

**Booth - Fickett Math/Science Magnet School**  
**STUDENT ACHIEVEMENT ACTION PLAN SY2021-22**  
**Principal:** Demetra Baxter-Oliver  
**Arcadia Region 4, Regional Superintendent:** Cathy Comstock

**I. SCHOOL PROFILE**

**Our Mission:** Booth-Fickett K-8 Math/Science School is an AVID school that delivers culturally responsive curriculum in a safe environment, inspiring students to achieve success on their educational journey to being productive members of society through family and community engagement.

**Our Vision:** Booth-Fickett K-8 Math/Science AVID School is a beacon that exemplifies the union of diversity and educational success by holding all stakeholders to the highest standards

**Core Values:**

- Integrity
- Empathy
- Accountability

**Impact of COVID on instruction**

According to Tai et al., (2021), ‘the coronavirus disease 2019 (COVID-19) pandemic has disproportionately affected racial and ethnic minority groups, with high rates of death in African American, Native American, and Latinx communities...Minority groups are disproportionately affected by chronic medical conditions and lower access to healthcare that may portend worse COVID-19 outcomes. Furthermore, minority communities are more likely to experience living and working conditions that predispose them to worse outcomes. Underpinning these disparities are long-standing structural and societal factors that the COVID-19 pandemic has exposed.’

From March 2020 to March 2021, TUSD (Tucson Unified School District) provided instruction remotely during the height of the COVID-19 outbreak. Although many students experienced learning loss, families in economic hardship with fewer available resources such as childcare and/or adult supervision, a quiet place to study at home, connectivity issues, shared devices, etc. were even more negatively affected academically by remote instruction.

Impact of COVID-19 and Learning Loss: TUSD Students in Grades 3 – 8 Percent Proficient on State Testing Broken by USP (Unitary Status Plan) Ethnicity							
	ELA				Math		
	2018-19	2020-21	ELA Loss		2018-19	2020-21	Math Loss
African Am.	28%	17%	-11%		24%	9%	-15%
Hispanic	30%	20%	-10%		27%	10%	-17%
White	48%	39%	-9%		46%	27%	-19%

### Estimated Time to Reach a C Letter Grade

The current ADE school grade is a F. The state has initiated a new state test and has also adjusted the state accountability model. The impact of these changes is unknown and consequently, the estimated time to improve the state letter grade determination may need some flexibility. The academic goals for subgroups and for the entire school are both realistic and rigorous. With these state considerations in mind, the estimated time for Booth Fickett to increase its letter grade from a F to a C could be one year or two years to move from a F to a D and an additional year to move from a D to a C depending on changes to the test and the letter grade model.

**Student Profile:**

<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Asian American</b>	<b>Multi-Racial</b>	<b>Total Number of Students</b>
93	61	257	13	6	27	457
<b>English Language Learners</b>	<b>Exceptional Education Students</b>					
39	65					

**Limitations of 2020-21 AzM2 data as a comparison to other years**

When reviewing the findings from state testing during remote instruction and COVID-19, please note that participation rates among students taking the state assessment were so low, especially in high school, that caution is needed when drawing conclusions about student performance at the district level and statewide. It is recommended against making a simple comparison to prior years’ performance data because of the instructional challenges caused by COVID-19, low student educational engagement/participation rates, and family trauma. Both at the district and the state level, learning loss is evident, especially among our youngest grades. TUSD had only a 57% participation rate for state testing and so the data may or may not be representative of the district as a whole.

Az MERIT Difference in ELA Percent Passing Comparison of TUSD and the State by Grade and Subject						
Grade	ELA 2019		ELA 2021		ELA Loss	
	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	38%	46%	21%	35%	-17%	-11%
4	40%	51%	29%	44%	-11%	-7%
5	43%	52%	32%	45%	-11%	-7%
6	27%	42%	19%	35%	-8%	-7%
7	26%	41%	19%	38%	-7%	-3%
8	24%	38%	17%	35%	-7%	-3%
9						
10			19%	32%		
11						

Az MERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject			
	MATH 2019	MATH 2021	Math Loss

Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	42%	51%	18%	36%	-24%	-15%
4	36%	48%	16%	34%	-20%	-14%
5	36%	46%	16%	31%	-20%	-15%
6	23%	41%	8%	29%	-15%	-12%
7	22%	38%	12%	30%	-10%	-8%
8	18%	32%	9%	26%	-9%	-6%
Alg I						
Geom			13%	26%		
Alg II						

### 3 Years of Az MERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade																			
	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	
State Avg	47%	47%	47%	41%	34%	29%	53%	47%	47%	43%	36%	31%	51%	48%	46%	41%	38%	32%	
District Avg	39%	36%	38%	21%	20%	13%	43%	36%	37%	24%	20%	21%	42%	36%	36%	23%	22%	18%	
Fickett Magnet	23%	42%	44%	25%	14%	7%	30%	27%	35%	11%	15%	15%	37%	20%	27%	11%	17%	4%	
3 Years of AzMERIT ELA Percent Proficiency by Grade																			
	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	
State Avg	43%	48%	44%	41%	44%	34%	44%	47%	48%	39%	45%	39%	46%	51%	52%	42%	41%	38%	
District Avg	34%	37%	32%	26%	30%	21%	35%	38%	37%	23%	31%	24%	38%	40%	43%	27%	26%	24%	
Fickett Magnet	23%	37%	29%	24%	26%	17%	37%	38%	39%	20%	27%	19%	39%	23%	41%	15%	22%	14%	
<b>2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity</b>																			
<b>USP Ethnicity</b>	<b>Math</b>	<b>ELA</b>																	
White	16%	23%																	
African Am.	10%	18%																	
Hispanic	16%	22%																	
Native Am.	12%	18%																	
Asian-PI	NA	NA																	
Multi-Racial	24%	28%																	
<b>All</b>	<b>16%</b>	<b>22%</b>																	

**A. GAPS IN STUDENT OUTCOMES** Based on data analysis, Booth Fickett K-8 has identified the following gaps in areas of student outcomes. For each, Booth Fickett provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

### **Achievement Gap is heavily influenced by SES**

The persistence of the achievement gap between White students compared to African American and Latino students has been an ongoing and perplexing issue in school improvement. Studies such as Reardon & Portilla (2016) and von Hippel et al., (2018) have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling.

Since the 1970's, schools have shown little or no progress in closing the academic gap in test score performance. (Stiefel et al., 2006) The continuing focus on this issue undermines our faith in public education to provide all students with an equitable and quality education. Confounding this issue is the assumption that academic advancement is based primarily on individual ability or achievement. This assumption appears to confirm implicitly that the capability and motivation of students of color, especially African American students, is somehow lacking. To the extent that people assume that the achievement gap is evidence of the limited academic capabilities and outcomes among students of color feeds implicit (and explicit) racism that permeates American society and schooling today. (Hawley & Freitas 2020, unpublished paper.) Many studies over the last two decades have argued that poverty continues to be the primary catalyst for the achievement gap and confirm Sean Reardon's recent statement (2019) that the racial "achievement gap" in standardized-test scores shouldn't be considered a racial gap at all...Instead, it's more accurate to call it a "poverty gap."

### **1. Gap: ELA- Student achievement in ELA varies slightly by grade level. Grade levels of particular focus are 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grades.**

*Data Source: 2019 AZM2 data*

#### **Current Reality:**

3rd Grade-ELA achievement was 39% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 46%.

4th Grade-ELA achievement for all students was 23% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 51%.

5th Grade-ELA achievement for all students was 41% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 52%.

6th Grade-ELA achievement for all students was 15% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 42%.

7th Grade-ELA achievement for all students is 22% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 41%.

8th Grade-ELA achievement for all students is 14% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 38%.

**Desired State:**

3rd Grade-ELA achievement for all students will increase by 10% moving from 35% proficient or highly proficient on 2019 AZM2 to 45% proficient or highly proficient on 2022 AZM2.

4th Grade-ELA achievement for all students will increase by 10% moving from 23% proficient or highly proficient on 2019 AZM2 to 33% proficient or highly proficient on 2022 AZM2.

5th Grade-ELA achievement for all students will increase by 10% moving from 41% proficient or highly proficient on 2019 AZM2 to 51% proficient or highly proficient on 2022 AZM2.

6th Grade-ELA achievement for all students will increase by 10% moving from 15% proficient or highly proficient on 2019 AZM2 to 25% proficient or highly proficient on 2022 AZM2.



7th Grade-ELA achievement for all students will increase by 10% moving from 22% proficient or highly proficient on 2019 AZM2 to 32% proficient or highly proficient on 2022 AZM2.

8th Grade-ELA achievement for all students will increase by 10% moving from 14% proficient or highly proficient on 2019 AZM2 to 24% proficient or highly proficient on 2022 AZM2.

Booth Fickett wants to eliminate gaps between racial and ethnic groups within the next 2 years.

2. **Gap:** Mathematics- Multiple grade levels reflect achievement levels below 30%. Grades 4-8 are levels of focus, with an emphasis on middle school grades.

3. The gap between African American and White students in ELA is 5%, in Math it is 6%

The gap between Hispanic and White students in ELA is 1%, in Math 0%

*Data Source: 2019 AZM2 data*

**Current Reality:**

3rd Grade-MATH achievement for all students was 37% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 51%.

4th Grade-MATH achievement for all students was 20% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 48%.

5th Grade-MATH achievement for all students was 26% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 46%.

6th Grade-MATH achievement for all students was 10% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 41%.

7th Grade-MATH achievement for all students was 17% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 38%.

8th Grade-MATH achievement for all students was 4% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 32%.

**Desired State:**

3rd Grade-MATH achievement for all students will increase by 10% moving from 37% proficient or highly proficient on 2019 AZM2 to 47% proficient or highly proficient on 2022 AZM2.

4th Grade-MATH achievement for all students will increase by 10% moving from 20% proficient or highly proficient on 2019 AZM2 to 30% proficient or highly proficient on 2022 AZM2.

5th Grade-MATH achievement for all students will increase by 10% moving from 26% proficient or highly proficient on 2019 AZM2 to 36% proficient or highly proficient on 2022 AZM2.

6th Grade-MATH achievement for all students will increase by 10% moving from 10% proficient or highly proficient on 2019 AZM2 to 20% proficient or highly proficient on 2022 AZM2.

7th Grade-MATH achievement for all students will increase by 10% moving from 17% proficient or highly proficient on 2019 AZM2 to 27% proficient or highly proficient on 2022 AZM2.

8th Grade-MATH achievement for all students will increase by 10% moving from 4% proficient or highly proficient on 2019 AZM2 to 14% proficient or highly proficient on 2022 AZM2.

Booth Fickett wants to eliminate gaps between racial and ethnic groups within the next two years.

**B. SMART Improvement Goals** Based on gaps identified in section A, above, Booth Fickett K-8 developed SMART improvement goals designed to move Booth Fickett students from the current reality to the desired state.

1. *Improvement Goal:* By May 2022, students in grades 3-8 will increase the percentage of students proficient by 10 percentage points as measured by the AzM2 SY 2021-22, ELA assessment.
2. *Improvement Goal:* By May 2022, students in grades 3-8 will increase the percentage of students proficient by 10 percentage points as measured by the AzM2 SY 2021-22, Math assessment.
3. *Achievement Gap Goal:*
  - a. By 2024-25, the achievement gap between White students and African American students will be reduced by 5% in Math and ELA as measured on the state assessment (AASA)
  - b. By 2024-25, the achievement gap between White students and Hispanic students will be reduced by 2% in ELA as measured on the state assessment (AASA)

**C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES** After analyzing gaps and goals, Booth Fickett 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. ELA Improvement Goal:**

**Strategy 1a:** Universal Screening to identify Interventions/Enrichment Assessment to identify student needs using data specialist who works with staff to provide data, disaggregate data to inform instruction.

**Strategy 1b:** Teachers refer students to the MTSS (Multi-Tiered System of Support) Team after the first six weeks of instruction and after classroom interventions have been documented. This team collaborates to create intervention plans for students.

**Strategy 1c:** Booth Fickett will provide Reading Intervention using flexible Reading Groups to support students with literacy, fluency, and comprehension.

**2. Math Improvement Goal:**

**Strategy 2a:** Assessment to identify student needs by an Instructional Data Specialist who works with Curriculum Service Providers, teachers, and administration to provide data, disaggregate data, and use data to inform instruction.

**Strategy 2b:** Interventions to address student needs

**Strategy 2c:** Math teachers intentionally plan weekly interventions with Math Pathways and Pitfalls lessons to support subgroups and address achievement gaps.

**Strategy 2e:** Teachers are provided math manipulatives and training on how to use the manipulatives to support students in building

**Strategy 2d:** Increased mathematical concepts, skills, and awareness, and to support differentiation and students in subgroups through instructional materials.

**Strategy 2e:** Teachers refer students to the MTSS Team after the first six weeks of instruction and after classroom interventions have been documented. This team collaborates to create intervention plans for students.

### **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:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Administration of Universal Screener	Classroom teachers in ELA	By the end of the first quarter	Benchmark Advance, IXL,

MTSS process with teachers and staff. Targeted interventions for both behavioral and academic support. MTSS team review of data	MTSS Team	Ongoing	MTSS Protocol, Data Sources
Reading Intervention - Grade 2-8 using flexible Reading Groups guided by academic data to provide target interventions	Teachers	Ongoing	IXL / Advisory Time
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Review of short cycle assessments in PLC's	PLC's, Administration	Ongoing every three weeks	School City / Dedicated PLC Time
Middle School Interventions provided daily during the 7 <sup>th</sup> period. Intervention groups are fluid based on proficiency in standards.	PLC's Teachers	Daily	PLCs (professional learning communities)/ Advisory Period, IXL
K-5 Interventions are provided by leveled teams	PLC's Teachers	Three times weekly	Dedicated time for Interventions. IXL

Strategy 1b:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers utilize common formative assessments to identify students in need of tier 1 interventions. Students	PLC's, teachers.	Ongoing every three weeks	Benchmark Advance, IXL,

receive weekly support through the intervention program, monitor progress using school city and common formative assessment data. Students struggling with ELA will be assigned to IXL for interventions.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Consistency of use of universal screener	PLC's, Teachers	Ongoing	IXL
Middle School Interventions provided daily during the 7 <sup>th</sup> period. Intervention groups are fluid based on proficiency in standards.	PLC's Teachers	Daily	Middle School Interventions provided daily during the 7 <sup>th</sup> period.
K-5 Interventions are provided by leveled teams	PLC's Teachers	Three times weekly	K-5 Interventions are provided by leveled teams

Strategy 1c

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Booth Fickett will provide Reading Intervention using flexible Reading	PLC's, Teachers	Daily	Benchmark Advance

Groups to support students with literacy, fluency, and comprehension.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Consistency of use of universal screener	PLC's, Teachers	Ongoing	IXL
Middle School Interventions provided daily during the 7 <sup>th</sup> period. Intervention groups are fluid based on proficiency in standards.	PLC's Teachers	Daily	PLCs/ Advisory Period, IXL
K-5 Interventions are provided by leveled teams	PLC's Teachers	Three times weekly	Dedicated time for Interventions, IXL

**4. Math Improvement Goal:**

Strategy 2a

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Assessment to identify student needs by an Instructional Data Specialist who works with Curriculum Service Providers, teachers, and administration to provide data, disaggregate data, and use data to inform instruction. Common formative assessments, school city benchmark data,	Administration, Instructional Data Specialist, teachers	Ongoing	Achievement data, IXL, PLC and staff meeting times

and AZ Merit data are used to support instructional practices and lesson planning to increase student achievement.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Monitoring of Data, disaggregate data, and use data to inform instruction.	Instructional Data Specialist, MTSS facilitator	Ongoing	Achievement data
Monitoring of common formative assessments, school city benchmark data, and AZ Merit data	Instructional Data Specialist	Ongoing	Formative assessment data

Strategy 2b:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers utilize common formative assessments to identify students in need of tier 1 interventions. Students needing tier 2 or 3 interventions are referred to IXL for intervention.	PLC's, teachers.	Ongoing, every three weeks	Short cycle assessments
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Monitoring of student assessment data.	Data Interventionist, PLC's	Ongoing	Dedicated PLC Time
Student tiered placement	Data Interventionist, PLC's	Ongoing	Intervention period in Advisory



Strategy 2c:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Math teachers intentionally plan weekly interventions with Math Pathways and Pitfalls lessons to support subgroups and address achievement gaps.	Math teachers	Weekly	MMP resources PD (Professional Development) support
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Monitoring and readjustment of lessons to target specific subgroups of struggling students.	Math teachers	Weekly	MMP resources PD support

Strategy 2d:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides, and math manipulative kits will be provided so that teachers can plan for differentiated instruction, and targeted math interventions	Math teachers, Title 1 district support, MTSS Facilitator	Ongoing	MPP Materials

to support struggling students, including those in subgroups.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement.	Administration and leadership team	Monthly	MPP Materials

Strategy 2e:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers refer students to the MTSS Team after the first six weeks of instruction and after classroom interventions have been documented. MTSS team meets weekly. This team consists of administration, the MTSS Coordinator, counselors, and behavior specialists. This team collaborates to create intervention plans for students. The team also reviews progress on intervention plans and associated documentation. Students are tiered to provide them with specific and targeted interventions. Interventions include: Home visits Parent contact Individual reteach small group	Administration, MTSS Facilitator, counselors, behavior specialists	Ongoing	MTSS Protocols and Data Review

instruction Work with an ELA/MATH interventionist Check in Check Out system (CICO) Student/teacher/parent conferences Student feedback Student reflection Restorative Practices Educational Software Behavior contracts			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Administration will work with MTSS Team and teachers to monitor intervention plans for students.	Administration, MTSS Lead, teachers	Ongoing	MTSS Protocols and Data Review

**D. SUBGROUPS: MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES** After analyzing gaps and goals, Booth Fickett 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. The following goals and action steps also apply to ELL and ExEd subgroups.

***ELA Improvement Goal:***

**Strategy 3a:** Universal Screening to Support Interventions/Enrichment Assessment to identify student needs using data specialist who works with staff to provide data, disaggregate data to inform instruction. This measure includes all students including ethnic subgroups, ELL, and ExEd students.

**Strategy 3b:** Teachers refer students to the MTSS Facilitator after the first six weeks of

instruction and after classroom interventions have been documented. This team collaborates to create intervention plans for students. The MTSS process is for all students including all ethnicities and ExEd and ELL students.

**Strategy 3c:** Booth Fickett will utilize flexible Reading Groups to provide interventions to support all students including all students including ethnic subgroups, ELL, and ExEd students with literacy, fluency, and comprehension.

***Math Improvement Goal:***

**Strategy 4a:** Math teachers intentionally plan weekly interventions with Math Pathways and Pitfalls lessons to support all students including all ethnicities, ELL and ExEd subgroups.

**Strategy 4b:** Increased mathematical concepts, skills, and awareness, and to support differentiation and students in all ethnicities, ELL and ExEd subgroups. though instructional materials. K-5 students are receiving additional tier 2 and 3 time with the teacher. The 6-8 students are receiving additional support through a math interventionist.

**Strategy 4c:** Teachers refer students to the MTSS Team after the first six weeks of instruction and after classroom interventions have been documented. This team collaborates to create intervention plans for students in all subgroups including all ethnicities, ELL and ExEd subgroups.

***5. ELA Improvement Goal:***

Strategy 3a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
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Administration of Universal Screener Universal Screening to Support Interventions/Enrichment Assessment to identify all students including all ethnicities, ELL and ExEd subgroups needs using data specialist who works with staff to provide data, disaggregate data to inform instruction.	Classroom teachers in ELA	By the end of the first quarter	Benchmark Advance, IXL
MTSS team review of data Teachers refer students to the MTSS Lead after the first six weeks of instruction and after classroom interventions have been documented. This team collaborates to create intervention plans for students to include all ethnicities, ELL and ExEd subgroups.	MTSS Lead and MTSS team	Ongoing	MTSS Protocol
Booth Fickett will utilize flexible Reading Groups to provide interventions to support all students including all ethnicities, ELL and ExEd subgroups with literacy, fluency, and comprehension.	PLC's, Teachers	Ongoing	Benchmark Advance, IXL
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>

Consistency of use of universal screener	MTSS Lead, Teachers	Ongoing	Benchmark Advance, IXL
Intervention Schedule	MTSS Lead, Leadership Team	Three Times weekly in K-5, Daily in 6-8	Dedicated Time for Interventions

Strategy 3b:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers utilize common formative assessments to identify students in need of tier 1 interventions. Students struggling with ELA will be assigned to IXL for additional support. K- 5 ExEd students receive additional support from classroom teachers. Students in grades 6,7,8 are assigned designated ExEd teacher. Students in 6-8 ELL are receiving district support and classroom teacher support. K-5 students have a designated ELL teacher.	PLC's, Teachers	Every three weeks	Benchmark Advance, IXL
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>

Consistency of use of universal screener	MTSS Lead, Teachers	Ongoing	Benchmark Advance, IXL
Intervention Schedule	MTSS Lead, Leadership Team	Three Times weekly in K-5, Daily in 6-8	Dedicated Time for Interventions

Strategy 3c

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Booth Fickett will utilize flexible Reading Groups to provide interventions to support students with literacy, fluency, and comprehension. Booth-Fickett uses the IXL program to determine reading groups from the diagnostic results and data. The applies to 2-8 grade levels. All students (all ethnicities, ELL and ExEd subgroups) go through the IXL diagnostic assessment however, ELL students take the Azella assessment to provide additional assistance to place ELL students in correct reading groups.	PLC's, Teachers	Daily	Benchmark Advance

<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Intervention Schedule	MTSS Lead, Teachers	Ongoing	Benchmark Advance, IXL
Consistency of use of universal screener	MTSS Lead, Leadership Team	Three Times weekly in K-5, Daily in 6-8	Dedicated Time for Interventions

***Math Improvement Goals:***

Strategy 4a:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Math teachers intentionally plan weekly interventions with Math Pathways and Pitfalls lessons to support subgroups and address achievement gaps. The school addresses achievement gaps by breaking down Math vocabulary words through the use of pictures as well as definitions. The MPP program incorporates specific math questioning techniques. The school uses the IXL program to determine math groups from the diagnostic results and data. The applies to	Math teachers	Weekly	MMP resources PD support



2-8 grade levels. All students (all ethnicities, ELL and ExEd subgroups) go through the IXL diagnostic assessment.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Monitoring and readjustment of lessons to target specific subgroups of struggling students.	Math teachers	Weekly	MMP resources PD support

**Strategy 4b:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides, and math manipulative kits will be provided so that teachers can plan for differentiated instruction, and targeted math interventions to support struggling students, including those in all ethnicities, ELL and ExEd subgroups. Grades K-5 students are receiving additional tier 2 and 3 time with the teacher. Grades 6-8 students are receiving additional support through a math interventionist.	Math teachers, Title 1 district support, MTSS Lead	Ongoing	MPP Materials

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement.	Administration and leadership team	Monthly	MPP Materials

**Strategy 4c:**

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers refer students to the MTSS Team after the first six weeks of instruction and after classroom interventions have been documented. MTSS team meets weekly. This team consists of administration, the MTSS Lead, counselors, and behavior specialists. This team collaborates to create intervention plans for students. The team also reviews progress on intervention plans and associated documentation. Subgroup students (all ethnicities, ELL and ExEd subgroups) are tiered to providing them with specific and targeted interventions. Interventions include: Home visits, parent contact, individual reteach small group instruction, work with an	Administration, MTSS Facilitator Lead, behavior specialists	Ongoing	MTSS Protocols

ELA/MATH interventionist, Check in Check Out system (CICO) Student/teacher/parent conferences, student feedback, student reflection, Restorative Practices, and educational software behavior contracts			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Administration will work with MTSS Facilitator, teachers, and the MTSS team to monitor intervention plans for students.	Administration, MTSS Facilitator, teachers	Ongoing	MTSS Protocols and Data Collection

### 5. Progress Monitoring

During the 2021-2022 School Year, TUSD is strategically utilizing short cycle assessments from the following curricular adoptions: *Benchmark Advance*, *Eureka*, and *IXL*. These assessments are expected to be implemented at designated sites.

Short cycle assessments are designed to provide teachers with immediate feedback on students’ performance towards standards proficiency during the instructional cycle. By having set timeframes for providing short cycle assessments, teachers can engage in meaningful dialogue using actionable data during PLC/CTTs regarding students’ growth and performance over time, and plan instruction to ensure students are on target to meet grade level standards. The schedule below shows the points at which the short cycle assessments take place.

<b>2nd Grade Benchmark Advanced:</b>	<b>3rd Grade Benchmark Advanced:</b> Unit 1: by Sept. 10th Unit 2: by Oct. 1st	<b>4th Grade Benchmark Advanced:</b> Unit 1: by Sept. 10th Unit 2: by Oct. 1st	<b>5th Grade Benchmark Advanced:</b> Unit 1: by Sept. 10th Unit 2: by Oct. 1st
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Unit 1: by Sept. 24th Unit 2: by Oct. 7th Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th  Unit 9: by April 1st (optional) Unit 10: by May 13th	Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th	Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th	Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th
<b>2nd Grade Eureka Math:</b> Module 1: by Aug. 18th Module 2: by Aug. 27th Module 3: by Sept. 24th Module 4: by Nov. 19th Module 5: by Jan. 21st Module 6: by Feb. 18th Module 7: by April 14th (optional) Module 8: by May 13th	<b>3rd Grade Eureka Math:</b> Module 1: by Aug. 27th Module 2: by Sept. 21st Module 3: by Nov. 12th Module 4: by Jan. 7th Module 5: by Feb. 11th Module 6: by April 1st (optional) Module 7: by May 7th	<b>4th Grade Eureka Math:</b> Module 1: by Aug. 27th Module 2: by Sept. 17th Module 3: by Oct. 22nd Module 5: by Jan. 21st Module 6: by March 10th Module 4: by April 22nd (optional) Module 7: by May 20th	<b>5th Grade Eureka Math:</b> Module 1: by Aug. 20th Module 2: by Oct. 1st Module 3: by Nov. 19th Module 4: by Jan. 14th Module 5: by March 10th Module 6: by April 22nd (optional)
<b>6-11 IXL Continuous Diagnostic Assessments:</b> Window #1: Aug. 16 – 27 Window #2: Sept. 13 – 24 Window #3: Oct. 25 – Nov. 5 Window #4: Dec. 1 – 14			

Window #5: Jan. 18 – 28  
Window #6: Feb. 28 – Mar. 10  
Window #7: May 2 – 13

## **Next Steps**

### **Project Elevate and TUSD Goals for Short Cycle Assessment**

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment of effective recruitment, on-going support, and retention; (2) Culture: to cultivate a strong culture where high expectations for all learners are evident and embraced by school; and (3) Instructional Infrastructure: to implement high quality curriculum and instruction, including an observation and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.

This program is sponsored by the Arizona Department of Education and will provide ongoing mentoring for the principal, professional learning for the site's leadership team, and collaboration with district leadership. The Short-term goals are:

- Develop equitable instructional infrastructure that includes high-quality curriculum and instruction, observation and feedback, and a cohesive assessment system focused on data driven instruction
- Improve culture of equity, learning and high expectations for all
- Establish effective talent management systems

The long-term goals are:

- Improve equity-focused leadership competencies
- Improve teacher practices
- Achieve significant gains in student achievement
- Reduce achievement gaps between student subgroups
- Sustain highly effective equitable LEA (local educational agencies) and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in SY 2021-22. Concurrently, these 18 schools have shifted their assessment protocol to administer short cycle assessments to be more responsive to 'in the moment' instructional

practices. This shift away from deficit-oriented strategies such as benchmark testing toward authentic, formative assessments will improve student learning. TUSD's goals in collaboration with Project Elevate are:

- To transform assessments districtwide to an ongoing formative cycle that teachers are in control of
- To utilize assessments as a strategy for learning rather than of learning.
- To shift current assessment and instructional practices for Project Elevate schools to a formative assessment model.
- To utilize short-cycle assessments with Project Elevate

**Review & Approval**

This plan has been reviewed and approved by the following.

Title	Signature	Date
Assistant Superintendent	Catherine S. Comstock	12/10/21
Principal	Demetra Baxter-Oliver	12/15/21