of implementation of data-driven instruction	Data, CSP	End of QTR 2	A form for standardized data collection

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule PLT visits	Data Interventionist/ CSP	Sept 2020	PLT ZOOM links
Train teachers on school City	Data Interventionist/ CSP	October 2020	Feedback on areas of struggle with School City
More in-depth reports in School City	Data Interventionist/ CSP	Nov 2020	Screen shots and handouts
Re-visit PLT to monitor teachers for understanding	Data Interventionist/ CSP	Jan 2021	Time to observe teachers using School City
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **PLT Meeting minutes electronically in TEAMS online system**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Successful Completion of PLT meeting minutes**	N/A	N/A	N/A

3. Mutually Respectful Environment for Stakeholders Improvement Goal: *By the end of SY 20/21, stakeholder participation will increase by 5% as measured by participants' sign in sheets/logs.*

Strategy 3.1: Promote and communicate effectively to all stakeholders about schoolwide events.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create master calendar of events	Leadership	End of QTR 1	Time, Internet, calendar
Post calendar on school website and throughout the school	Webmaster	End of QTR 1	Time, Internet, calendar
Use Parent Link to invite Stakeholders and community members	Principal	Ongoing	Time, Internet, calendar
Invite local media to events	Principal	Ongoing	Media contacts
Host event	All staff	Ongoing	Site, specific date and time, theme, money

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Create committee to plan events	School Community rep	Sept 2020	List of committee members
Plan event dates for the year	School Community rep	Sept 2020	Calendar of Events
Design all promotional materials for the year	School Community rep	Sept 2020	Review of materials from last year
Order all promotional materials	Office manager/ School Community rep	Ongoing	Purchase order
Provide parent contact / mass mailings for all events/ send event info to website	School Community rep	Ongoing	Parent Link message; list of permanent addresses
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **Attendance at events**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Completed sign-in sheets**	N/A	N/A	N/A

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Strategy 3.2: Provide relevant event take-aways for participants.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Needs Assessment of Stakeholders	Principal/ School community rep	End of QTR 1	Time, laptop
Create Needs Assessment	Leadership/ school community rep	Mid of QTR 1	Time, laptop
Excel sheet to record results	School community rep	End of QTR 1	Time, laptop
Purchase orders to purchase take-aways	Office manager	End of QTR1	Time, laptop, and money

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Issue survey to stakeholders to determine needs	School Community Rep	Sept 2020	
Analyze results of needs survey	School Community Rep	Sept 2020	
Begin to plan events based on those needs	School Community Rep	Sept 2020	
Re-evaluate the date and times of events based on feedback; adjust as needed	School Community Rep	Ongoing	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **Stakeholders' participation**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Sign-in sheets for events**	N/A	N/A	N/A

4. Consistent Expectations for Students Improvement Goal: *By the end of SY 20/21, there will be a decrease in ODRs as measured by monthly discipline reports.*

Strategy 4.1: Offer struggling students opportunities to attend PBIS 101 to reteach and reinforce our behavior expectations.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create PBIS 101 Course	Counselor	End of QTR 1	Time, curricula
List of students referred to MTSS	MTSS	End of August	Time, MTSS
Communication to targeted students and their parents	Counselor, MTSS	Ongoing	Time
Implementation of Course	Counselor	End of QTR 1	Time, classroom supplies, Certificates of Completion

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Counselor creates PBIS 101 class	Counselor	Aug 2020	PBIS Curriculum
Introduce PBIS expectations to all students	Counselor / PBIS tea,	Sept 2020	Schedule time for grade level assemblies
Students who do not meet expectations on continuous basis after PBIS 101 will be monitored closely	Counselors/MTSS	As needed	List of student names from teachers of students not following PBIS
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: ***Total Office Discipline Referrals***	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: ***Total Office Discipline Referrals***	N/A	N/A	N/A

Strategy 4.2: Integration of RPPF into the site discipline team, MTSS team, site PBIS team.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create calendar of meetings	Leadership	End of QTR 1	Time, calendar
Meetings to train personnel	MTSS	End of QTR 1	Time, calendar

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide RPPF documentation for all meetings	MTSS/ Leadership	Aug 2020	Tracking form
RPPF monitors/ visits students in problem areas	RPPF	Ongoing	Classroom observation form
RPPF helps monitor behavior plans and communicates with students about expectations	RPPF	Ongoing	Developed behavior plan
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **RPPF student contract w/ daily check-in times**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Students' changed behavior; no longer on contract**	N/A	N/A	N/A

5. Differentiated Instruction and UDL Improvement Goal: *By the end of SY 20/21, teachers will intentionally plan and implement differentiated instruction utilizing UDL as measured by growth of "CUSP" students in ELA and MATH.*

Strategy 5.1: Identify CUSP students by reviewing district data.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Define CUSP students for teachers	Data Interventionist, CSP	End of QTR 1	PLTs, Excel spreadsheet
Identify and create list of CUSP students	Data Interventionist, CSP, Teachers	End of QTR 1	School City data, excel spreadsheet

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Train teachers to use School City to ID CUSP students	Data Interventionist / CSP	Oct 2020	Grid showing CUSP score categories
Collect data from CFAs	Teachers	Ongoing	Printable CFA results
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **CUSP student scores**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Increase of CUSP student scores on District/ state assessments**	N/A	N/A	N/A

Strategy 5.2: Provide PD for teachers to properly implement differentiated instruction targeted at ELA and math CUSP students.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify specific staff with expertise in differentiated instruction	Leadership	End of QTR 1	Specific meeting time
Embed PD into site PD calendar	Principal	End of QTR 2	PD Calendars
Host differentiated instruction PD	Leadership / teachers with expertise	End of QTR 2	Date, time, location, invested teachers

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Plan PD based on teacher needs	CSP/ Leadership	Sept 2020	Specific date and time on PD calendar
Provide ongoing PD on Differentiated Instruction	CSP/ Leadership	Ongoing	Electronic and hard copies of PD reference materials
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: **Teacher Lesson plans**	N/A	N/A	N/A
Evidence to be Collected for Monitoring and Assessing Goal Attainment: **Increased assessment scores in ELA and Math on District /State assessments**	N/A	N/A	N/A

E. BUDGET

Verify we still have Solution Tree. May need to run it through the new budget protocol if its in the budget as a consultant.

Palo Verde Magnet High School

Palo Verde High Magnet School
TARGETED ACADEMIC IMPROVEMENT PLAN SY2020-21
Principal: Eric Brock
Arcadia Region 4, Regional Superintendent: Ernest Rose

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Palo Verde has identified the following gaps in areas of student outcomes. For each, Palo Verde provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Data Source: Benchmark Quarter 1

Desired State:

ELA:

1- To improve the percentage of freshmen (Major subgroups African American, White, and Hispanic) students on track as reflected by the following indicators:

- Benchmark exams at or above district average.

Current Reality:

African American 47.1%

Hispanic at 41.2%

White 42.6%

Gap

- African American students were at 2.4 % below district
- Hispanic students 8.3% below district
- White students 6.9% below district

B. SMART Improvement Goals

Based on gaps identified in section A, above, Palo Verde developed SMART improvement goals designed to move Palo Verde students from the current reality to the desired state.

1. *ELA Improvement Goal:*

- PV students will score at or above the district average in the quarterly ELA benchmark exams (ELA 9,10, &11) by 5% by the end of 20-21 SY.

2. *Math Improvement Goal:*

- PV students will score at or above the district average in the quarterly Math benchmark exams (ALGI, GEO, ALGII) by 5% by the end of 20-21 SY.

3. *Credit Deficiency Improvement Goal:*

- Palo Verde High Magnet School will reduce the percentage of students who are credit deficient by 5% each year by encouraging use of all resources.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Palo Verde reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. ELA Improvement Goal:

Strategy 1a:
- PLC framework followed and it includes:
    - Aligning instruction to Scope and Sequence and curriculum map
    - Remediation/extension opportunities with interventionists
    - Ensuring that teachers are adhering by weekly progress monitoring with administration

Strategy 1b:
- Tier 2/3:
    - Reading interventionist for Tier 2 support within all classrooms using breakout rooms during or small group instruction
    - Tier 3 support during elective, asynchronous instruction, conference periods, and/or tutoring.

2. Math Improvement Goal:

Strategy 2a:
- PLC framework followed and it includes:
    - Aligning instruction to Scope and Sequence and curriculum map
    - Remediation/extension opportunities with interventionists
    - Ensuring that teachers are adhering by weekly progress monitoring with administration

Strategy 2b:
- Tier 2/3:
    - Reading interventionist for Tier 2 support within all classrooms using breakout rooms during or small group instruction
    - Tier 3 support during elective, asynchronous instruction, conference periods, and/or tutoring.

3. *Credit Deficiency* Improvement Goal:

Strategy 3a:

- MTSS progress monitoring and data analysis:
    - Targeted adult support backed with student achievement data and attendance information

Strategy 3b:

- Credit recovery online options:
    - Online credit recovery using APEX
    - Re-treading classes (students re-enrolled in classes they failed) with classroom teacher

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. ELA Improvement Goal:

Strategy 1a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Strategic data-focused PLCs	Data Interventionist Teachers CSP & PLC facilitators	SY 20/21	

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Increase opportunities for PLC, planning for teachers	CSP Admin	SY 20/21	

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Additional Professional Development regarding tiered interventions	Curriculum Service Provider Leadership team	SY 20/21	
Intervention- focused tutoring in ELA	Interventionists, ELA and Math teachers	SY 20/21	

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review Tier 1/2/3 instructional strategies	MTSS CSP	SY 20/21	
Create a structure and protocol with documentation for identifying students in need of Tier 2 & 3 interventions	MTSS Admin CSP, IDI	SY 20/21	

2. Math Improvement Goal:

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Strategic data-focused PLCs	Data Interventionist Teachers CSP & PLC facilitators	SY 20/21	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Increase opportunities for PLC, planning for teachers	CSP Admin	SY 20/21	

Strategy 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Additional Professional Development regarding tiered interventions	Curriculum Service Provider Leadership team	SY 20/21	
Intervention- focused tutoring in Math	Interventionists, ELA and Math teachers	SY 20/21	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review Tier 1/2/3 instructional strategies	MTSS CSP	SY 20/21	
Create a structure and protocol with documentation for identifying students in need of Tier 2 & 3 interventions	MTSS Admin CSP, IDI	SY 20/21	

3. *Credit Deficiency Improvement Goal:*

Strategy 3a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Increase student data talks regarding benchmarks and credits needed for graduation	Data Interventionist MTSS coordinator Counselors	SY 20/21	
Heighten student attendance through mentoring	All staff	SY 20/21	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Graduation rate and Credit reports quarterly Grades of students in re-tread classes Credit recovery reports MTSS entries on Synergy	Counselors Admin Teachers Credit recovery coordinator	SY 20/21	

Strategy 3b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Increase credit recovery opportunities during 11th & 12th grade cohort years	Admin Credit Recovery Coordinator	SY 20/21	
Increase Re-treading classes opportunities	Admin	SY 20/21	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Graduation rate and Credit reports quarterly Student grades Credit recovery reports MTSS entries on Synergy	Counselors Admin Teachers Credit recovery coordinator	SY 20/21	