EXHIBIT B

Blenman Elementary School

Blenman Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Kelly Mack
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

A. GAPS IN STUDENT OUTCOMES

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

Data Source: TUSD DataDashboard

Desired State: Increase CORE/At grade level students by 5% in 2020-21

Current Reality: *Achievement gap between all subgroups (Kinder 46.9% Core, 1st grade 46.9%~Core)*

- *% of Kinder Non-ELD students passing= 39.5*
- *% of ELD students passing = 70%*
- *% of Kinder Non Ex-ExEd students passing = 47.6%*
- *% of Ex. Ed Students passing= 42%*

Gap: about 30% from CORE

Data Source: TUSD DataDashboard

Desired State: Increase Proficient 3rd grade students in ELA and Math by 5% in 2020-21

Current Reality: *Achievement gap between all subgroups (18.8% of our students are passing in both Math and ELA)*

- *% of Non ELD students passing= 19.3%*
- *% of ELD students passing= 12.5%*
- *% of Non Ex. Ed. Students passing= 19.3%*
- *% of Ex. Ed. Students passing=12.5%*

Gap: about 80% from Proficient

Data Source: TUSD DataDashboard

Desired State: Increase Proficient 4th grade students in ELA and Math by 5% in 2020-21

Current Reality: *Achievement gap between all subgroups (17.2 % of our students are passing in Math and 25% are passing ELA)*

- *% of Non-ELD students passing= 25.5%*
- *% of ELD students passing= 3.8%*
- *% of Non Ex.Ed students passing=25.5% and*
- *% of Ex. Ed students passing=0%*

Gap: about 83% from Proficient in Math/ 75% from Proficient in ELA

Data Source: TUSD DataDashboard

Desired State: Increase Proficient 5th grade students in ELA and Math by 5% in 2020-21

Current Reality: *Achievement gap between all subgroups (14.5 % of our students are passing in Math and 35.5% are passing ELA)*

- *% of Non-ELD students passing= 31.6%*
- *% of ELD students passing= 0%*
- *% of Non Ex.Ed students passing=28.7%*
- *% of Ex. Ed. Students passing= 0%*

Gap: about 85% from Proficient in Math/ about 64% from Proficient in ELA

B. SMART Improvement Goals

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

1. *ELA Improvement Goal: 51.9% of Blenman kinder and first grade students will increase their scores from intensive/strategic to Core/ at grade level as demonstrated by the WACS assessment tool.*

2. *ELA/Math Improvement Goal: 23.8% of 3rd graders will increase their percent passing from Minimally Proficient to Proficient in both ELA and Math as demonstrated on quarterly district benchmarks*.

3. *ELA/Math Improvement Goal: 22.2% of 4th graders will increase their percent passing from Minimally Proficient to Proficient in Math and 30% of 4th graders will increase their percent passing from Minimally Proficient to Proficient in ELA as demonstrated on quarterly district benchmarks*.

4. *ELA/Math Improvement Goal: 19.5% of 5th graders will increase their percent passing from Minimally Proficient to Proficient in Math and 40.5% of 5th graders will increase their percent passing from Minimally Proficient to Proficient in ELA as demonstrated on quarterly district benchmarks*.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Blenman 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: Daily practice of skills that focus on the overarching weekly standards in whole group, small group differentiated instruction. Teachers will monitor student progress by checking for understanding by using formative assessments.

Strategy 1b: Data analysis during PLCs to plan interventions from CFA Data:
- Performance trends
- DOK levels tested
- Item types/ misconceptions of content

Strategy 1c: Increased use of higher order DOK questioning. Pre-planned questions per lesson as created in summer template using the DOK and MPP classroom posters and documented in lesson plans.

Strategy 1d: Regularly scheduled bi-monthly CFAs on Benchmark Universe or Cengage Reach aligned to standards for students to practice test taking tools

Strategy 1e: Use of previous years quarterly benchmark scores and current year's score to create cusp lists of students to provide targeted small group and one on one instruction and tutoring.

2. *Math Improvement Goal:*

Strategy 1a: Daily practice of skills that focus on the overarching weekly standards in whole group, small group differentiated instruction. Teachers will monitor student progress by checking for understanding by using daily informal checks for understanding with Eureka math exit tickets and common formative assessments every two weeks.

Strategy 1b: Data analysis during PLCs to plan interventions from CFA Data:
- Performance trends
- DOK levels tested
- Item types/ misconceptions of content

Strategy 1c: Regularly scheduled bi-monthly CFAs on Schoolcity aligned to standards for students to practice test taking tools

Strategy 1d: Use of previous years quarterly benchmark scores and current year's score to create cusp lists of students to provide targeted small group and one on one instruction and tutoring.

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
Differentiated assignments	teacher	Oct 9th - EOY	Benchmark Universe/ Cengage Reach
Daily checks for understanding	teacher	Daily	Lesson plans
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review WACS reports	teachers	Sept 22- EOY	WACS
Review CFA data in PLCS	CSP, teachers	Every 2 weeks	Benchmark Universe/ Cengage

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLCs	CSP	August 24th- EOY	CFA data from Benchmark Uni.
Data template tool	teachers	Sept 7th- EOY	Data tool uploaded into Teams
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Specific interventions	Teacher, interventionist, MTSS	Daily	Waterford, IXL
Review of item types on CFA with students	teacher	Every 2 weeks	Benchmark Uni assessment

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pre-planned questions	teacher	BOY-EOY	Lesson plans, MPP and DOK posters

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Daily checks for understanding	teacher	BOY-EOY	Benchmark/ Cengage, lesson plans
Bi-monthly CFAs and review of data	Teacher, CSP	Every 2 weeks	data

Strategy 1d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assigned CFAs	teachers	Sept. 7th- EOY, every 2 weeks	Benchmark Universe/ Cengage
Feedback to students	teachers	Every 2 weeks	Benchmark Universe/ Cengage

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of data/ item types	Teachers, students	Every 2 weeks, or as needed	data

Strategy 1e:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of quarterly benchmark scores to build cusp lists	Teachers, CPS, MTSS, SSS, Reading interventionist	Every quarter	Benchmark scores
Assign interventions/ tutoring to students	CSP, MTSS, SSS, Reading interventionist, TAs	Every quarter or as needed for flexible grouping	Differentiated assignments

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Checks of understanding of tutoring groups	Teachers, TAs, reading interventionist, MTSS, SSS	End of each tutored day	Differentiated assignments
Weekly assessment of tutored concepts for growth	Teachers, TAs, reading interventionist, MTSS, SSS	At the end of each week	Differentiated assignments

2. *Math* Improvement Goal:

Strategy 1a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Differentiated assignments	teacher	Oct 9th - EOY	Eureka
Daily checks for understanding	teacher	Daily	Lesson plans
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review IXL, Eureka reports	teachers	Sept 22- EOY	IXL, Eureka
Review CFA data in PLCS	CSP, teachers	Every 2 weeks	Schoolcity

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLCs	CSP	August 24th- EOY	CFA data from Schoolcity
Data template tool	teachers	Sept 7th- EOY	Data tool uploaded into Teams
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Specific interventions	Teacher, interventionist, MTSS	Daily	Eureka, IXL
Review of item types on CFA with students	teacher	Every 2 weeks	Schoolcity assessment

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assigned CFAs	teachers	Sept. 7th- EOY, every 2 weeks	Schoolcity
Feedback to students	teachers	Every 2 weeks	Schoolcity
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review of data/ item types	Teachers, students	Every 2 weeks, or as needed	data

Strategy 1d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of quarterly benchmark scores to build cusp lists	Teachers, CPS, MTSS, SSS, Reading interventionist	Every quarter	Benchmark scores
Assign interventions/ tutoring to students	CSP, MTSS, SSS, Reading interventionist, TAs	Every quarter or as needed for flexible grouping	Differentiated assignments
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Checks of understanding of tutoring groups	Teachers, TAs, reading interventionist, MTSS, SSS	End of each tutored day	Differentiated assignments
Weekly assessment of tutored concepts for growth	Teachers, TAs, reading interventionist, MTSS, SSS	At the end of each week	Differentiated assignments

Catalina High School

Catalina High School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Geoff Parks
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

A. GAPS IN STUDENT OUTCOMES

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

Data Source: TUSD Benchmark Data (Only consistent data for the past 2 years)

Desired State:

- **Math**
  - Raise overall mastery to 50% over 3 benchmarks in algebra and geometry over three years.
    - Close the achievement gap for African American and Exceptional Education Students
- **ELA**
  - Raise overall mastery to 60% over 3 benchmarks in 9th Grade ELA and 50% over 3 benchmarks in 10th grade ELA.
    - Raise the Exceptional Education Students mastery of the average of the 3 Benchmarks from 30.3% to 40.3% in 9th grade ELA.
    - Raise the Exceptional Education Students mastery in 10th grade ELA over the 3 Benchmarks from 20.7% to 35%.
    - Raise the African American Students mastery in 10th grade ELA over the 3 benchmarks from 28.1% to 45%.

- **Teacher Retention**
  - Retain teachers in core content areas (specifically math & ELA) for 3-5 years to establish consistency in approaches as well as build off of professional development training from year to year.

Current Reality:

- **Math**
  - Overall low mastery for all subgroups (19.2% average mastery over 3 benchmarks)

- **ELA**
  - Overall, our mastery in 9th grade ELA is 54% over the 3 benchmarks. Our overall mastery for Exceptional Education Students in 9th grade ELA is 30.3% over the 3 benchmarks. Overall, our mastery in 10th grade ELA is 39.3% over the 3 benchmarks. Mastery for Exceptional Education Students in 10th grade ELA is 20.7% over the 3 benchmarks. Mastery for African American Students in 10th grade ELA is 28.1% over the 3 benchmarks.

- **Teacher Retention**
  - In school year 20-21 we have 3 new math and 3 new ELA as well as 2 new co-teachers in math and ELA. In school year 19-20 we had 4 new math teachers and 3 new ELA teachers. Catalina has a total of 5 Math teachers + 2 Co-Teachers and Total of 5 ELA Teachers + 2 Co-Teachers

Gap:

- **Math**
  - The average gap of African American students compared to their peers is a little over 8% over the average of the 3 benchmarks in algebra.

- **ELA**
  - There is a significant gap (24%) in mastery of our Exceptional Education students with their peers in 9th grade ELA. There is a significant gap in mastery of our Exceptional Education Students (19%) and our African American Students (11%) with their peers in 10th grade ELA.

- **Teacher Retention**
  - We have a significant gap in how long our core content teachers remain at Catalina. On average we get 1-2 years and then they go to another school. We would prefer to keep them for 5 years.

B. SMART Improvement Goals

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

1. Math Improvement Goal:

Catalina High School will improve student proficiency on the average of benchmarks 1, 2, 3, in algebra and geometry to 50% by 2023-24, with strategies focused on improving proficiency for sub-groups identified in section A, above.

2. ELA Improvement Goal:

Catalina High School will improve student proficiency on the average of benchmarks 1, 2, and 3 to 60% in 9th grade ELA and 50% in 10th grade ELA by 2023-2024, with strategies focused on improving proficiency for sub-groups identified in section A, above.

3. Teacher Retention Improvement Goal:

Catalina High School will retain teachers in math and ELA content areas for 3 to 5 years from the 2020-2021 school year to the 2023-2024 school year.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Catalina High School 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:
- Teachers will use CTT (Collaborative Teacher Team) time to create common formative assessment plans and analyze data from the assessments.

Strategy 1b:
- Teachers will use CTT (Collaborative Teacher Team) time to review the scope and sequence to map out their curriculum for each quarter.

2. Math Improvement Goal:

Strategy 2a:
- Teachers will use CTT (Collaborative Teacher Time) to create common formative assessment to analyze data and Map our sequence on curriculum maps

Strategy 2b:
- Teachers will use CTT (Collaborative Teacher Team) time to review the scope and sequence to map out their curriculum for each quarter.

Strategy 2c:
- Schoolwide strategies for math will include AVID tutorials, previous benchmark materials for bellwork and ACT practice tests for bellwork.

Strategy 2d:
- Conference period intervention for targeted students based on assessment and teacher data
  - Pending pandemic, after school intervention for targeted students based on assessment and teacher data. Primary focus for Algebra students

3. Other Improvement Goals (Teacher Retention Goal):

Strategy 3a: Climate and Culture will focus on celebrating the positives.
Strategy 3b: Support teachers with discipline issues in the classroom and better systems for handling issues.

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 and Math Improvement Goal:*

Strategies 1a and 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Train Teachers on the CTT Process	CSPs	Starting in September	
SchoolCity Training	CSPs	Starting in September	
Data Dig	Teachers	Starting in September	
Student Data Talks	Teachers and students	Starting in September	
Create questions to match the identified standards	CSP	September	Data from Benchmarks
AVID teachers use the questions for Tutorials	AVID Teachers and Tutors	September	Questions, Tutors, and TRFs
Identify the benchmark questions to be used in bellwork	Math Teachers	September	Past benchmark exam questions
Identify ACT practice questions to be used in bellwork	Math Teachers	September	Past ACT exam questions
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Monitor training during CTT	CSPs/Administrators	Throughout Year	
Review Common Assessments	CSPs/Administrators	Throughout Year	

Strategy 1b and 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Map Development	Teachers	Starting in August	Scope and Sequence and Curriculum Maps

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review Curriculum Map	CSPS/Administrators/District Curriculum Dept	Throughout Year as adjustments are made	

2. *Math Improvement Goal:*

Strategy 2c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
AVID teachers train all teachers on AVID strategies	AVID Teachers	September	
Departments select AVID strategy	Department Heads	September	
CTT utilized to share best practices of strategy	CSPS	Throughout Year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Monitor Department AVID strategy reflection and sharing of best practices to improve throughout year	CSPs/Administrators	Throughout Year	

Strategy 2d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify students at Risk	MTSS Team	October	Benchmark 1 data & On Track Data
Develop System For Students to be Assigned for Interventions (during conference or after school)	Instructional Council	October	
Identify tutors (conference period) and instructors (after school)	Administrators	Throughout Year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Student attendance in interventions and strategies used	CSPs/Administrators	Throughout Year	

3. *Teacher Retention Goal:*

Strategy 3a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Collect celebrations to acknowledge	Administrators/CSPs	September	
Include shout outs in weekly bulletin	Principal	September	
Include celebrations during Wednesday PD	Administrators	September	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Teacher retention rate, teacher attendance rates	Principal	End of each semester	

Strategy 3b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop a Discipline Committee	Administrators	September/October	
Develop a clear and concise referral process	Administrators	September/October	
Administration Visibility	Administrators	Throughout the Year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Referral data, fewer students in ISI/PIC, student attendance	Discipline Committee	Continuous	

Davidson Elementary School

Davidson Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Sarah Andricopoulos
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

A. GAPS IN STUDENT OUTCOMES

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

1. ELA Standard: Text Evidence, Grades 2-4

Data source: TUSD 2019-2020 ELA Benchmark Assessments

Desired State

Students in grades 2-4 will develop proficiency on standards related to text evidence, as evidenced by a minimum 5% increase on Benchmark ELA Assessments.

Current Reality

Students in grades 2-4 scored between 22%-26% proficiency in questions related to text evidence on the 2019-2020 benchmark assessments.

Gap: 39-43% from proficient (65%)

2. ELA Standard: Writing, Grades 2-5

Data source: TUSD 2019-2020 ELA Benchmark Assessments

Desired State: Students in grades 2-5 will develop proficiency on standards related to writing, as evidenced by a minimum 5% increase on Benchmark ELA Assessments.

Current Reality: Students in grades 2-5 scored between 23%-46% proficiency in writing on the 2019-2020 benchmark assessments.

Gap: 19-42% from proficient (65%)

3. ELA, Grades K-3

Data Source: 2019-2020 MOY DIBELS Assessment

Desired State: Davidson K-3 students will improve their reading skills by a minimum of 5% from the beginning of the school year to the end of the school year as measured by the Waterford Assessment of Core Skills.

Current Reality: Davidson K-3 students scores significantly below the district average as measured by the DIBELS assessment used in the past.

Gap: Composite Raw Score of 29.2 points below the district average

4. Math Standard: Fractions, Grades 2-5
Data source: TUSD 2019-2020 Math Benchmark Assessments

Desired State: Students in grades 2-5 will develop proficiency on standards related to fractions, as evidenced by a minimum 5% increase on Benchmark Assessments.

Current Reality: Students in grades 2-5 scored between 5%-40% proficiency in questions related to fractions on the 2019-2020 benchmark assessments.

Gap: 25-60% from proficient (65%)

5. Math Standard: Problem Solving, Grades 2-5

Data source: TUSD 2019-2020 Math Benchmark Assessments

Desired State: Students in grades 2-5 will develop proficiency on standards related to word problems, as evidenced by a minimum 5% increase on Benchmark Math Assessments.

Current Reality: Students in grades 2-5 scored between 20-35% on questions related to word problems on the 2019-2020 Benchmark Math Assessments.

Gap: 30-45% from proficient (65%)

B. SMART Improvement Goals

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

1. *ELA Improvement Goals:*
   - Students in grades 2-4 will increase proficiency on standards related to text evidence from 22-31% on 2019-2020 ELA Benchmark Assessments to 27-36% proficient on 2020-2021 Benchmark Advance assessments.

   - Students in grades 2-5 will increase proficiency in writing, as evidenced by increased scores of 23-46% on the 2019-2020 Writing Benchmark Assessment to 28-51% on the 2020-2021 Writing Benchmark Assessment.

   - Davidson K-3 students will improve their reading skills by a minimum of 5% from the BOY to the EOY as measured by the Waterford Assessment of Core Skills.

2. *Math Improvement Goals:*
   - Students in grades K-5 will increase their math skills over the 2020-2021 SY as evidenced by a growth of 5% on the BOY Eureka Affirm Digital Assessment to the EOY Eureka Affirm Digital Assessment.

   - Students in grades 2-5 will increase proficiency on standards related to word problems from 20-35% proficiency on the 2019-2020 3rd quarter Benchmark Assessment to 25-40% on 2020-2021 Math Benchmark Assessments.

   - Students in grades 2-5 will increase proficiency on standards related to fractions from 5-40% proficiency on the 2019-2020 Math Benchmark Assessments to 10-45% on 2020-2021 Math Benchmark Assessments.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Davidson 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 Strategies

- Collaborative Teacher Teams will meet weekly to discuss student data and progress. They will utilize Benchmark Advance Assessments to guide instruction and form small groups for intervention and enrichment.

- Teachers will incorporate finding text evidence in all shared reading and guided reading lessons using Benchmark Advance and Scholastic Storyworks.

- Teachers of students in grades K-3 will utilize Waterford Reading for intervention and grades 4-5 will utilize Moby Max. Students in grades 2-5 will use the writing component of Moby Max 2-3 days/week.

- Teachers will utilize a prompt of the week on School City to increase writing stamina and fluency. CTTs will analyze student writing monthly to calibrate and determine next steps.

- Professional development will focus on the writing process, writing strategies, and strong paragraph writing. Professional development for writing will occur four times throughout the year.

2. Math Improvement Strategies:

- Collaborative Teacher Teams will meet weekly to discuss student data and progress. They will utilize Eureka Equip to identify lessons and student data to guide instruction and form small groups for RTI and enrichment.

- Davidson will continue a school-wide focus on math. During the 2019-2020 SY, Great Minds coaches worked with CTTs. Continuing in 2020-2021, time

will be designated for teachers to visit one another's classrooms to observe and have discussions around the Eureka Lesson Observation Tool.

- Professional Development will be dedicated to math goals four times/year with specific emphasis on problem solving and fraction sense.

- Teachers will implement the Math Pathways and Pitfalls Curriculum to support math intervention.

- In grades K-3, students will engage in the intervention program, Waterford Math, four days/week. In grades 4-5, students will engage in IXL four days/week.

- Teachers will implement a real-life word problem of the week. They will explicitly teach problem solving strategies and skills from the Eureka curriculum. Students will be scored weekly on a 5-point problem solving rubric and progress will be monitored using a class Excel document.

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 Goals:

Strategy 1a: Collaborative Teacher Teams will meet weekly to discuss student data and progress. They will utilize Benchmark Advance Assessments, Benchmark Universe, Scholastic NSGRA, Waterford, IXL and Moby Max reports to guide instruction and form small groups for intervention and enrichment.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create master schedule to include embedded times for CTT	Sarah Andricopoulos	August 2020	Excel
Teachers will meet in CTT twice weekly	All teachers	On-going	Zoom, Online Platform Reports, student work
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Adjust master schedule for various models- Remote Learning and Hybrid Learning	Sarah Andricopoulos	Based on Governing Board approval of plans	Excel

Strategy 1b: Teachers will incorporate finding text evidence in all shared reading and guided reading lessons using Benchmark Advance and Scholastic Storyworks.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will include finding text evidence in weekly lesson plans	All Teachers	On-going	Benchmark Universe, Scholastic Leveled Text, Scholastic Storyworks (grades 2-5)
Teachers will post weekly lesson plans in O365 Davidson Staff Notebook	All teachers	Weekly	O365 Davidson Staff Notebook
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Monitor lesson plans and provide feedback	Sarah Andricopoulos	Weekly	O365 Davidson Staff Notebook

Strategy 1c: Teachers of students in grades K-3 will utilize Waterford Reading for intervention and grades 4-5 will utilize Moby Max. Students in grades 2-5 will use the writing component of Moby Max 2-3 days/week.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will require student use of online programs during asynchronous learning or during guided reading rotations	All teachers	On-going	Online Programs, Student computers and internet connectivity
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Professional Development will include using online reports	Waterford Trainer, Moby Max Trainer	Moby Max- August 2020 Waterford- TBD	Training PD

Strategy 1d: Teachers will utilize a prompt of the week on School City to increase writing stamina and fluency. CTTs will analyze student writing monthly to calibrate and determine next steps.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will administer a writing prompt appropriate for each grade level weekly.	All teachers	Weekly starting October 2020	Bank of writing prompts, lesson plans
Teachers will share student writing in CTTs monthly and brainstorm next steps	All teachers	Weekly starting October 2020	Master schedule to include time for CTTs to meet, writing rubric
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor lesson plans and provide feedback on writing instruction	Sarah Andricopoulos	On-going	Lesson plans posted in O365
Participate in CTT meetings when discussing student writing	Sarah Andricopoulos	On-going	CTT Schedule

Strategy 1e: Professional development will focus on the writing process, writing strategies, and strong paragraph writing. Professional development for writing will occur four times throughout the year.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide professional development in the writing process, writing strategies and strong paragraph writing.	Sarah Andricopoulos	October 2020, December 2020, February 2021, and April 2021	Agendas, Minutes, PPTs, Benchmark Universe

2. *Math Improvement Goals:*

Strategy 1a: Collaborative Teacher Teams will meet weekly to discuss student data and progress. They will utilize Eureka Assessments, Waterford, IXL, and Moby Max Reports, and student work, to guide instruction and form small groups for intervention and enrichment.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create master schedule to include embedded times for CTT	Sarah Andricopoulos	August 2020	Excel
Teachers will meet in CTT twice weekly	All teachers	On-going	Zoom, Online Platform Reports, student work
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Adjust master schedule for various models- Remote Learning and Hybrid Learning	Sarah Andricopoulos	Based on Governing Board approval of plans	Excel

Strategy 1b: Provide targeted and differentiated professional development for teachers in math, with a focus on problem solving and fraction sense.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Center for the Recruitment and Retention of Mathematics Teachers Workshop on Problem Solving- 2 Parts and Fraction Sense	Carrie Burdon	September – November 2020	PD Calendar, Math Manipulatives
PD on Math Pathways and Pitfalls	Tracy Dorgan	November 2020 and January 2021	PD Calendar, Math Manipulatives
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Provide time for teachers to calibrate student work using the Problem Solving Rubric	Sarah Andricopoulos	On-going	Problem Solving Rubric

Strategy 1c: Teachers will administer math Common Formative Assessments monthly to progress monitor growth.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will administer math CFAs	Teachers	2X/Month	School City
MTSSF will support teachers in CFAs	Theresa Dorgan	As needed	School City
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Principal will monitor School City for CFAs	Sarah Andricopoulos	On-going	School City

Dietz K-8 School

Dietz K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Jesus Vasquez
Pantano Region 5, Regional Superintendent: Holly Leman-Hammel

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Dietz K-8 has identified the following gaps in areas of student outcomes. For each, Dietz K-8 provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Data Source: DIBELS Next, grades K-3

Desired State:

- To increase the percentage of students proficient to 48.3% on the end of year benchmark.

Current Reality:

- Percentage of students at CORE on DIBELS Next 38.3%
    - Percentage of ELL students at CORE on DIBELS Next: 25%
    - Percentage of ExEd students at CORE on DIBELS Next: 18.2%
    - Percentage of African American Students at CORE on DIBELS Next: 42%

Gap: There is an overall gap of 10 percentage points for all K-3 students between the currently reality and desired state. For the K-3 ELL population the gap is 23.3 percentage points, for the ExEd population the gap is 30.1 percentage points, and for the African American population the gap is 6.3 percentage points.

Data Source: TUSD Math Benchmark Assessment SY 2019-20, grades 2-8

Desired State:

- To increase the percentage of students proficient to 46.7% on the TUSD benchmark assessment.

Current Reality:

- Percentage of students proficient on the TUSD Benchmark Assessment: 36.7%
    - Percentage of ELL students proficient on the TUSD Benchmark Assessment: 21.7%
    - Percentage of ExEd students proficient on the TUSD Benchmark Assessment: 18.9%
    - Percentage of African American students proficient on the TUSD Benchmark Assessment: 35.4%

Gap: There is an overall gap of 10 percentage points for all 2nd-8th grade students between the currently reality and desired state. For the ELL student population the gap is 25 percentage points, for the ExEd population the gap is 27.8 percentage points, and for the African American population the gap is 11.3 percentage points.

Data Source: TUSD ELA Benchmark Assessment SY 2019-20, grades 2-8

Desired State:

- To increase the percentage of students proficient to 43.5% on the TUSD benchmark assessment.

Current Reality:

- Percentage of students proficient on the TUSD Benchmark Assessment: 33.5%.
    - Percentage of ExEd students proficient on the TUSD Benchmark Assessment: 9.3%
    - Percentage of African American students proficient on the TUSD Benchmark Assessment: 36.5%

Gap: There is an overall gap of 10 percentage points for all 2-8 students between the currently reality and desired state. For the ExEd population the gap is 34 percentage points, and for the African American population the gap is 7 percentage points.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Dietz K-8 developed SMART improvement goals designed to move Dietz K-8 students from the current reality to the desired state.

1. ***Improvement Goal:*** By May 2021, students in grades K-3 will increase the percentage of students at grade level by 10 percentage points as measured by Waterford Assessment of Core Skills.

2. ***Improvement Goal:*** By May 2021, students in grades 2-8 will increase the percentage of students proficient by 10 percentage points as measured the TUSD quarterly Math benchmark assessment.

3. ***Improvement Goal:*** By May 2021, students in grades 2-8 will increase the percentage of students proficient by 10 percentage points as measured the TUSD quarterly ELA benchmark assessment.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Dietz K-8 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. *Improvement Goal:*

Strategy 1a: Teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results.

Strategy 1b: Teachers review the results of unit assessments to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention.

2. *Improvement Goal:*

Strategy 2a: Professional development based on classroom observations and self-assessments.

Strategy 2b: Teacher's that are experts in their area led PD with staff.

3. *Improvement Goal:*

Strategy 3a: Unit assessments are reviewed by the instructional team.

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. Improvement Goal:

Strategy 1a: Teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Maps with imbedded CFA times	Teacher & CSP	Quarterly	CFAs, Calendars, TUSD Curriculum Maps
CFAs (School City, Benchmark Universe, and Eureka Math) reviewed throughout the quarter in PLC	Teacher	On-going	CFA results
Waterford progress monitoring data reviewed in PLCs	Teacher	Monthly	Waterford Reports
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Curriculum Maps	Administration & CSP	Quarterly	
CFA results	Administration & CSP	On-going	
Waterford results	Administration & CSP	Monthly	

Strategy 1b: Teachers review the results of unit assessments to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assessment results (benchmark, WACS, NSGRA, Bencmark Universe, Eureka Math, and School City) will be reviewed in PLCs to guide instruction	Teacher	On-going	
PLC calendar	Administration	Aug 2020	District Calendar, master schedule
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Assessment results	Administration & CSP	On-going	
PLC Calendar	Administration & CSP	On-going	

2. Improvement Goal:

Strategy 2a: Professional development based on classroom observations and self-assessments.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom Observation Data	Administration	Monthly	Classroom walkthrough and observation data
Teacher Self-Assessment	Teacher	Monthly	Administration notes, and teacher self review
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom Observation Data	Administration	Monthly	
Teacher Self-Assessment	Monthly	On-going	

Strategy 2b: Teacher's that are experts in their area led PD with staff.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify staff members that can led professional development based on area of expertise and/or observation data.	Administration	Sept 2020	Teacher evaluation data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
PD Calendar	Administration	On-going	

3. Improvement Goal:

Strategy 3a: : Unit assessments are reviewed by the instructional team.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC Calendar	Administration	Aug 2020	District Calendar, master schedule
Assessment results (Bencmark Universe, Eureka Math, and School City) will be reviewed in PLCs to guide instruction	teacher	Monthly	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
PLC Calendar	Administration & CSP	On-going	
Assessment results	Administration & CSP	On-going	

Doolen Middle School

Doolen Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21, 2021-2022
Principal: Judith Dauman
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

A. GAPS IN STUDENT OUTCOMES

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

1. English Language Arts-ELA and Math (All Grades)

Data Source: District Benchmarks and AZ Merit 18-19 SY

Desired State:

- Doolen Middle School will see 6th grade ELA achievement at 32% proficient or highly proficient on 2022 AZM2.
- Doolen Middle School will see 7th grade ELA achievement at 34% proficient or highly proficient on 2022 AZM2.
- Doolen Middle School will see 8th grade ELA achievement at 30% proficient or highly proficient on 2022 AZM2.
- Doolen Middle School will see 6th grade Math achievement at 30% proficient or highly proficient on 2022 AZM2.
- Doolen Middle School will see 7th grade Math achievement at 30% proficient or highly proficient on 2022 AZM2.
- Doolen Middle School will see 8th grade Math achievement at 29% proficient or highly proficient on 2022 AZM2.

Current Reality:

- 6th grade ELA achievement for all students is at 27% proficient or highly proficient.
- 7th grade ELA achievement for all students is at 29% proficient or highly proficient.
- 8th grade ELA achievement for all students is at 25% proficient or highly proficient.

- 6th grade Math achievement for all students is at 25% proficient or highly proficient.
- 7th grade Math achievement for all students is at 25% proficient or highly proficient.
- 8th grade Math achievement for all students is at 24% proficient or highly proficient.

Gap: Many Doolen students are not proficient in ELA and Math. This need is even greater when looking at the data for our identified sub-groups: Native American, Pacific Islanders, Exceptional Education and ELL students.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Doolen Middle School developed SMART improvement goals designed to move Doolen Middle School students from the current reality to the desired state. Based on analyses of data, and considering learning loss, SMART goals are designed to reflect improvement by SY2021-22.

1. English Language Arts Improvement Goal:

ELA achievement for all grade level students will increase by 5% moving from 27% proficient or highly proficient on the 2019 AZMERIT to 32% proficient or highly proficient on the 2022 AZM2, with strategies focused on improving the percentages of proficient or highly proficient students in identified sub-groups.

2. Math Improvement Goal:

Math achievement for all grade level students will increase by 5% moving from 25% proficient or highly proficient on the 2019 AZMERIT to 30% proficient or highly proficient on the 2022 AZM2, with strategies focused on improving the percentages of proficient or highly proficient students in identified sub-groups.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Doolen Middle School reviewed multiple evidence-based strategies and assessed each for potential 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: Teachers in PLC teams will implement data digs to identify grade level and individual student areas of strengths and areas for improvement.

Strategy 1b: Grade level teams will target instruction to specific ELA domains that were identified for improvement. ELA interventions supporting individual students will be implemented.

2. Math Improvement Goal:

Strategy 2: Math teachers will implement *Math Pathways and Pitfalls* lessons and strategies into their classrooms.

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
Training provided on data digs, targeted ELA lesson development and intervention strategies	A&E coordinator, CSP, Principal, Assistant Principal, PLC Leads	Quarterly	Time during PD, data resources
PLC data digs and PLC meetings	CSP, PLC Leads, Teachers	Monthly	Time during PD, access data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Collect PLC data and targeted ELA domains from meetings	Admin, CSP	Quarterly	Access to PLC TEAMS drive
Progress monitoring on targeted ELA domains	Teachers, CSP, Administration	Quarterly	Access to School City data

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify ELA areas for improvement	PLC leads, teachers	Quarterly target date to re-assess	Time, access to data
Focused lessons and assessments on ELA domain areas developed and implemented	Classroom teachers	Ongoing	Time, curriculum resources, School City
Students identified and interventions provided on these ELA domains	Classroom teachers, MTSS facilitator, Title 1 Tutor	Ongoing	List of identified students from each PLC, tutors, class section for interventions
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on interventions and targeted lessons	CSP, Administration	Quarterly	Plans and scheduled targeted lessons
PLC evaluation of interventions and targeted ELA lessons	PLC Teams	Quarterly	Data from formative assessments, time during PD

2. *Math Improvement Goal:*

Strategy 2:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training on Math Pathways and Pitfalls Lesson delivery and strategies	CSP, Math Leads	1st Semester	Time during PD, additional PD on resources, curriculum resources
Identify and deliver lessons for each grade level (at least 7)	CSP, Math Leads, teachers	1st Semester	Time during PD, assess to curriculum and resources
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on MPP targeted lessons	Admin, CSP	Quarterly	Access to dates/times of targeted lessons
Math team evaluation of implementation and student success in targeted lessons	Math PLC team	Quarterly	Data from formative assessments, time during PD

Gridley Middle School

Gridley Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Rosanna Ortiz-Montoya
Pantano Region 5, Regional Superintendent: Holley Leman-Hammel

A. GAPS IN STUDENT OUTCOMES

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

1. ELA Underperforming Subgroup- Students who have a disability

Data Source: School City, TUSD SY 2020 Quarter 3 Benchmark 3, AZ Merit SY 2019

Desired State: As a school we will improve student achievement of the underperforming sub-group in ELA by increasing overall proficiency by at least 20% compared to AZMERIT 2019 spring scores for a total of 17 students showing growth

Current Reality: 87% of students in this group are below proficiency. This sub-group below proficiency makes up 25% of the total student population below proficiency. 46% of the rest of the student population is below proficiency.

Gap: Of our Exceptional Education students with a disability sub-group, only 12% show growth from one year to the next, whereas, 64% of the rest of the student population shows growth in ELA. There is a 52% gap between this sub-group and our total population in growth.

2. ELA Underperforming Subgroup- Students who are African American

Data Source: School City, TUSD SY 2020 Quarter 3 Benchmark 3, AZ Merit SY 2019

Desired State: As a school we will improve student achievement for the African American subgroup by increasing overall proficiency in ELA by at least 25% compared to AZ Merit 2019 spring scores for a total of 12 students showing growth.

Current Reality: 48% of the sub-group student population is underperforming.

Gap: 25% of our African American sub-group shows growth from one year to the next, whereas, 64% of the rest of the student population shows growth in ELA. There is a 37% gap between this sub-group and our total population.

3. Math Underperforming Subgroup- Students who are African American

Data Source: School City, TUSD SY 2020 Quarter 3 Benchmark 3, AZ Merit SY 2019

Desired State: As a school we will improve student achievement for the African American sub-group by increasing overall proficiency in math by at least 19% compared to AZ Merit 2019 spring scores for a total of 5 students showing growth.

Current Reality: 70% of the subgroup (AA) student population is underperforming.

Gap: 27% of our African American sub-group shows growth from one year to the next, whereas, 64% of the rest of the student population shows growth in Math. There is a 37% gap between this sub-group and our total population

4. Math Underperforming Subgroup- Students who have a disability

Data Source: School City (Pivot Report), TUSD SY 2020 Quarter 3 Benchmark 3, AZ Merit SY 2019

Desired State: As a school we will improve student achievement of the underperforming sub-group in Math by increasing overall proficiency by at least 10% compared to AZMERIT 2019 spring scores for a total of 12 students showing growth.

Current Reality: 89% of this student population is below proficiency.

Gap: There is a 44% gap between this subgroup and our total population in Math.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Gridley Middle School developed SMART improvement goals designed to move Gridley Middle School students from the current reality to the desired state. Based on analyses of data, SMART goals are designed to reflect improvement by SY2021-22.

1. *ELA Improvement Goal for students with a disability*

   Over the next two years, 20% of students with a disability will increase their scores from MP to PP, P or HP as measured in 21-22.

2. *Math Improvement Goal for students with a disability*

   Over the next two years, 10% of students with a disability will increase their scores from MP to PP, P or HP as measured in 21-22.

3. *ELA Improvement Goal for African American (AA) students*

   Over the next two years, 25% of AA students will increase their scores from MP to PP, P or HP as measured in 21-22.

4. *Math Improvement Goal for African American (AA) students*

   Over the next two years, 19% of AA students will increase their scores from MP to PP, P or HP as measured in 21-22.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Gridley Middle School reviewed multiple evidence-based strategies and assessed each for potential 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: Embed reading intervention classes in ELA across grade levels. Small group intervention focused on targeting specific ELA skills, focusing on students in identified subgroups.

Strategy 1b: Content-based PLCs to specifically plan and work through the teaching cycle for the specific subgroup within the improvement goal

2. *Math Improvement Goal:*

Strategy 2a: Math intervention classes across grade levels for (AA) population.

Strategy 2b: Specific AE Math classes for the Sub-group Student with a disability.

Strategy 2c: Subgroup student with a disability are placed in an inclusion math class with co-teacher

Strategy 2d: Small group intervention focused on targeting specific math skills through Math Pathways and Pitfalls and IXL

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 (focused on African American Students and students with a disability)*

Strategy 1a: Embed reading intervention classes in ELA across grade levels. Small group intervention focused on targeting specific ELA skills.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pull specific students from School city forms to focus/target	Katie Sabel	9/25	Reports from School city
Place AA subgroup into embedded Reading intervention classes	Julie Ryan and Counselors	9/28	Synergy
Report for Teachers containing student specific goals and information	Katie Sabel/MTSS	9/28	Content PLC Time
Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook

Strategy 1b: Content based PLCs to specifically plan and work through the teaching cycle for the specific subgroup within the improvement goal

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook

2. MATH Improvement Goal (focused on African American Students and students with a disability)

Strategy 2a: Math intervention classes across grade levels for (AA) population.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pull specific students from School city forms to focus/target	Katie Sabel Administration team	9/25	Reports from School city
Place AA subgroup into Math intervention classes	Julie Ryan and Counselors Administration team	9/28	Synergy
Report for Teachers containing student specific goals and information	Katie Sabel/MTSS Administration team	9/28	Content PLC Time
Content PLC discussion and documentation of Teaching cycle	MATH and Intervention teachers Administration team	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Content PLC discussion and documentation of Teaching cycle	ELA and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook

Strategy 2b: Content based PLCs to specifically plan and work through the teaching cycle for the specific subgroup within the improvement goal

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Report for Teachers containing student specific goals and information	Katie Sabel/MTSS Administration team	9/28	Content PLC Time
Content PLC discussion and documentation of Teaching cycle	MATH and Intervention teachers Administration team	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Content PLC discussion and documentation of Teaching cycle	Math and Intervention teachers Administration team	Throughout the year Tuesdays	Content PLC time TEAMS notebook

Strategy 2c: Utilize Math Pathways and Pitfalls (MPP) to specifically plan and work through the teaching cycle for the specific subgroup within the improvement goal

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Train teachers to build self- efficacy with program across all content and grade-level	Katie Sabel/MPP Leadership Group Administration team	10/7	PD TIME
Content PLC discussion and documentation of Teaching cycle utilizing MPP	All Content Teachers all grade levels Administration team	Throughout the year Tuesdays	Content PLC time TEAMS notebook
Ongoing MPP Training and planning	Katie Sabel/MPP Leadership Group Administration team	Throughout the year, during Wednesday SITE BASED PD	PD and Content PLCs Observations
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Content PLC discussion and documentation of Teaching cycle	Math and Intervention teachers	Throughout the year Tuesdays	Content PLC time TEAMS notebook
On-going meetings with MPP Leadership Group	Katie Sabel (CSP)/ MPP Committee Administration team	Throughout the year in SITE BASED PD	TEAMS Notebook

Grijalva Elementary School

Grijalva Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Megan Chavez
Santa Cruz Region 2, Regional Superintendent: Mark Alverez

A. GAPS IN STUDENT OUTCOMES

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

Data Source: AZ Merit 18-19

Desired State:

ELA
3rd Grade 30 % by 2021
4th Grade 36% by 2021
5th Grade 31% by 2021
MATH
3rd Grade 34 % by 2021
4th Grade 18% by 2021
5th Grade 15% by 2021

Current Reality:

ELA
3rd Grade: 27%
4th Grade: 33%
5th Grade: 28%
Math
3rd Grade: 31%
4th Grade: 15%
5th Grade: 12%

Gap: 3%

B. SMART Improvement Goals

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

1. *ELA Improvement Goal:*
- *By May 2021, 90% of 3rd-5th graders will increase reading skills, fluency, and comprehension by two levels as measured by NSGRA.*
- *By May 2021, Kindergarten-5th Grade Teachers will develop knowledge of 5 core areas of reading (Phonemic awareness, phonics, fluency, vocabulary, and comprehension) and understanding how to teach each area as evidenced by lesson plans and observations.*

2. *Math Improvement Goal:*
- *By May 2021, Kindergarten-5th grade students will increase the percent correct of questions assessing NBT standard by 1 0% as measured by quarterly benchmark assessments.*
- *By May 2021, 90% of teacher's lesson planning and delivery will provide students with opportunities to build math conceptual understanding through inquiry and problem-solving, as evidenced by teacher lesson plans and math observations.*

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Grijalva 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.

ELA Improvement Goal:
Strategy 1a:
- Curriculum Service Provider, MTSSF, and Principal will provide targeted Professional Development for teachers to focus on:
    - Phonemic awareness, phonics, fluency, vocabulary, and comprehension
    - Assessing comprehension through NSGRA identify specific comprehension needs
    - Comprehension skills and strategies: Self-monitoring, summarizing, paraphrasing, inferring, evaluating, asking and answering questions

Strategy 1b:
- Scholastic Reading Coach, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

Math Improvement Goal:
Strategy 2a:
- Monthly professional development with Math Consultant Melissa Hosten to increase conceptual understanding through:
    - Use of manipulatives in daily lessons, Number Talks, Student Discourse
- Curriculum Service Provider will provide targeted professional development to support strategies and skills taught by Math Consultant

Strategy 2b:
- Math Consultant, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

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.

ELA Improvement Goal:

Strategy 1a:
- Curriculum Service Provider, MTSSF, and Principal will provide targeted Professional Development for teachers to focus on:
  - Phonemic awareness, phonics, fluency, vocabulary, and comprehension
  - Assessing comprehension through NSGRA identify specific comprehension needs
  - Comprehension skills and strategies: Self-monitoring, summarizing, paraphrasing, asking and answering questions

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule CTTs and PD	Principal	August 28, 2020	
Conduct Needs Assessment	Principal, CSP	October 9, 2020	Needs Assessment
Plan PD based on needs	Principal, CSP, MTSSF	Ongoing throughout the year	
Conduct PD/CTTs	Principal, CSP, MTSSF	Ongoing throughout the year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Scholastic Reading Consultant	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	

Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans Feeback sheets Observation Sheets Observation of Staff during PD/CTT	Principal, CSP, MTSSF	As needed, ongoing	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Observation of teachers teaching phonemic awareness, phonics, fluency, decoding, and comprehension using district curricula including Benchmark, Cengage, Heggerty Phonemic Awareness, Scholastic Guided Reading	Principal, CSP, MTSSF	As needed, ongoing	

Strategy 1b:
- Scholastic Reading Coach, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Observe Lessons and give feedback/ask questions	Principal, CSP, MTSSF	Ongoing throughout the year	
Develop Microsoft Team for teachers to upload lesson plans and create lesson plan tracker	MTSS Facilitator	August 31, 2020	
MTSSF attend cognitive coaching training	MTSSF	When available	CC training to be held in person or a virtual option available
Schedule debriefing sessions	Principal, CSP	Ongoing throughout the year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Scholastic Reading Coach	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans Feeback sheets Observation Sheets Observation of Staff during PD/CTT	Principal, CSP, MTSSF	As needed, ongoing	
Evidence to be Collected for Monitoring and Assessing Goal Attainment	Principal, CSP, MTSSF	As needed, ongoing	

Math Improvement Goal:

Strategy 2a:
- Monthly professional development with Math Consultant Melissa Hosten to increase conceptual understanding through:
  - Use of manipulatives in daily lessons, Number Talks, Student Discourse
- Curriculum Service Provider will provide targeted professional development to support strategies and skills taught by Math Consultant

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule CTTs and PD	Principal	August 28, 2020	
Conduct Needs Assessment	Principal, CSP	October 9, 2020	Needs Assessment
Plan PD based on needs	Principal, CSP, MTSSF	Ongoing throughout the year	
Conduct PD/CTTs	Principal, CSP, MTSSF	Ongoing throughout the year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Math Consultant	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans Feeback sheets Observation Sheets Observation of Staff during PD/CTT Observation of teachers teaching phonemic awareness, phonics, fluency, decoding, and comprehension using district curricula including Benchmark, Cengage, Heggerty Phonemic Awareness, Scholastic Guided Reading	Principal, CSP, MTSSF	As needed, ongoing	

Strategy 2b:

- Math Consultant, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Observe Lessons and give feedback/ask questions	Principal, CSP, MTSSF	Ongoing throughout the year	
Develop Microsoft Team for teachers to upload lesson plans and create lesson plan tracker	MTSS Facilitator	August 31, 2020	
MTSSF attend cognitive coaching training	MTSSF	When available	CC training to be held in person or a virtual option available
Schedule debriefing sessions	Principal, CSP	Ongoing throughout the year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Immediate Feedback from Co-Teaching	Math Consultant	Ongoing throughout the year	
Grijalva staff recognize needs and provide feedback to math consultant	Principal, CSP, MTSSF	Ongoing throughout the year	
Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Math Consultant	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans	Principal, CSP, MTSSF	As needed, ongoing	

Lawrence 3-8 School

Lawrence 3-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Zulema Stanbrook
Silverbell Region 1, Regional Superintendent: Brian Lambert

A. GAPS IN STUDENT OUTCOMES

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

Data Source:

- *AZ merit, quarterly benchmarks for ELA*

Desired State:

- To increase School year average mastery for ELA to **30%**

Current Reality(18-19) AzMerit-ELA:

- *3rd grade: 3.1%*
- *4th grade: 18%,*
- *5th grade: 16.7%,*
- *6th grade, 16.7%,*
- *7th grade 14.8%,*
- *8th grade: 11.8%*

   Average mastery 15%

Gap:

15%

Current Reality(18-19) Benchmark-ELA:

- *3rd grade: 20%*
- *4th grade: 28.2%,*
- *5th grade: 16.7%,*
- *6th grade: 9.6%,*
- *7th grade: 21.7%,*
- *8th grade: 29.6%*

Data Source:

- *AZ merit, quarterly benchmarks for Math*

Desired State:

- To increase School year average mastery for Math to **30%**

Current Reality(18-19) AzMerit:

- *3rd grade: 6.3%*
- *4th grade: 6.0%,*
- *5th grade: 2.1%,*
- *6th grade: 14.3%,*
- *7th grade: 3.3%,*
- *8th grade: 5.3%*

   Average mastery 5.8%

Gap:

15%

Current Reality(18-19) Benchmark-Math:

- *3rd grade: 10.8%*
- *4th grade: 18.1%,*
- *5th grade: 22.5%,*
- *6th grade: 13.4%,*
- *7th grade: 9.3%,*
- *8th grade: 11.0%*

B. SMART Improvement Goals

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

1. *ELA Improvement Goal:*
- *To increase student achievement in ELA by 15% mastery as measured by benchmarks and AZ2 by the end of 20-21 school year.*
- *Teachers and support staff will increase academic expectations by implementing goal sheets with students. Students will monitor their own data.*

2. *Math Improvement Goal:*
- *To increase student achievement in Math by 15% mastery as measured by benchmarks and AZ2 by the end of 20-21 school year.*
- *Teachers and support staff will increase academic expectations by implementing goal sheets with students. Students will monitor their own data.*

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Lawrence 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:
- Elementary will utilize the MPP process (Frontload, reflect, discussion) in ELA

Strategy 1b:
- Reading interventionist will work directly with students in small groups for students who are minimally proficient.

Strategy 1c:
- Targeted interventions for IXL for grades 3-8.

2. *Math Improvement Goal:*

Strategy 2a:
- MPP: Math interventionist will work with students

Strategy 2b:
- Targeted interventions for IXL for grades 3-8.

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
• Elementary will utilize the MPP process (Frontload, reflect, discussion) in ELA	CSP, Reading Interventionist, Teachers: 3, 4, 5, and support staff Interventionist creating posters and digital formats	May 2021 Weekly implementation of MPP protocols in ELA classes	MPP Training and Planning Discussion question posters in a variety of formats – digital, poster, etc.
• ELD and Ex Ed Teachers will begin daily instruction	1 ELD Teacher, 3 Ex Ed Teacher	On-going (May 2021)	Access to classrooms, Zoom and eventually in person
• Assign Daily IXL Recommendations for small groups	Classroom Teacher, Math Interventionist, Reading Interventionist, CSP, Support Staff	On-going (May 2021)	Access to IXL Platform
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
• Bi-monthly review of student scores and progress with updated list of recommendations for most impact on growth	Reviewed by CSP Implementation by ELA and Math teachers	Ongoing bi-monthly (May 2021)	Access to IXL Platform
• Conduct the IXL Diagnostic Test to pinpoint students current levels	On-going monitoring by CSP Implementation by teachers	September 4, 2020	All students need access to IXL CSP and support staff following up with low- and non-attenders until a workable score is achieved

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• Reading interventionist will work directly with students in small groups for students who are minimally proficient	Reading Interventionist and other support staff	May 2021	PLC Time
• In elementary, students who are more than 2 grade levels below will receive small group lessons by teacher, reading interventionist, or others in both am and pm using suggested groups and lessons in IXL	Classroom teacher Reading interventionist Ex Ed teachers Support Staff CSP support with monitoring	Daily – May 2021	Access to IXL Schedule that allows for this to happen
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
• Interventionist will keep a Data Wall to monitor student progress	Reading Interventionist, Classroom Teacher, CSP	Every 9 Weeks: Oct. 9, 2020 Dec. 18, 2020 March 12, 2021 May 26, 2021	Access to IXL, Consistent monitoring of student's time on IXL

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• Targeted interventions for IXL for grades 3-8	CSP and Teachers	Every 2/3 Weeks- Recommendations given to teachers for student completion	Access to IXL

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• Bi-monthly review of student scores and progress with updated list of recommendations for most impact on growth	Reviewed by CSP Implementation by ELA teachers in Grades 3-8	Ongoing bi-monthly (May 2021)	Access to IXL Platform
• Begin weekly small group leveled reading / ELA groups in middle school	Reading interventionist Support staff Ex Ed teachers CSP	Second quarter, then on-going	Planning and scheduling time

2. *Math Improvement Goal:*

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• MPP: Math interventionist will work with students	CSP, Math Interventionist, Teachers: 3-8, and support staff	May 2021	MPP Training and Planning

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• Review of IXL data and grouping of students by skills	CSP	September 2020	Access to IXL, MPP books and lessons
• Math Interventionist will consistently distribute current data and information to teachers, support staff and admin	Math Interventionist	On a Weekly Basis	Access to IXL, Student Scores and current data
• Development of MPP PowerPoints for remote and in-person lesson plans	Math Interventionist, editing by CSP	By Fall break 2020	All four MPP books, MPP training provided by district, PowerPoint

Strategy 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• Targeted interventions for IXL for grades 3-8	CSP and Teachers	Every 2/3 Weeks-Recommendations given to teachers for student completion	Access to IXL

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• Interventions will be changed and focused on specific student needs	Math Interventionist, Classroom Teacher	On a Weekly Basis	Access to IXL, Email, PLC Meetings
• Support staff trained in MPP small group strategies	CSP develop the training and train support staff in MPP protocols	By Fall break 2020	PowerPoint, documents from WestEd, MPP manuals
• Bi-monthly review of student scores and progress with updated list of recommendations for most impact on growth	Reviewed by CSP Implementation by Math teachers in Grades 3-8	Ongoing bi-monthly (May 2021)	Access to IXL Platform
• Conduct the IXL Diagnostic Test to pinpoint students current levels	On-going monitoring by CSP Implementation by teachers	September 4, 2020	All students need access to IXL CSP and support staff following up with low- and non-attenders until a workable score is achieved

Magee Middle School

Magee Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Martin Muecke
Pantano Region 5, Regional Superintendent: Holly Leman-Hammel
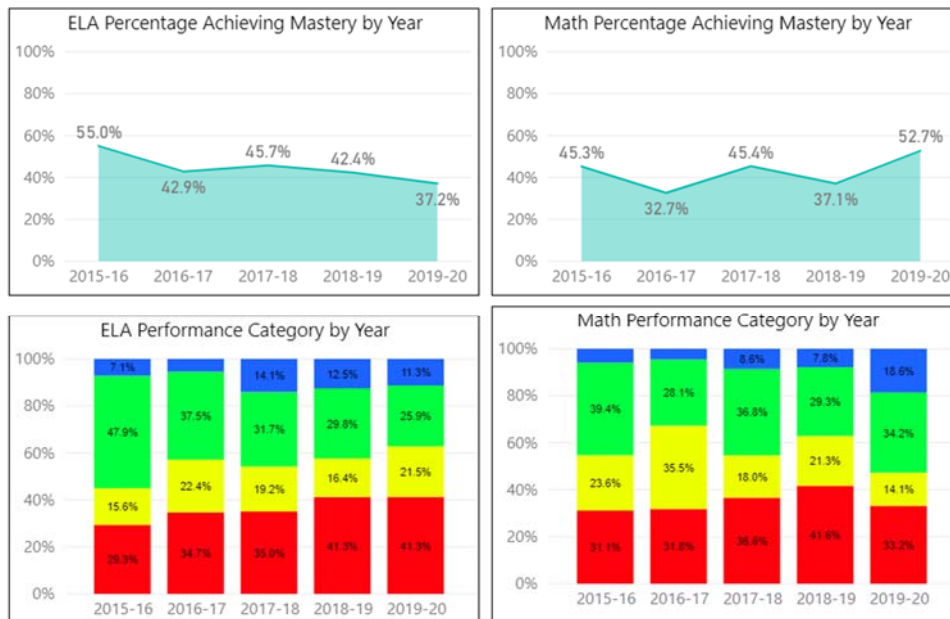
A. GAPS IN STUDENT OUTCOMES

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

1. 6th grade ELA/Math

Data Source: Benchmark Data

Current reality:

Goal: Move 5 percent of our bubble students[1] from minimally proficient to partially proficient and from partially proficient to proficient.

Gap/Analysis: Data shows that student academic achievement has been on a downward trend in 6th Grade ELA and inconsistent in 6th grade Math. Tier 1

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[1] "Bubble Students" refers to MP students who are close to partially proficient, and partially proficient students who are close to proficient.

instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

2. 7th Grade ELA/MATH

Current Reality:

Goal: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.
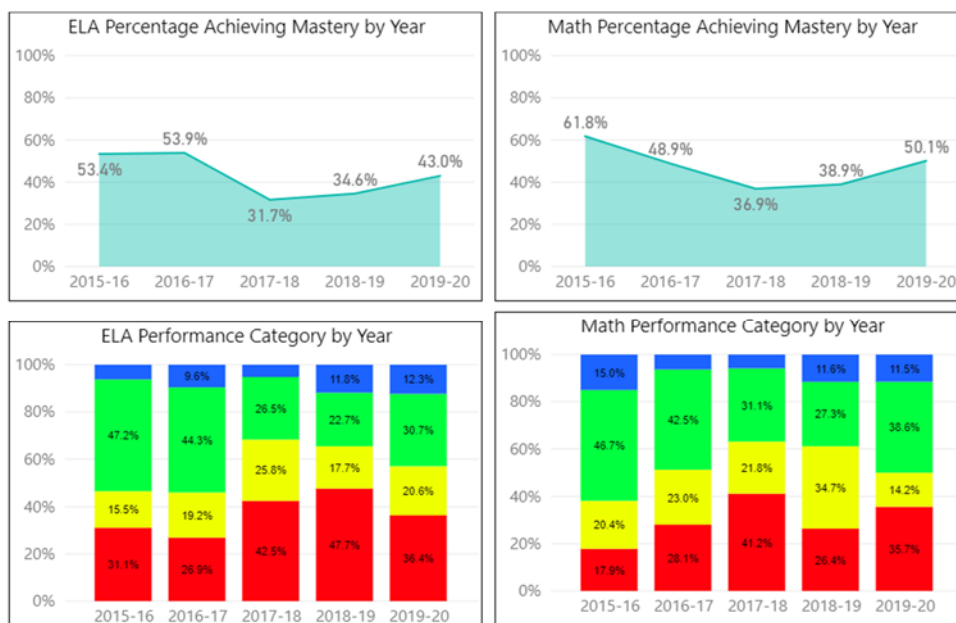
Gap/Analysis: Data shows that student academic achievement has been on an upward swing in both 7th grade ELA and 7th grade Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

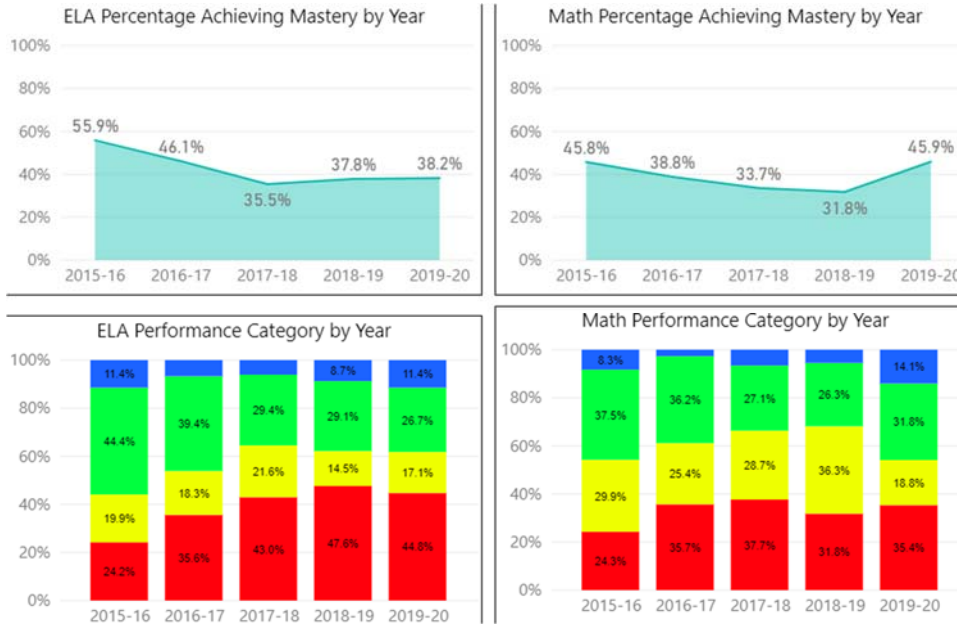### 3. 8th Grade ELA/Math

Current Reality:

Goal: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Gap/Analysis: Data shows that student academic achievement has been stagnant in both 8th grade ELA and Math, but with a significant gain the past year in Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.
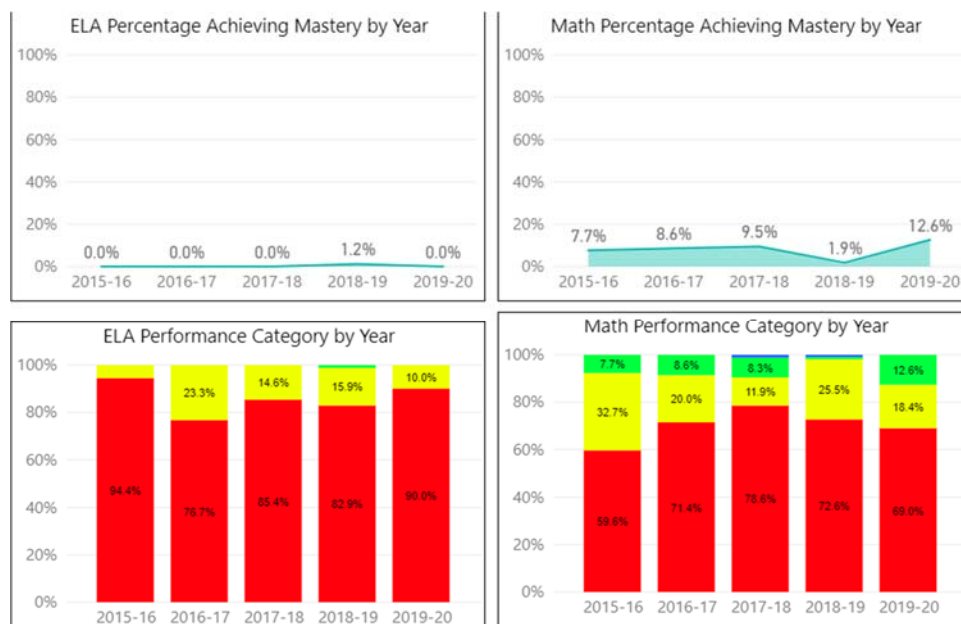
4. ELL students

Current Reality:

Goal: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Gap/Analysis: For ELL, the focus has been placed on the language standards and preparing students to pass the AZELLA test. Students don't have adequate exposure and practice with the ELA standards and assessments. For Math, the focus needs to be on Tier 2 intervention in targeted math standards to make up for the language gap. 100 percent of our teachers will be trained on how to include SPARKS instructional techniques in their lessons.
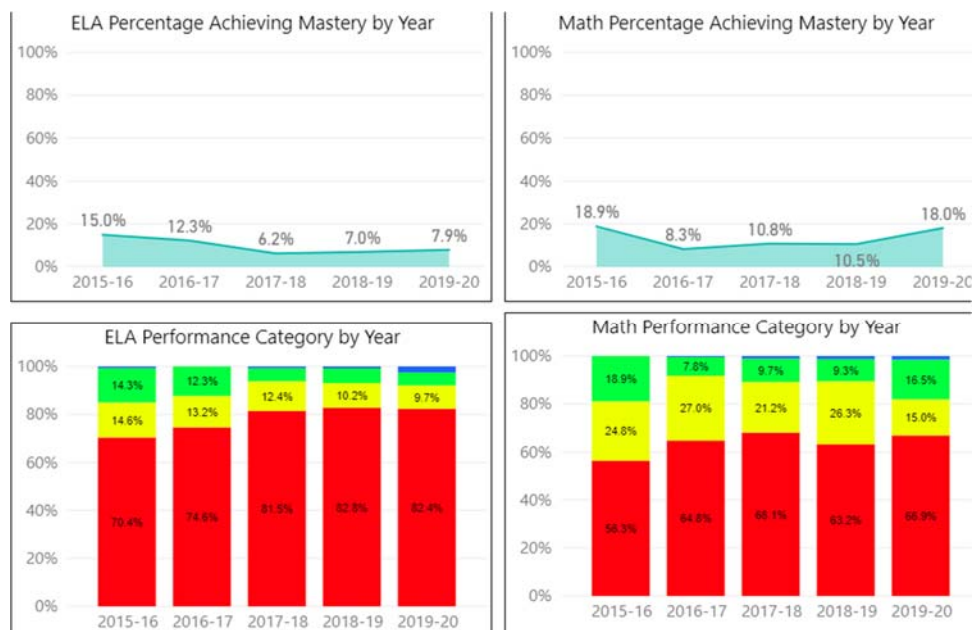
5. EX-Ed Students

Current Reality:

Goal: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Gap/Analysis: Work with resource teachers to ensure that students are receiving their correct services and minutes. Teachers need to be trained on how to identify and teach to their subgroups. Offer professional development to teachers on how to differentiate their instruction and offer small group intervention with the analysis and application of formative data.

6. African American Students

Current Reality:

Goal: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Gap/Analysis: 100 percent of our teachers will be trained on how to include SPARKS instructional techniques in their lessons. African American Student Support Specialist will work with students and provide Tier 2 intervention.
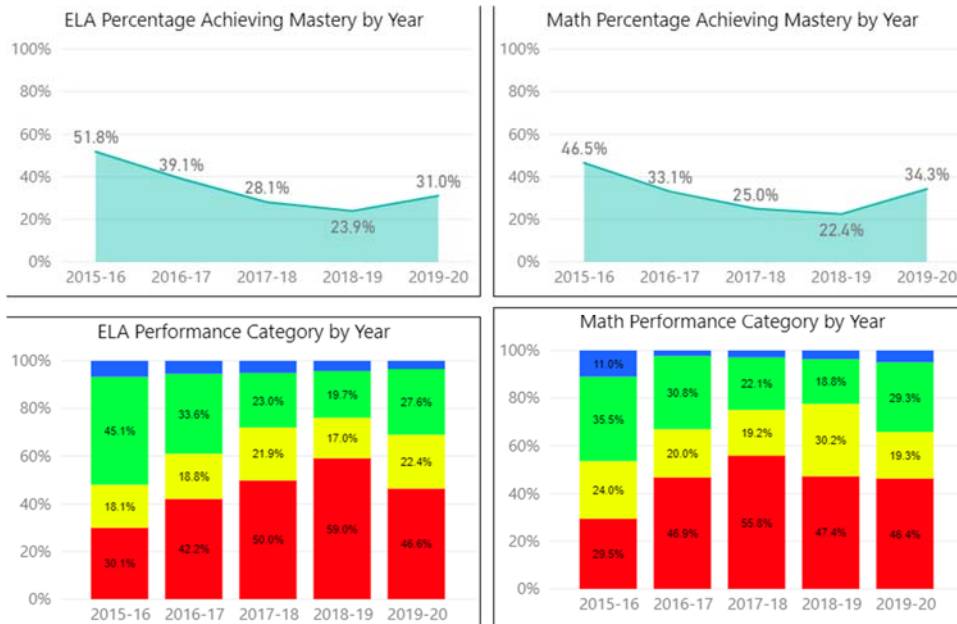
7. Hispanic Students
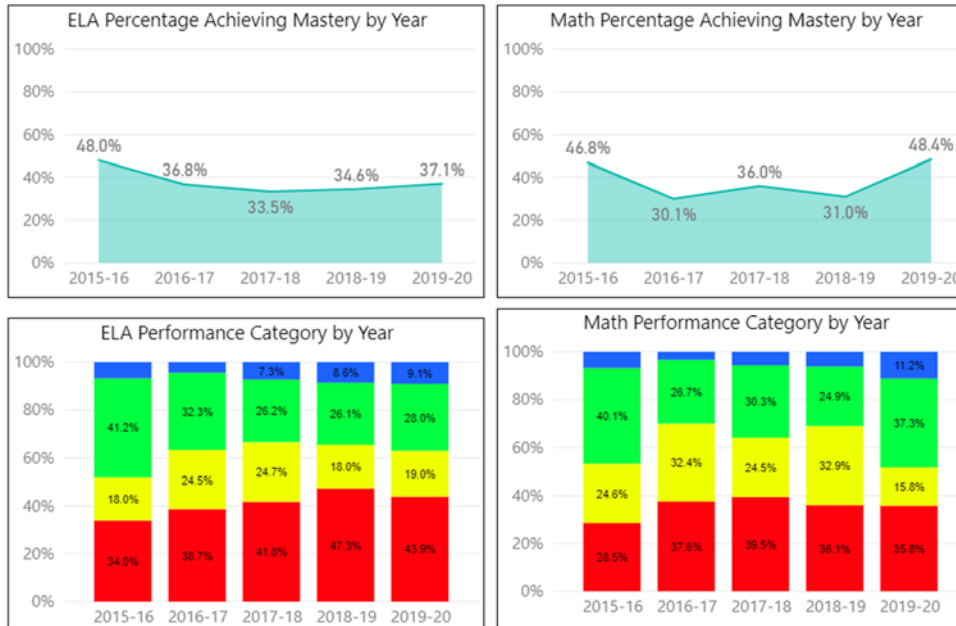
Current reality:

Goal: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Gap/Analysis: 100 percent of our teachers will be trained on how to include SPARKS instructional techniques in their lessons. Mexican American Student Support Specialist will work with students and provide Tier 2 intervention.

B. SMART Improvement Goals

Specific, measurable, achievable, reasonable and timely

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

   1. ELA Improvement Goal:

By third quarter benchmark, students would have moved 5% in ELA as described above.

   2. Math Improvement Goal:

By third quarter benchmark students would have moved 5% in Math as described above.

   3. Instructional Improvement Goal:

100% of teachers submit lesson plans on their OneDrive file every Sunday night during the 20/21 SY.

   4. Instructional Improvement Goal:

100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period during the 20/21 SY.

   5. Instructional Improvement Goal:

100% of teachers are getting feedback on a Tier 1 instructional skill once every two weeks during the 20/21 SY.

   6. Instructional Improvement Goal:

Once a month, we will offer professional development in engagement strategies during the 20/21 SY.

   7. Instructional Improvement Goal:

Provide daily communication with staff and monthly communication with parents during the 20/21 SY.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Magee Middle School 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:*** By third quarter benchmark students would have moved 5% in ELA

Strategies:

- Admin will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

2. ***Math Improvement Goal:*** By third quarter benchmark students would have moved 5% in Math

Strategies:

- Admin will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

3. ***Instructional Improvement Goal:*** 100% of teachers submit lesson plans on their OneDrive file every Sunday night during the 20/21 SY

Strategies:

- Provide professional development on how to break down a standard into daily learning targets, how to incorporate differentiated instruction into the plan, how to incorporate engagement strategies into the plan.

4. ***Instructional Improvement Goal:***100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period during the 20/21 SY.

Strategies:

- Provide professional development on the purpose of Common Board Configuration and what it looks like

5. ***Instructional Improvement Goal:***100% of teachers are getting feedback on a Tier 1 instructional skill once every two weeks during the 20/21 SY

Strategies:

- Section off times of the week when walkthroughs will take place

6. ***Instructional Improvement Goal: Once*** a month PD will offer professional development in engagement strategies during the 20/21 SY

Strategies:

- Create PD calendar and incorporate AVID strategies and SPARKS strategies every month

7. ***Instructional Improvement Goal:*** Provide daily communication with staff and monthly communication with parents during the 20/21 SY

Strategies:

- Principal will send out monthly newsletters to staff and to parents, assistant principal will send out daily emails with reminders to teachers

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: By third quarter benchmark students would have moved 5% in ELA

Strategies: Admin will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pick a day for the training to take place for lesson plan template and breaking down standard	Muecke	October 2020	PD calendar

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Meet with empower consultants every month	Muecke/Schiavone	March 2021	Data from empower
Review administrative walkthrough data	Muecke/Schiavone	March 2021	Walkthrough data
Review Quarter 2 benchmark data	Muecke/Schiavone	December 2020	School City data

2. Math Improvement Goal: By third quarter benchmark students would have moved 5% in Math

Strategies: Admin will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pick a day for the training to take place for lesson plan template and breaking down standard	Muecke	October 2020	PD calendar
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Meet every month	Muecke/Schiavone	March 2021	Data
Review administrative walkthrough data	Muecke/Schiavone	March 2021	Walkthrough data
Review Quarter 2 benchmark data	Muecke/Schiavone	December 2020	School City data

3. Improvement Goal: 100% of teachers submit lesson plans on their OneDrive file Sunday every night.

Strategy: Provide professional development on how to break down a standard into daily learning targets, how to incorporate differentiated instruction into the plan

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pick a day for the training to take place for lesson plan template and breaking down standard	Muecke	October 2020	PD calendar
Make copies of worksheet "how to break down standards" for the PD	Schiavone	October 2020	Worksheet and sample of standard break down
Work with Empower to pick days on when to work with staff on differentiated instruction	Muecke	October 2020	PD calendar
Create folders for teachers on one drive	Higgins	October 2020	Access to One Drive
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review ADE walkthrough data	Muecke/Schiavone	December 2020	ADE data
Review administrative walkthrough data	Muecke/Schiavone	December 2020	Walkthrough data
Review Quarter 2 benchmark data	Muecke/Schiavone	December 2020	School City data

4. Improvement Goal: 100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period.

Strategy: Provide professional development on the purpose of Common Board Configuration and what it looks like

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pick a day for the training to take place – before the students return	Muecke	October 2020	PD calendar
Provide tape for the teachers	Butler	October 2020	Tape
CSP will always have a sample board configuration in office	Higgins	October 2020	Tape

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Observe classrooms to make sure the Common Board Configuration is up	Higgins/Muecke/Schiavone	October 2020 January 2020	Tape
Conduct walkthroughs during first ten five minutes of class	Higgins/Muecke/Schiavone	October 2020 January 2020	Tape

5. Improvement Goal: 100% of teachers are getting feedback on Tier 1 instruction once every two weeks

Strategy: Section off times of week walkthroughs will happen

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop a Microsoft Form	Schiavone	September 2020	Access to One Drive
Develop a Feedback Template – Glow and Grow – Evidence based	Schiavone	September 2020	Template
Develop instructional targets for walkthrough focus	Schiavone	September 2020	PD calendar and instructional targets
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review ADE walkthrough data	Muecke/Schiavone	December 2020	Data
Review admin walkthrough data	Muecke/Schiavone	December 2020	Data
Review Quarter 2 benchmark data	Muecke/Schiavone	December 2020	Data

6. Improvement Goal: Once a month PD will be dedicated to offering professional development in engagement strategies

Strategy: Create PD calendar and incorporate AVID strategies and SPARKS strategies every month

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop professional development calendar with specific strategies each Wednesday	Muecke	September 2020	PD calendar
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review ADE walkthrough data	Muecke/Schiavone	December 2020	Data
Review admin walkthrough data	Muecke/Schiavone	December 2020	Data
Review Quarter 2 benchmark data	Muecke/Schiavone	December 2020	Data

7. Improvement Goal: Provide daily communication with staff. Daily and monthly communication with parents. Monthly leadership meetings

Strategy: Principal will send out monthly newsletters to staff and to parents, assistant principal will send out daily emails with reminders to teachers

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assistant Principal send daily announcements from email	Schiavone	August 2020	Important dates for teachers to be aware
Admin team send out monthly newsletters	Schiavone/Muecke	August 2020	Important dates and community events
Leadership committee meetings	Muecke	August 2020	Calendar of meeting dates
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Check to see if daily announcements are going out and monthly newsletters	Muecke/Schiavone	December 2020	Important community events and dates

Maxwell K-8 School

Morgan Maxwell K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Cesar Miranda
Silverbell Region 1, Regional Superintendent: Brian Lambert

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Morgan Maxwell K-8 has identified the following gaps in areas of student outcomes. For each, Morgan Maxwell K-8 provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

1. ELL Student AZMerit Scores in Math & ELA

Data Source: AZMerit 2018-19

Desired State: ELLs will demonstrate a rate of proficiency at 18%

Current Reality: 13% in both ELA and Math

Gap: Gap between desired state and current state for both ELA and Math 5%

2. ExEd Student AZMerit Scores in Math & ELA

Data Source: AZMerit 2018-19

Desired State: ExEd students will demonstrate an overall rate of proficiency at 14%

Current Reality: 6% rate of proficiency for ELA and 8% rate of proficiency for Math

Gap: Gap between desired state and current state for ELA is 8% and for Math is 6%

3. 3-8th grade Student AZMerit Scores in Math

Data Source: AZMerit 2018-19, 2017-18, 2016-17

Desired State: Students schoolwide will demonstrate an overall rate of 30% in Math proficiency, similar to levels achieved in 2016-2017.

Current Reality: Students schoolwide demonstrate an overall rate of 17% proficiency in Math.

Gap: Gap between desired state and current state of math proficiency is 13%.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Morgan Maxwell K-8 developed SMART improvement goals designed to move Morgan Maxwell K-8 students from the current reality to the desired state.

1. *ELA/Math Improvement Goal:* 5% of ELL students will increase their math and ELA scores from MP or PP to P or HP for an overall 18% proficiency rate by the end of third quarter as measured by AZMerit in the 2020-2021 school year.

2. *ELA/Math Improvement Goal:* ExEd students will increase their math scores by 6% and ELA scores by 8% from MP or PP to P or HP for an overall 14% proficiency rate by the end third quarter as measured by AZMerit in the 2020-2021 school year.

3. *Schoolwide Math Improvement Goal:* 18% of students will increase their math scores from MP or PP to P or HP by the end of third quarter as measured on the math portion of AZMerit in the 2021-2022 school year.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Morgan Maxwell K-8 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. *ELL Improvement Goal:*

Strategy 1a:
- Highly qualified teachers will provide before or after school tutoring sessions through 21st century focused on
  - Academic vocabulary
  - Lexile level (Fluency, Comprehension)
- Using the program IXL that is focused on highly leveraged standards.
- Increased small group instruction with qualified ELD teacher

Strategy 1b:
- Math fluency focus
  - Daily IXL practice
  - Daily/Weekly fluency practice
- Math Pathways & Pitfalls
  - Teachers will utilize the math intervention Math Pathways & Pitfalls in the classroom specifically targeting students who are not at level.
- See strategies for Schoolwide Math Improvement, as these students will also be included in those targeted strategies and interventions as well.

2. *ExEd Improvement Goal:*

Strategy 2a:
- Highly qualified teachers will provide before or after school tutoring sessions through 21st century focused on
  - Academic vocabulary
  - Lexile level (Fluency, Comprehension)
- Using the program IXL that is focused on highly leveraged standards.
- Increased small group instruction through pull-out

Strategy 2b:
- Math fluency focus
  - Daily IXL practice
  - Daily/Weekly fluency practice

- MPP
  - Teachers will utilize the math intervention Math Pathways & Pitfalls in the classroom specifically targeting students who are not at level.
- See strategies for Schoolwide Math Improvement, as these students will also be included in those targeted strategies and interventions as well.

3. *Schoolwide Math Improvement Goal:*

Strategy 3a:

- Regularly checking for understanding so teaching can be adjusted and supplemented in real time.
  - Weekly common formative assessments will be administered to students to check for understanding
  - The reteach and enrich process will be embedded in the master schedule to allow daily time for reteach and enrich process based on CFA results

Strategy 3b:

- Teacher trainings on effective math instruction
  - Utilize professional development time to allow teachers to be trained on targeted math instruction based on student data
  - 1-1 CSP coaching and Lesson Plan review

Strategy 3c:

- Schoolwide Math fluency focus
  - Daily IXL practice
  - Daily/Weekly fluency practice

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. ELL Improvement Goal:

Strategy 1a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assign to 21st century program	21st century coordinator	Oct 19, 2020	
Assign ELD support staff, begin daily instruction	New ELD teacher	Oct 19, 2020	
Complete diagnostic on IXL	Classroom teacher	Oct 7, 2020	
Assign daily IXL work	Classroom teacher	On-going	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Pre/Post benchmarks for 21st century	21st Century Coordinator	Oct 2020/May 2021	
Weekly diagnostic IXL test	Classroom Teacher	Ongoing	

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Train Teachers on MPP and Fluency testing expectations	Principal/CSP	Oct 2020	PD time
Teachers set up classroom routine and expectations for fluency sheets	Teachers	Oct 2020	Classroom set-up time
Teachers use the strategy with fidelity	Teachers	Throughout 2020-2021 school year	Fluency worksheets Grading system
CSP assists with implementation and assists teachers in getting started	CSP	Oct. 2020 and as needed	Collaboration time with CSP and Teachers
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Implementation of fidelity across all classrooms	Teachers, administration	Beginning Oct 2020	Fluency worksheets or curriculum

| Teacher Data binder upkeep | Teacher, Administration | Beginning Oct 2020 | Student data sheets |
| Data digs | Teacher teams, PLCs, Administration | Quarterly | Student data sheets and test results |

2. *ExEd Improvement Goal:*

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assign to 21st century program	21st century coordinator	Oct 19, 2020	
Assign ELD support staff, begin daily instruction	New ELD teacher	Oct 19, 2020	
Complete diagnostic on IXL	Classroom teacher	Oct 7, 2020	
Assign daily IXL work	Classroom teacher	On-going	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Pre/Post benchmarks for 21st century	21st Century Coordinator	Oct 2020/May 2021	
Weekly diagnostic IXL test	Classroom Teacher	Ongoing	

Strategy 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Train Teachers on MPP and Fluency testing expectations	Principal/CSP	Oct 2020	PD time
Teachers set up classroom routine and expectations for fluency sheets	Teachers	Oct 2020	
Teachers use the strategy with fidelity	Teachers	Throughout 2020-2021 school year	Fluency worksheets Grading system
CSP assists with implementation and assists teachers in getting started	CSP	Oct. 2020 and as needed	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**

Implementation of fidelity across all classrooms	Teachers, administration	Beginning Oct 2020	Fluency worksheets or curriculum
Teacher Data binder upkeep	Teacher, Administration	Beginning Oct 2020	Student data sheets
Data digs	Teacher teams, PLCs, Administration	Quarterly	Student data sheets and test results

3. Schoolwide Math Improvement Goal:

Strategy 3a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule time schoolwide	Principal	Oct. 2020	
Train teachers on process	Principal/CSP/Admin Team	Oct 2020	PD time, guide
Train teachers on CFA	Principal/CSP	Oct 2020	PD time, How-to guide or video
Train teachers on expectations	Principal	Oct 2020	PD time
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Data Digs and reports by grade-level	Teacher, CSP, MTSS	October 2020	CFAs, IXL, Apex, School City, SuccessMaker
Data Digs and reports by PLC	Teacher, CSP, MTSS	October 2020	Data dig report School City
Pre-test assessment, Benchmark assessments	Teacher, CSP	October 2020	CFA, Pretest Benchmark
Teacher feedback	Teacher, Principal, CSP	October 2020	Feedback survey
Student feedback	Teacher, Principal	October 2020	Survey form

Strategy 3b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Walk-through classrooms during math instruction	CSP, Principal, Admin team, Teachers	October 2020	List of what to look for

Schedule meetings for 1-1 support	Teacher, CSP	October 2020	Open schedule for time
Check lesson plans weekly for targeted math instruction information	CSP	October 2020	Teacher lesson plans
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Data Digs and reports by grade-level	Teacher, CSP, MTSS	October 2020	CFAs, IXL, Apex, School City, SuccessMaker
Data Digs and reports by PLC	Teacher, CSP, MTSS	October 2020	Data dig report School City
Pre-test assessment, Benchmark assessments	Teacher, CSP	October 2020	CFA, Pretest Benchmark
Teacher feedback	Teacher, Principal, CSP	October 2020	Feedback survey
Student feedback	Teacher, Principal	October 2020	Survey form

Strategy 3c:

Tasks to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Train Teachers	Principal/CSP	Oct 2020	PD time
Teachers set up classroom routine and expectations for fluency sheets	Teachers	Oct 2020	
Teachers use the strategy with fidelity	Teachers	Throughout 2020-2021 school year	Fluency worksheets Grading system
CSP assists with implementation and assists teachers in getting started	CSP	Oct. 2020 and as needed	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Data Digs and reports by grade-level	Teacher, CSP, MTSS	October 2020	CFAs, IXL, Apex, School City, SuccessMaker
Data Digs and reports by PLC	Teacher, CSP, MTSS	October 2020	Data dig report School City

Pre-test assessment, Benchmark assessments	Teacher, CSP	October 2020	CFA, Pretest Benchmark
Teacher feedback	Teacher, Principal, CSP	October 2020	Feedback survey
Student feedback	Teacher, Principal	October 2020	Survey form

Mission View Elementary School

Mission View Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Sandra Calkins
Santa Cruz Region 2, Regional Superintendent: Mark Alvarez

A. GAPS IN STUDENT OUTCOMES

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

1. English Language Arts

Data Source: AZMerit 2018-19 ELA, District Benchmark
Desired State: We would like our students to achieve a 5% growth in 20-21 and continue a 5-10% growth each subsequent year for ELA, as measured by state summative assessment, AZMerit2.
Current Reality: Mission View student performed at a rate of 34.4% passing in ELA, as measured by the AZMerit 2018-2019, wheras district-wide, TUSD students performed at a rate of 38.9% passing in ELA, as measured by AZMerit 2018-2019.
Gap: 5% gowth in proficiency between where we are and our desired state, with continued growth each subsequent year.

2. Math

Data Source: *AZMerit 2018-19 Math, District Benchmark*
Desired State: We would like our Mission View students to achieve a 5% growth in 20-21 and continue a 5-10% growth each subsequent year for Math, as measured by state summative assessment, AZMerit2.
Current Reality: Mission View students performed at a rate of 30.3% passing in Math, as measured by the AZMerit 2018-2019, whereas district-wide, TUSD students performed at a rate of 38.9% passing in Math, as measured by AZMerit 2018-2019.
Gap: 5% growth in proficiency between where we are and our desired state, with continued growth each subsequent year.

B. SMART Improvement Goals

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

1. *ELA Improvement Goal:*
    By the end of 20-21 our students at Mission View will have moved from 34.4% passing to 39.4% passing, as measured by Spring 2021 AzMerit.

2. *Math Improvement Goal:*
    By the end of 20-21 our students at Mission View will have moved from 30.3% passing to 35.3% passing, as measured by Spring 2021 AzMerit.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Mission View 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: Common Formative Assessment cycle

- Every week our teacher teams will meet with their Collaborative Teacher Teams, along with our Curriculum Service Porvider; -Analyzing student data
- -Planning tier 2/3 support
- -Using guided reading lesson plans, coaching with Curriculum Service Provider (CSP)
- Creating CFAs for mastery and understanding, using Benchmark Universe
- Master schedule to include job-embedded, 90 minutes per week for each grade-level Collaborative Teacher Teams.

Strategy 1b: Data Notebooks

- Increase student accountability, goal setting, action step planning
- Students will track progress on common formative assessments, mid-module assessments, and reading levels/sight word mastery.
- Share data binders at Parent conferences, student led conferences

2. Math Improvement Goal:

Strategy 2a: Common Formative Assessment cycle

- o Every week our teacher teams will meet with their Collaborative Teacher Teams along with our Curriculum Service Provider; -Analyzing student data
- o -Planning tier 2/3 support
- o -Using guided reading lesson plans, coaching with Curriculum Service Provider (CSP)
- o Creating CFAs for mastery and understanding, using Benchmark Universe
- o Master schedule to include job-embedded, 90 minutes per week for each grade-level Collaborative Teacher Teams.

Strategy 2b: Data Notebooks

- o Increase student accountability, goal setting, action step planning
- o Students will track progress on common formative assessments, mid-module assessments, and math fact fluency sprints.
- o Share data binders at Parent conferences, student led conferences

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 and 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teams meet during Collaborative Teacher Team (CTT) meeting times	Principal, CSP	Weekly	-Agendas -Access to SchoolCity and Benchmark student data reports
Create master schedule to allocate 90 minutes per week for job-embedded CTT time.	Principal	ongoing	-Master Schedule -Library times -Computer lab access -support from Teacher Assistants
Professional Development training for data analysis , creating assessments in SchoolCity and Benchmark .	Principal CSP Teachers	1 per semester	Professional Develop Wednesday calendar dates- site based PD
Professional Development for Tier 2 and Tier 3 support	Principal CSP Teachers	1 per semester	Professional Develop Wednesday calendar dates- site based PD
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
CTT submit agendas and CFA student data to admin for review	CSP Admin	Weekly	-SchoolCity and Benchmark student data reports -CTT agendas
CTT conduct data analysis to determine student mastery of skills taught- plan for intervention or enrichment ; admin reviews lesson plans	CSP Teachers Principal	Weekly	Lesson plans

Strategy 1b and 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Purchase 3 ring binders	Office manager	August 2020	Title I funds to purchase
Add formatting of data notebooks to CTT agenda	CSP CTT facilitator	October 2020	Sample data notebooks for each grade level
Create data tracking templates	CSP Teachers	October 2020	Tracking sheet templates
Teachers and students will crate and maintain data binders	Teachers Students	Start date October- updated weekly with CFA data;	Student data- School City, Benchmark Universe, IXL, Achieve 3000, Imagine Learning data reports ; 3 ring binders
Professional Development on student led, parent teacher conferences	CSP Principal	January 2021	Professional Develop Wednesday calendar dates- site based PD
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Admin walkthroughs- checking student data binders; data chats with students	Principal	Onoing	Walkthrough schedule Student data binders
Student data binders brought to CTT meetings for updating and review	CSP Teachers	ongoing	Student data binders; updated student data reports

Pistor Middle School

Pistor Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Elizabeth Rivera - Russell
Silverbell Region 1, Regional Superintendent: Brian Lambert

A. GAPS IN STUDENT OUTCOMES

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

1. ELA Benchmark Assessments Grades 6-8

Data Source: TUSD web Data

Desired State: For all students to score 65% or higher on their ELA Benchmarks.

Current Reality: Our average score in grades 6-8 is at 45.5%, and our Native American Population is at 24% which is the lowest performing sub-group by ethnicity. Our Hispanic Population of students is the second lowest scoring group at 36.8% but they are our largest student population by ethnicity on campus.

Gap: Total Gaps by Ethnicity
    African American 3.3%
    Asian 26.5%
    Hispanic 28.2%
    Multi-Racial 28.3%
    Native American 40.6%
    White/ Anglo 16.2%

2. Math Benchmark Assessments Grades 6-8

Data Source: TUSD web Data

Desired State: For all students to score 65% or higher on their Math Benchmarks.

Current Reality: Asian students scored lowest in math at 25% passing rate, and second lowest performing in math is our Native American 30.4% Student, and third Hispanic 37%

Gap:

    AA - 19.5 %
    Asian 40 %
    Hispanic 27.8 %
    Multi 16.5 %
    NA 34.6 %

B. SMART Improvement Goals

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

1. ELA Improvement Goal:

To increase the percentage of students who are proficient in ELA benchmark and AZ merit performance for all subgroups by 5% in the 20-21 school year.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Need assessments (formative and summative) that provides the school with differentiated data.	School City Assessments by grade level and content (ELA)
Diagnostics, and standard assessments will provide baseline data to set goals with students and establish plans for academic improvement	School City Benchmarks IXL Diagnostics
Training on how to use the data to understand learner levels and how to apply the information to planning for instruction	SMART Goal Sheets for each ELA Teacher, and by Grade Level PLC to support ELA in all contents quarterly.

2. Writing Improvement Goal:

To increase the percentage of ELA students on the AzMerit writing scores (areas calculated for the ELA portion of AzMerit) by 1 rubric point in each category from the previous school year. (Rubric of 1-4 is used in 5 different writing rubric categories).

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
All teachers will focus in the specific area of writing with students using a ACE or RACE model to answer, cite, explain or expand their statements and essays.	Students rubrics, and writing portfolios established by Sept 2020, all students grade 6-8 take School City writing benchmark in October 2020 and scores will be used to write SMART goals by content teams.

3. Math Improvement Goal:

To increase the percentage of students who are proficient in Math benchmarks and AZ merit performance for all subgroups by 5% in the 20-21 school year.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Need assessments (formative and summative) that provides the school with differentiated data.	School City Assessments by grade level and content (ELA/ Math)
Diagnostics, and standard assessments will provide baseline data to set goals with students and establish plans for academic improvement	School City Benchmarks IXL Diagnostics
Training on how to use the data to understand learner levels and how to apply the information to planning for instruction	SMART Goal Sheets for each Math Teacher, and by Grade Level PLC to support Math in all contents quarterly.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Pistor 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 Writing Improvement Goal:*

Strategy 1a: Develop SMART goals in PLCs, teachers analyze assessment data, review results, commit to an agreement around specific strategies.

Strategy 1b: Response to Interventions (RTI) daily for minimally proficient students (Tier 2)

Strategy 1c: ELA Curriculum Support Provider (CSP) provides coaching to teachers to support strategies that teachers have articulated. They also monitor

Strategy 1d: Written AVID site plan with Writing goals across contents to improve overall ELA AzMerit scores.

Strategy 1e: Writing Rubrics and guides for teaching writing, Title I funds, AZMerit Writing Rubrics & Sample essays.

Strategy 1f: SMART Goal Sheets written Quarterly by each ELA Teacher, and by Grade Level PLCs to support ELA and writing in all contents.

2. *Math Improvement Goal:*

Strategy 2a: Need assessments (formative and summative) that provides the school with differentiated data. (Assessments used to write SMART goals by class and all teachers)

Strategy 2b: CSP dedicated to Math Teachers.

Strategy 2c: SMART Goal Sheets written quarterly for each Math Teacher, and by Grade Level PLCs to support Math in all contents.
Strategy 2d: Students scheduled in intervention courses to improve math scores, and all math teachers will use Math Pathways and Pitfalls as a way to fill math learning gaps.

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 and Writing Improvement Goal:

Action Steps	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
1a: Professional Development for ELA Teachers specifically on School City Assessments that can be used weekly as a formative assessment.	Daniel Sanchez, District Coordinator for SC. ELA & Ex Ed Teachers	Aug 2020 Oct 2020 Jan 2021	Wednesday time scheduled during PD Computer to view training.
1a, 1F: PLC meetings scheduled weekly to go over data and write SMART Goals	Teacher PLC Groups	Sept 2020 Oct 2020 Jan 2021	Administrative Expectation and CSP Coaching.
1d, 1e: Writing Expectations across all content areas.	All classroom teachers.	Sept 2020 Oct 2020 Jan 2021	Administration, and CSPs schedule dates for PLCs.
1b: A master schedule that includes intervention courses for students who need additional support	Counselors Administration	August 2020	Teachers committed to teaching intervention classes.
1c: CSPs schedule PLC visits throughout the year	CSP Classroom Teachers	August, October, Dec 2020; Jan, March, May 2021	Meeting space, Scheduled on agenda.

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
1a: Sign in sheets from PD, PLC, agendas and minutes, Admin will give feedback on formative assessments	Principal, APs, CSP, Teachers	Quarterly Throughout the school year	Technology and School City
1a, 1F: PLCs upload their team goals to Teams Folder	Teachers	Sept & Dec 2020 Feb & Mar 2021	Technology
1d, 1e: Samples of Student work tied to rubrics, 2nd quarter writing benchmark results	Teachers CSP Admin	Quarterly Throughout the school year	Az2 Writing Rubric Wednesday PD Time
1b: Master Schedule and Sections in Synergy	Admin Counselors	August 2020 January 2021	Master Schedule Technology Title 1 Funds for Teacher
1c. CSP Calendar , PLC Minutes and Agenda	CSPs	On going throughout the school year	PLC time into the 7 period day

Math Improvement Goal:

Action Steps	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
2a: Professional Development for Math Teachers on School City Assessments that can be used as a weekly formative.	Daniel Sanchez, District Coordinator for SC. Math & Ex E Teachers	Aug 2020 Oct 2020 Jan 2021	Wednesday time scheduled during PD Computer to view training.
2a, 2C: PLC meeting to go over data and develop SMART Goals.	Teacher PLC Groups CSPs	Sept 2020 Oct 2020 Jan 2021	Administrative Expectation and CSP Coaching.
2b, 2d: Math Pathway and Pitfalls training, Teachers Guides and Manipulatives as a RTI within the math classes.	All Math Teachers Shayla Samuels, TLS Coordinator, Dan Nicolette, CSP	Aug 2020 Oct 2020 Dec 2020	Math CSP and District TLS Staff to organize PD.
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
2a: Sign in sheets from PD, PLC, agendas and minutes, Admin will give feedback on formative assessments: MPP Training	Principal Assistant Principals CSP Teachers	Quarterly Throughout the school year	Technology and School City MPP Training
2a, 2c: PLCs upload their team goals to Teams Folder	Teachers	Sept 2020 Dec 2020 Feb 2021 March 2021	Technology
2b, 2d: Agenda and Minutes from MPP trainings	Teachers TLS (Shayla Samuels)	Ongoing throughout the year	MSP CSP, District TLS Staff PD Time

Robison Elementary School

Robison Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Norma Flores
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

A. GAPS IN STUDENT OUTCOMES

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

Data Source: Math District Benchmark 19-20, CFAs

> Desired State: *By the end of 20-21 39% percent of our student population will score partially proficient or proficient on school math benchmark assessments.*

> Current Reality: *Overall mastery SY19-20 for two quarters is 29%.*

> Gap: The difference between current reality and desired state 10%

Data Source: ELA District Benchmark 19-20, CFAs

> Desired State: *By the end of 20-21 31% percent of our student population will score partially proficient or proficient on school ELA benchmark assessments.*

> Current Reality: *Overall mastery SY19-20 for two quarters is 41%.*

> Gap: The difference between current reality and desired state 10%

B. SMART Improvement Goals

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

Specific, measurable, achievable, reasonable and timely

1. ***ELA/Math Improvement Goal:*** Robison will implement the use of common formative assessments to monitor student progress in ELA and Math.

2. ***ELA/Math Improvement Goal:*** Robison will implement differentiated Professional Development to address the learning needs of our teachers in ELA and Math.

3. Robison will imbed weekly professional learning communities grade level teams into the school day to monitor student mastery in ELA and Math.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Robison 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:* Overall Mastery SY19-20 for two quarters is **31%.** *By the end of 20-21 41% percent of our student population will score partially proficient or proficient on school math benchmark assessment*

Strategy 1a:
- Using 21st century grant, Robison will review benchmark data during PLC team meetings.
  - IXL Data, Waterford ELA, end of unit assessment on Benchmark Advance, teacher observation
- Deliver specific strategies according to the specific math needs for the students.

Strategy 1b: After analyzing gaps and goals, Robison 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.

2. *Math Improvement Goal:* Overall Mastery SY19-20 for two quarters is **29%.** *By the end of 20-21 39% percent of our student population will score partially proficient or proficient on school math benchmark assessment*

Strategy 2a: Teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results, by use teacher and student data binders.

Strategy 2b: Teachers review the results of unit assessments to make decisions about the curriculum and instructional plans and to create intervention and

enrichment student groups as needed for intervention.

Teachers will create Anchor Charts with students to support the understanding of the standard which students will use as support for application of learning and will be displayed in the classroom for student reference.

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. *Improvement Goal:*

Strategy 1a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Maps with imbedded CFAs times	Teachers CSP MTSSF	Weekly Quarterly	District Curriculum Map, State Standards, Benchmark
CFAs	Teacher	Quarterly	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Assessment Results	Teachers/CSP	Quarterly	
PLC's	CSP/ Teachers/MTSSF	Weekly	

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom Observations	Principal	Weekly	Danielson Rubric
Teacher Self Reflection	Teacher/Principal	Monthly	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom Walk-Throughs	Principal/CSP	weekly	Curriculum Map, Danielson Rubic
Unit Assessments	Teachers	Quarterly	

2.   *Improvement Goal:*

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom Observation Data	Administration	Monthly	Classroom walkthrough and observation data
Teacher Self-Assessment	Teacher	Monthly	Administration notes, and teacher self review
Teacher CFA's will show a minimum of 2 differentiaed evaluation methods to be recorded in data binders	Teacher	Quarterly	Lesson Plans Data Binders

Strategy 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify staff members that can led professional development based on area of expertise and/or observation data.	Administration	Sept 2020	Teacher evaluation data
Anchor Charts to support the understanding of the standard and will be displayed in the classroom for student reference.	Teacher	Quarterly throughout school year.	Teacher classrooms, Technology

3.   *Improvement Goal:*

Strategy 3:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC time	Administration	Aug 2020	District Calendar, master schedule
Unit assessment data	teacher	Monthly	

Safford K-8 School

Safford K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Kendra Tate
Santa Cruz Region 2, Regional Superintendent: Mark Alvarez

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Safford K8 has identified the following gaps in areas of student outcomes. For each, Safford K8 provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

1. Middle School ELA

Data Source: 2018-19 AZ Merit

Desired State: Our Hispanic 6-8th students will demonstrate a 5-10 percent increase in proficiency in ELA (minimum of 14% - 19%).

Current Reality: 9.1 % passing rate

Gap: Gap between desired state and current state is 10%

2. Middle School Mathematics

Data Source: 2018-19 AZ Merit

Desired State: The goal would be a minimum passing percentage of 10%.

Current Reality: 1.6% passing rate

Gap: Gap between desired state and current state is 8.4%

3. 3rd-5th Grade ELA

Data Source: 2018-19 AZ Merit

Desired State: The goal would be that all students would raise their score by 10% or more on the next AzMerit benchmark, (minimum of 34.6%).

Current Reality: 24.6% passing rate

Gap: Gap between desired state and current state is 10%

4. 3rd-5th Grade Mathematics

Data Source: 2018-19 AZ Merit

Desired State: At minimum, the student body in 3rd-5th grade that scored partially proficient will increase their score to proficient or highly proficient

Current Reality: Of all 3rd-5th grade students, 37% were partially proficient.

Gap: Students who scored partially proficient who should score proficient or highly proficient.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Safford K8 developed SMART improvement goals designed to move Safford K8 students from the current reality to the desired state.

1. *ELA Improvement Goal:*

By the end of 20-21 SY, our 3rd-8th grade students will increase their ELA scores by 10% by improved tier 1 instruction.

2. *Mathematics Improvement Goal:*

By the end of 20-21 SY, our 3-5th grade students who scored partially proficient will score proficient or highly proficient, and our 6th-8th grade students will increase their mathematics scores by at least 8.4% by improved tier 1 instruction.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Safford K8 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:*** *By the end of 20-21 SY, our 3rd-8th grade students will increase their ELA scores by 10% by improved tier 1 instruction.*

Strategy 1a:
- Teachers will meet on a weekly basis to set weekly goals around ELA. CSP will provide coaching and training around:
  - Analyzing student data and plan next steps
  - Interventions
  - Balanced literacy in grades 6-8: Guided reading, independent stations
  - Observation, guidance, feedback and reflection time provided during CTT

Strategy 2a:
- Professional development focused on visible thinking and comprehension strategies

Strategy 3a:
- Weekly lesson plans will be collected, and specific feedback will be given

2. ***Mathematics Improvement Goal:*** *By the end of 20-21 SY, our 3-5th grade students who scored partially proficient will score proficient or highly proficient, and our 6th-8th grade students will increase their mathematics scores by at least 8.4% by improved tier 1 instruction.*

Strategy 2a:
- Professional development focused on the use of anchor charts, journals, and talk moves

Strategy 2b:
- Observation, guidance, feedback and reflection time provided during CTT

Strategy 2c:
- Weekly lesson plans will be collected, and specific feedback will be provided

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:*** *By the end of 20-21 SY, our 3rd-8th grade students will increase their ELA scores by 10% by improved tier 1 instruction.*

Strategy 1a: Teachers will meet on a weekly basis to set weekly goals around ELA. CSP will provide coaching and training around:

- Analyzing student data and plan next steps
- Interventions
- Balanced literacy in grades 6-8: Guided reading, independent stations
- Observation, guidance, feedback and reflection time provided during CTT

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Middle school teachers will upload CTT agendas, notes, and sign-in sheets	Teachers, Rhonda Rhudy	weekly	Office 365, Zoom, allotted CTT time
Middle school CSP will provide feedback and support to CTTs on a regular basis	Rhonda Rhudy	Bi-monthly	Office 365, Zoom
Elementary school teachers will upload CTT agendas, notes, and sign-in sheets	Teachers, Kathryn Chavez	Weekly	Office 365, Zoom, allotted CTT time
Elementary school CSP will provide feedback and support to CTTs on a regular basis	Kathryn Chavez	Bi-monthly	Office 365, Zoom
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Require sign in sheets for CTT meetings	Admin	Throughout the year	Office 365
Provide positive incentives and encouragements for teachers who regularly attend CTT meetings	Admin	Throughout the year	PBIS funds, PBIS incentives/rewards
Continually work to address teacher concerns and include their voice in the decisions of regarding the school at large	Admin	Throughout the year	Collaboration time

Strategy 2a: Professional development focused on visible thinking and comprehension strategies

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Provide professional development to teachers on schema and connecting to prior knowledge during CTT	Rhonda Rhudy	Two sessions by end of first semester	Collaboration with Literacy Specialist, summer PD materials
Introduce teachers to making thinking visible techniques	Rhonda Rhudy	One session by the end of first semester	Project Zero/ summer PD materials, ELA journals and Padlet software
Provide professional development to teachers on schema and connecting to prior knowledge during CTT	Kathryn Chavez	Two sessions by end of first semester	Collaboration with MTSSF, summer PD materials
Introduce teachers to making thinking visible techniques	Kathryn Chavez	One session by the end of first semester	Project Zero/ summer PD materials, ELA journals and Padlet software
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/ Target Dates**	**Resources Needed**
Incorporate visible thinking and comprehension strategies in district mandated PD sessions	Leadership Team	Throughout the year	Collaboration time
Continually research, model, and participate in remote collaboration and learning engagement techniques and platforms	Leadership Team	Throughout the year	AZK12 Distance Learning Kagan PD, financial resources to attend PD and purchase platforms, School Improvement Grant
Attend PD at other sites/districts to gain understanding of successful online learning models	Leadership Team	Throughout the year	AES, AZK12, Heinemann, School Improvement Grant

Strategy 3a: Weekly lesson plans will be collected, and specific feedback will be given

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers that do not consistently turn in lesson plans will be given a standard template to use	Leadership team	First quarter	Lesson plan template, Office 365
Teachers will upload lesson plans to an Office 365 Team folder	teachers	weekly	Office 365
Lesson plans will be reviewed using rubric and specific feedback provided	Leadership team	Bi-monthly (rotation between elementary and middle school)	Office 365, lesson plan rubric
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Calendar weekly reoccurring meeting for Leadership team to provide feedback	Leadership team	Throughout the year	Consistent time for collaboration
Require lesson plans to be turned in and follow-up when they are not	Admin	Throughout the year	Office 365
Provide positive incentives and encouragements for teachers who regularly turn in lesson plans	Admin	Throughout the year	PBIS funds, PBIS incentives/rewards
Using a required lesson plan template for teachers that do not consistently turn in lesson plan	Leadership team	Throughout the year	Lesson plan template
Use of rubric for efficient and consistent feedback	Leadership team	Throughout the year	rubric

2. ***Mathematics Improvement Goal:*** *By the end of 20-21 SY, our 3-5th grade students who scored partially proficient will score proficient or highly proficient, and our 6th-8th grade students will increase their mathematics scores by at least 8.4% by improved tier 1 instruction.*

Strategy 2a:
- Professional development focused on the use of anchor charts, journals, and talk moves

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide professional development to teachers on anchor charts, journals and talk moves	AES, KC	Bi-monthly	Engage NY, Illustrative math, journals, chart paper, AES, allotted CTT time
Model lessons for teachers using anchor charts, journals, and talk moves	AES, KC	Bi-monthly	Engage NY, Illustrative math, journals, chart paper, AES, allotted CTT time
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Incorporate anchor charts, talk moves, and journaling in district mandated PD sessions	Leadership Team, AES	Throughout the year	Collaboration time
Continually research, model, and participate in remote collaboration and learning engagement techniques and platforms	Leadership Team, AES	Throughout the year	AZK12 Distance Learning Kagan PD, financial resources to attend PD and purchase platforms, School Improvement Grant
Attend PD at other sites/districts to gain understanding of successful online learning models	Leadership Team	Throughout the year	AES, AZK12 School Improvement Grant

Strategy 2b:

- Observation, guidance, feedback and reflection time provided during CTT

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Middle school teachers will upload CTT agendas, notes, and sign-in sheets	Teachers, Rhonda Rhudy	weekly	Office 365, Zoom, allotted CTT time
Middle school CSP will provide feedback and support to CTTs on a regular basis	Rhonda Rhudy	Bi-monthly	Office 365, Zoom
Elementary school teachers will upload CTT agendas, notes, and sign-in sheets	Teachers, Kathryn Chavez	Weekly	Office 365, Zoom, allotted CTT time
Elementary school CSP will provide feedback and support to CTTs on a regular basis	Kathryn Chavez	Bi-monthly	Office 365, Zoom
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Require sign in sheets for CTT meetings	Admin	Throughout the year	Office 365
Provide positive incentives and encouragements for teachers who regularly attend CTT meetings	Admin	Throughout the year	PBIS funds, PBIS incentives/rewards
Continually work to address teacher concerns and include their voice in the decisions of regarding the school at large	Admin	Throughout the year	Collaboration time

Strategy 2c:

- Weekly lesson plans will be collected, and specific feedback will be given

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers that do not consistently turn in lesson plans will be given a standard template to use	Leadership team	First quarter	Lesson plan template, Office 365
Teachers will upload lesson plans to an Office 365 Team folder	teachers	weekly	Office 365
Lesson plans will be reviewed using rubric and specific feedback provided	Leadership team	Bi-monthly (rotation between elementary and middle school)	Office 365, lesson plan rubric
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Calendar weekly reoccurring meeting for Leadership team to provide feedback	Leadership team	Throughout the year	Consistent time for collaboration
Require lesson plans to be turned in and follow-up when they are not	Admin	Throughout the year	Office 365
Provide positive incentives and encouragements for teachers who regularly turn in lesson plans	Admin	Throughout the year	PBIS funds, PBIS incentives/rewards
Using a required lesson plan template for teachers that do not consistently turn in lesson plan	Leadership team	Throughout the year	Lesson plan template
Use of rubric for efficient and consistent feedback	Leadership team	Throughout the year	rubric

Utterback Middle School

Utterback Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Taranika Sanders
Arroyo Chico Region 3 Regional Superintendent: Richard Sanchez

A. GAPS IN STUDENT OUTCOMES

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

Data Source: TUSD Benchmarks/Webdata

1. <u>ELA</u>

<u>Desired State:</u> Move 10% minimally proficient (MP) and partially proficient (PP) to proficient in 20-21 in ELA.

<u>Current Reality:</u> *11.9% passing*

<u>Gap:</u> 88% not passing

2. Math

<u>Desired State</u>: Move 30% of MP and PP students to Proficiency

<u>Current Reality</u>: 10.6% of students in Math are Proficient

<u>Gap</u>: 90% of students in Math are not passing

B. SMART Improvement Goals

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

1. *ELA Improvement Goal:*

ELA achievement will increase by 10% from 46.8 proficient to 56.8% as measured by the Q1-Q3 benchmark exam.

2. *Math Improvement Goal:*

Math Achievement will increase by 10% from 56.2% proficient to 66.2% as measured by the Q1-Q3 Benchmark Exam (aggregated proficiency rates).

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Utterback 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: Teachers will provide results from analyzing student work and identify students in need of Tier 2 and or 3 instruction. The following big ideas that drive Utterback's PLC: Ensuring that students learn, a culture of collaboration and a focus on results and ensuring we are meeting the emotional needs of our students

Strategy 1b: Professional development on Professional Learning Communities will continue. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).

2. *Math Improvement Goal:*

Strategy 2a: Teachers will provide results from analyzing student work and identify students in need of Tier 2 and or 3 instruction. The following big ideas that drive Utterback's PLC: Ensuring that students learn, a culture of collaboration and a focus on results and ensuring we are meeting the emotional needs of our students

Strategy 2b: Professional development on Professional Learning Communities will continue. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).

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:*** ELA Achievement will increase by 10% from 46.8% proficient to 56.8% as measured by the Q1-Q3 Benchmark Exam (aggregated proficiency rates).

Tasks to Implement Strategy	Person to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Response to Intervention (RTI) reading teacher will provide intervention, implementation of curriculum, instructional strategies (EEI), data analysis, and assessment. The RTI reading teacher will be supporting student achievement by support Tier II and Tier III interventions. Additionally, RTI reading teacher will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students. Through data analysis, the RTI teachers help the classrooms teacher identify interventions that support student social-emotional needs and disruptions in learning due to COVID-19 closure. Their focus on empathy, self-control, integrity, embracing of diversity and grit change student and teacher perspectives, increasing academic expectations and outcomes for students.	Principal Taranika Sanders	School Year 20-21 in time for AZM2 testing.	Technology to support differentiated and RTI.
Professional Development to focus on strengthening Tier I instruction in both reading and math. ELA- Teachers will receive training on guided reading instruction and how to differentiate reading groups to student individual needs. Our professional development lens will in include fascilitating whole school PDs, observations, coaching and feedback on improving instruction.	Principal Taranika Sanders	School Year 20-21 in time for AZM2 testing.	Consultation Dates with Empower PD Schedule
Utterback will use disaggregated data from the following assessments to measure and inform instruction: - Quarterly Benchmarks - School City Grades, reduction of referrals to MTSS - Grade Level Common ELA Lesson Plans as evidenced in Lesson plans and observations (Daily August-May) - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams (August-May)	Principal Taranika Sanders	School Year 20-21 in time for AZM2 testing.	Benchmark Results MTSS PLC time

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Unicorn will Leadership Team will review benchmark data quarterly to look for trends	**Leadership Team:** Principal and AP MTSS Dean Lead Teacher	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
Teachers will analyze benchmark data to look for trends in mastery and areas for improvement.	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
PLCs will plan for interventions for students who did not master highly leveraged standards.	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: • PLC meeting notes • MTSS Reports • Intervention Records	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
Evidence to be Collected for Monitoring and Assessing Goal Attainment: • Benchmark Data • AZM2 Data	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics

2. ***Math Improvement Goal:*** Math Achievement will increase by 10% from 56.2% proficient to 66.2% as measured by the Q1-Q3 Benchmark Exam (aggregated proficiency rates).

Tasks to Implement Strategy	Person to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Response to Intervention (RTI) reading teacher will provide intervention, implementation of curriculum, instructional strategies (EEI), data analysis, and assessment. The RTI reading teacher will be supporting student achievement by support Tier II and Tier III interventions. Additionally, RTI reading teacher will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students. Through data analysis, the RTI teachers help the classrooms teacher identify interventions that support student social-emotional needs and disruptions in learning due to COVID-19 closure. Their focus on empathy, self-control, integrity, embracing of diversity and grit change student and teacher perspectives, increasing academic expectations and outcomes for students.	Principal Taranika Sanders	School Year 20-21 in time for AZM2 testing.	Technology to support differentiated and RTI.
Professional Development to focus on strengthening Tier I instruction in both reading and math. Math- teachers will gain knowledge on how to provide math interventions focused on the 8 Mathematical Practices within their classrooms. Teachers will gain knowledge on how to effectively implement Tier I instruction and differentiate instruction to meet the needs of all students. The District will provide copies of periodic EMPOWER reports to the Program Specialist.	Principal Taranika Sanders	School Year 20-21 in time for AZM2 testing.	Consultation Dates with Empower PD Schedule
Utterback will use disaggregated data from the following assessments to measure and inform instruction: - Quarterly Benchmarks - School City Grades, reduction of referrals to MTSS - Grade Level Common Math Lesson Plans as evidenced in Lesson plans and observations (Daily August-May) - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams (August-May)	Principal Taranika Sanders	School Year 20-21 in time for AZM2 testing.	Benchmark Results MTSS PLC time

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Unicorn will Leadership Team will review benchmark data quarterly to look for trends.	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
Teachers will analyze benchmark data to look for trends in mastery and areas for improvement.	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
PLCs will plan for interventions for students who did not master highly leveraged standards.	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: • PLC meeting notes • MTSS Reports • Intervention Records	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics
Evidence to be Collected for Monitoring and Assessing Goal Attainment: • Benchmark Data • AZM2 Data	Content Teacher Teams and Admin	School Year 20-21	Quarterly data Formative Assessments Summative Assessments IXL diagnostics

Vail Middle School

Alice Vail Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Tamara Nicolosi
Arcadia Region 4, Regional Superintendent: Ernest Rose

A. **GAPS IN STUDENT OUTCOMES** Based on data analysis, Alice Vail Middle School has identified the following gaps in areas of student outcomes. For each, Alice Vail Middle School provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

1. **English Language Arts-ELA and Math (All Grades)**

Data Source: AZMERIT 18-19 SY

Desired State:

- Alice Vail Middle School wants to see 6th Grade ELA achievement at 36% proficient or highly proficient on 2022 AZM2[1].
- Alice Vail Middle School wants to see 6th Grade Math achievement at 29% proficient or highly proficient on the 2022 AZM2.
- Alice Vail Middle School wants to see 7th Grade ELA achievement at 38% proficient or highly proficient on 2022 AZM2
- Alice Vail Middle School wants to see 7th Grade Math achievement at 32% proficient or highly proficient on the 2022 AZM2.
- Alice Vail Middle School wants to see 8th Grade ELA achievement at 35% proficient or highly proficient on 2022 AZM2
- Alice Vail Middle School wants to see 7th Grade Math achievement at 29% proficient or highly proficient on the 2022 AZM2.

Current Reality:

- 6th Grade ELA achievement for all students is at 31% (Proficient or Highly Proficient)
- 6th Grade Math achievement for all students is at 24% (Proficient or Highly Proficient)

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[1] AZM2 is the statewide achievement test for Arizona students. Arizona public school students in Grades 3 - 8 and grade 10 (cohort 2023 in 2020-2021 school year) will take the grade level AzM2 assessments in English Language Arts and Mathematics.

- 7th Grade ELA achievement for all students is at 33% (Proficient or Highly Proficient)
- 7th Grade Math achievement for all students is at 27% (Proficient or Highly Proficient)
- 8th Grade ELA achievement for all students is at 30% (Proficient or Highly Proficient)
- 8th Grade Math achievement for all students taking 8th grade math is at 24% (Proficient or Highly Proficient)

Gap: Most Alice Vail students are not proficient in ELA and Math. This need is even greater when looking at the data for our Native American, African American, Hispanic, Exceptional Education and ELL subgroups (collectively referred to as "identified sub-groups").

B. SMART Improvement Goals

Based on gaps identified in section A, above, Alice Vail Middle School developed SMART improvement goals designed to move Alice Vail students from the current reality to the desired state. Based on analyses of data, SMART goals are designed to reflect improvement by SY2021-22.

1. *Improvement Goal:*

English Language Arts

ELA achievement for all grade level students will increase by at least 5% moving from 31% proficient or highly proficient on the 2019 AZMERIT to at least 36% proficient or highly proficient on 2022 AZMERIT, with strategies focused on improving the percentages of proficient or highly proficient students in identified sub-groups.

2. *Improvement Goal:*

Math

Math achievement for all grade level students will increase by at least 5% moving from 24% proficient or highly proficient on the 2019 AZMERIT to at least 29% proficient or highly proficient on 2022 AZMERIT, with strategies focused on improving the percentages of proficient or highly proficient students in identified sub-groups.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Alice Vail Middle School 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: Teachers in PLC teams will implement data digs to identify grade level and individual student areas of strength and areas for improvement.

Strategy 1b: Grade level teams will target instruction to specific ELA domains that were identified for improvement.   Implement ELA interventions to support individual students, focusing on students in identified subgroups.

2. *Math Improvement Goal:*

Strategy 2: Math teachers will implement *Math Pathways and Pitfalls* lessons and strategies into their classrooms, including whole-class lessons or small intervention groups for individual students based on need, focusing on students in identified subgroups.

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: Teachers in PLC teams will implement data digs to identify grade level and individual student areas of strength and areas for improvement.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training provided on data digs, targeted lesson development and intervention strategies	CSP, Principal, Assistant Principal, PLC Leads	Quarterly	Time during PD, data resources
PLC data digs and PLC meetings	CSP, PLC Leads, Teachers	Monthly	Time during PD, access to data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Collect PLC data and targeted domains from meetings	CSP, Administration	Quarterly	Access to PLC TEAMs drive
Progress monitoring on targeted domains	Teachers, CSP, Administration	Quarterly	Access to School City data

Strategy 1b: Grade level teams will target instruction to specific ELA domains that were identified for improvement.   Implement ELA interventions to support individual students, focusing on students in identified subgroups.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify ELA areas for improvement	PLC members	Quarterly	Time, Access to data
Focused lessons and assessments on areas developed and implemented	Classroom teachers	Ongoing	Time, curriculum resources, School City
Targeted students provided with small group instruction and tutoring	Classroom teachers, MTSS Facilitator, Title I tutor, Intervention teachers	Ongoing	List of identified students from each PLC, tutors, class section for interventions, curriculum
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on interventions and targeted lessons	Administration, CSP	Quarterly	Access to PLC plans and scheduled targeted lessons
PLC evaluation of interventions and targeted lessons	PLC teams	Quarterly	Data from formative assessments, time during PD

2. *Math Improvement Goal:*

Strategy 2: Math teachers will implement *Math Pathways and Pitfalls* lessons and strategies into their classrooms, including whole-class lessons or small intervention groups for individual students based on need, focusing on students in identified subgroups.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training on Math Pathways and Pitfalls (MPP) Lesson delivery and strategies	CSP, Math Leads	Fall Semester	Time during PD, Curriculum resources
Identify and deliver lessons for each grade level (at least 7)	CSP, Math Leads, Teachers	Fall Semester	Time during PD, access to curriculum and resources
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on MPP targeted lessons	Administration, CSP	Quarterly	Access to the dates and times of scheduled targeted lessons
Math team evaluation of the implementation and student success in targeted lessons	Math PLC team	Quarterly	Data from formative assessments, time during PD
Monitor benchmark assessments for math progress	Math PLC team, CSP, Administration	Quarterly	Time in PD, Data

Valencia Middle School

Valencia Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Stacey Gist
Silverbell Region 1, Regional Superintendent: Brian Lambert

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Valencia Middle School has identified the following gaps in areas of student outcomes: Some students show less growth and /or mastery in ELA and/or Math than peers in other classes. For each, Valencia Middle School provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps. A summary of ELA and math benchmark data is included as attachment 1.

1. Student outcome ELA (6, 7, 8)

Data Source: Benchmark Data from 19-20

Desired State: Students will have significant growth or mastery in every class

Current Reality: Student academic growth or mastery is not consistent across all classes/teachers

Gap: Students in classes with more experienced teachers/non-subs (experience with PLCs, collaboration, content, …) tend to show more growth or mastery as a group.

2. Student outcome Math (6, 7, 8, Algebra I)

Data Source: Benchmark Data from 19-20

Desired State: Students will have significant growth or mastery in every class

Current Reality: Student academic growth or mastery is not consistent across all classes/teachers

Gap: Students in classes with more experienced teachers/non-subs (experience with PLCs, collaboration, content, ...) tend to show more growth or mastery as a group.

B. SMART Improvement Goals

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

1. ELA

a. 6th Grade-ELA achievement for all students will increase by 30% moving from 23% proficient or highly proficient on 2019 AzMERIT to 53% proficient or highly proficient on 2021 AzMERIT.

b. 7th Grade- ELA achievement for all students will increase by 30% moving from 14% proficient or highly proficient on 2019 AzMERIT to 44% proficient or highly proficient on 2021 AzMERIT.

c. 8th Grade- ELA achievement for all students will increase by 30% moving from 18% proficient or highly proficient on 2019 AzMERIT to 48% proficient or highly proficient on 2021 AzMERIT.

2. Math

a. 6th Grade-Math achievement for all students will increase by 30% moving from 10% proficient or highly proficient on 2019 AzMERIT to 40% proficient or highly proficient on 2021 AzMERIT.

b. 7th Grade- Math achievement for all students will increase by 30% moving from 6% proficient or highly proficient on 2019 AzMERIT to 36% proficient or highly proficient on 2021 AzMERIT.

c. 8th Grade- Math achievement for all students will increase by 30% moving from 7% proficient or highly proficient on 2019 AzMERIT to 37% proficient or highly proficient on 2021 AzMERIT.

3. AIMS Science Goal

8th Grade-Science achievement for all students will increase by 30% moving from 29% proficient or highly proficient on 2019 AIMS to 59% proficient or highly proficient on 2021 AIMS.

4. Subgroup Achievement Goal

     a. Economically Disadvantaged Students from 15% in 2019 to 45% proficient or highly proficient on 2021 AzM2/AIMS .

     b. Hispanic and Latino from 15% in 2019 to 45% proficient or highly proficient on 2021 AzM2/AIMS .

     c. Students with Disabilities from 10% in 2019 to 40% proficient or highly proficient on 2021 AzM2/AIMS .

     d. ELL from 4% in 2019 to 34% proficient or highly proficient on 2021 AzM2/AIMS .

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Valencia Middle School 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 Support:

Strategy 1a: Using UBD during PLC time
Strategy 1b: Using AVID strategies in all classes
Strategy 1c: Using IXL for skills mastery support
Strategy 1d: Using Apex for supplemental concept support
Strategy 1e: Using EMPOWER strategies for instructional support
Strategy 1f: Increased number of ALE courses to support advanced learning for students
Strategy 1g: 21st CLCC for additional instruction time
Strategy 1h: Improving efficacy of PLC cycle in both content and grade level PLCs

2. Math Improvement Goal Support:

Strategy 2a: MPP Principal training has been shared with teachers
Strategy 2b: Using AVID strategies in all classes
Strategy 2c: Using IXL for skills mastery support
Strategy 2d: Using Apex for supplemental concept support
Strategy2e: Using EMPOWER strategies for instructional support
Strategy 2f: Increased number of ALE courses to support advanced learning for students
Strategy 2g: 21st CLCC for additional instruction time
Strategy 2h: Improving efficacy of PLC cycle in both content and grade level PLCs

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.

ELA and Math Improvement Goals:

For Strategies 1a – 1f and 2a – 2f

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers understand Danielson Evaluation tool and are observed using Danielson rubric; teachers receive feedback weekly about observations regarding engagement/DOK/and other Danielson 3 for instruction	Stacey Gist, Principal APs, CSP	7/1/2020 to 6/30/2021	
PLCs for content area and grade-level; PLCs monitored by Admin and CSP for efficacy of PLC cycle, data use	Stacey Gist, Principal APs, CSP	7/1/2020 to 6/30/2021	
PLCs for grade-level Kid-Talk; PLCs monitored by Admin, MTSS for efficacy of PBIS and Trauma Support	Stacey Gist, Principal APs, MTSS, Counselors, external support as needed	7/1/2020 to 6/30/2021	Funding for external support
AVID strategies schoolwide	Stacey Gist, Principal APs, CSP to support AVID coordinator/ AVID teachers	7/1/2020 to 6/30/2021	
Leadership Committee meets weekly to support site in building academic identity in students	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2020 to 6/30/2021	Leadership Committee meets weekly to support site in building academic identity in students
Leadership Committee liaison to PLCs to build academic identity in students through planning for	Stacey Gist, Principal;	7/1/2020 to 6/30/2021	Leadership Committee liaison to PLCs to build academic identity in students

rigorous instruction through outreach and recruitment	Leadership Team		through planning for rigorous instruction through outreach and recruitment
Offer increasing number of ALE, honors, and HS classes to support student needs	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Offer increasing number of ALE, honors, and HS classes to support student needs
Increase academic learning time through PBL elective classes	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Increase academic learning time through PBL elective classes
Obtain continued funding	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Obtain continued funding
PD embedded into PLC time for UbD, Analyzing Student Work, questioning, DOK, (Danielson 3, Teach Like A Champion)	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2020 to 6/30/2021	
Empower training	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Funding for Empower
Content PLC to understand standards, curriculum map, unpack and stack for UbD planning to support teacher growth	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2020 to 6/30/2021	
PLCs do curriculum walks.to support common expectations, academic rigor, and use of curriculum resources across the district	Stacey Gist, Principal APs, CSP, content and grade-level PLC members	7/1/2020 to 6/30/2021	
Implement TUSD curriculum with fidelity by creating grade-level CNA and content level CNA to maintain fidelity to state and district expectations	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2020 to 6/30/2021	

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Continue with strong admin team consisting of Principal, two Assistant Principals, CSP, MTSS	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Continue with strong admin team consisting of Principal, two Assistant Principals, CSP, MTSS
Continue with two AVID teachers to support schoolwide AVID	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Continue with two AVID teachers to support schoolwide AVID
Continue with Math Interventionist and Math Pathways and Pitfalls (MPP)	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Continue with Math Interventionist and Math Pathways and Pitfalls (MPP)
Continue with Empower	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Continue with Empower
Continue to train math teachers use MPP	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Continue to train math teachers use MPP
Obtain continued funding	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Obtain continued funding
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Increased enrollment in ALE through honors and accelerated grade level classes, 9th grade algebra and 9th grade English	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Improved attendance in class, clubs, 21st CLCC	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
IXL and Apex for support and extension	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
PLCs / PLC Cycle	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	

Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Weekly Wednesday PD	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Weekly Wednesday PD
PLCs - Content area and Grade-level	Stacey Gist, Principal	7/1/2020 to 6/30/2021	PLCs - Content area and Grade-level
Principal, AP, CSP support PLC and site PD to improve efficacy of PLCs	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Principal, AP, CSP support PLC and site PD to improve efficacy of PLCs
District-offered PD and Training	Stacey Gist, Principal	7/1/2020 to 6/30/2021	District-offered PD and Training
Empower	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Empower
Consistency across all contents in use of data for planning	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Consistency across all contents in use of data for planning
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data
PLCs	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
UbD Planning based on standards and curricula	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
CFAs	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Teachers need more practice in PLCs/PD	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Consistency across all contents in use of data for planning	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Evidence to be Collected for Monitoring and Assessing	Stacey Gist, Principal	7/1/2020 to 6/30/2021	

Strategy Implementation:Teacher/PLC observations and feedback data			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Train teachers to do CNA	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
CNA to determine efficacy of curriculum use	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2020 to 6/30/2021	

ATTACHMENT 1
Summary of ELA and Math Benchmark Data for Valencia MS SY2019-20

Reporting Measurement: Proficiency levels, ==overall % Proficient==; % proficient for demographic target groups

Grade	ELA Benchmark Data			ELA	Math Benchmark Data			Math
	Baseline	2nd	3rd	AzMerit	Baseline	2nd	3rd	AzMerit
6th All Students	37.2 MP – 36.7% PP – 26.17% P – 26.5% HP – 10.6%	40.6 MP – 34.7% PP – 24.8% P – 33.7% HP – 6.9%	42.2 MP – 36.2% PP – 21.6% P – 28.4% HP – 13.8%		30.2 Acc – 31.1 MP – 47.1% PP – 22.8% P – 27.5% HP – 2.6%	28.3 Acc – 31.8 MP – 45.7% PP – 26% P – 26.0% HP – 2.3%	22.2 Acc – 42.3 MP – 48.2% PP – 29.5% P – 21.2% HP –1%	
6th Hispanic/Latino Students	37.5	40.6	49.9		6 - 31.8 6 Acc – 28.6	6 - 37.7 6 Acc – 25.0	6 – 33.9 6 Acc – 56.7	
6th ELL Students	4.8	40.5	48.3		6 - 13.8 6 Acc - 0	6 – 34 6 Acc – 32.7	6 – 33.3 6 Acc – 52.3	
6th Ex.Ed. Students	7.4	n/a	35.9		6 – 3.8 6 Acc - 0	6 - 100 6 Acc – 0	6 – 26.7 6 Acc – 40.0	
7th All Students	28.9 MP – 46.7% PP – 24.4% P – 22.3% HP – 6.6%	29.0 MP – 47.7% PP – 23.2% P – 24.9% HP – 4.1%	29.3 MP – 46.7% PP – 24% P – 25.6% HP – 3.7 %		20.5 Acc – 0 MP – 56.2% PP – 23.3% P – 20.1% HP – 0.5%	16.0 Acc – 0 MP – 55.0% PP – 29.0% P – 16.0% HP – 0%	19.0 7 Acc – 36.2 MP – 54.8% PP – 26.2% P –19 % HP – 0%	
7th Hispanic/Latino Students	26.8	27.1	36.9		7 - 16.6 7 Acc - 0	7 - 15 7 Acc - 0	7 – 31.6 7 Acc – 39.9	

	ELA Benchmark Data			ELA	Math Benchmark Data			Math
7th ELL Students	0	26.3	40.8		7 - 0 7 Acc - 0	7 Ma– 15.2 7 Acc - 0	7 Ma – 32.5 7 Acc – 38.3	
7th Ex.Ed. Students	0	4.2	24.4		7 – 8.3 7 Acc – n/a	7 Ma– 8.7 7 Acc – n/a	7 Ma – 25.3 7 Acc – n/a	
8th All Students	8 ELA – 25.1 MP – 60.9% PP – 14% P – 22.2% HP – 2.9% 9 ELA – 63.6 MP – 3% PP – 33.3% P – 33.3% HP – 30.3%	8 ELA – 19.4 MP – 59.0% PP – 21.7% P – 18.9% HP – 0.5% 9 ELA – 81.2 MP – 3.1% PP – 15.6% P – 65.6% HP – 15.6%	8 ELA – 20.0 MP – 64.3% PP – 15.7% P –19% HP – 1% 9 ELA – 78.5 MP – 0% PP – 21.4% P – 57.1% HP – 21.4%	8 ELA - 9 ELA -	8 – 12.3 MP – 64.1% PP – 22.6% P – 12.3% HP – 0% ALG – 49.1 MP – 32.7% PP – 18.2% P – 43.6% HP – 5.5%	8 – 10.8 MP – 65.3% PP – 23.9% P – 10.8 % HP – 0 % ALG – 37.7 MP – 37.7% PP – 24.6% P – 34.4% HP – 3.3%	8 – 10.2 MP – 64.3% PP – 25.6 % P – 9.7% HP –0.5% ALG – 32.2 MP – 33.9% PP – 33.9% P – 26.8% HP – 5.4%	
8th Hispanic/Latino Students	8 ELA – 23.8 9 ELA – 65.4	8 ELA - 16.7 9 ELA - 84	8 ELA – 47.7 9 ELA – 62.8	8 ELA - 9 ELA -	8 – 11.8 ALG – 44.4	8 - 12 ALG - 40.4	8 – 37.2 ALG – 31.7	
8th ELL Students	8 ELA - 10 9 ELA – n/a	8 ELA - 19.5 9 ELA - 82.1	8 ELA - 51 9 ELA – 57.4	8 ELA - 9 ELA -	8 – 3.2 ALG - 0	8 – 10.6 ALG - 34	8 – 36.0 ALG – 38.2	
8th Ex.Ed. Students	8 ELA – 6.7 9 ELA - 100	8 ELA - 10.7 9 ELA - 100	8 ELA – 34.6 9 ELA – 74.1	8 ELA - 9 ELA -	8 – 3.2 ALG - 100	8 – 3.2 ALG - 100	8 – 31.9 ALG - 0	