

Davidson Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21

Principal: Sarah Andricopoulos

Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

This plan was developed in the summer of 2020 for implementation in the 2020-21 school year. However, due to the COVID pandemic and online schooling, the 2021-22 school year will be the first year of full implementation of the Sample plan.

The academic goals in this plan have been set with the expectation that the overall academic performance by students at Davidson will merit an Arizona state school letter grade of C or better by the end of the third full year of implementation.

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 0365 Davidson Staff Notebook	All teachers	Weekly	0365 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	0365 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 0365
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