Catalina High School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Melissa Hall
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

I.   SCHOOL PROFILE

Vision and Mission: The mission of the Catalina High School Community is to provide rigorous instruction in an environment that celebrates our diverse population and promotes individual growth. Our curriculum ensures that we will provide the skills and learning opportunities to become productive members of society.

Core Values:

The Trojan Way

1.   We will create an environment which supports engagement in rigorous learning and academic success while providing differentiated instruction to meet student needs.

2.   We will promote cultural understanding in order to encourage a positive, inclusive environment that fosters learning.

3.   We will model behaviors we expect from our students such as respect, kindness, responsibility, teamwork and integrity.

4.   We will create a safe and positive learning environment that allows students to engage in rigorous learning experiences we develop.

5.   We will develop communication that supports emotional, social, civic and academic development among students, parents, staff and faculty.

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 provided instruction remotely during the height of the COVID-19 outbreak. Although almost all 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 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. Catalina's academic goals for subgroups and the entire school are both realistic and rigorous. With these state considerations in mind, the estimated time for Catalina 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:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
102	89	269	15	26	23	524
English Language Learners	**Exceptional Education Students**					
85	121					

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.

AzMERIT Difference in ELA Percent Passing Comparison of TUSD and the State by Grade and Subject						
	ELA 2019		ELA 2021		ELA Loss	
Grade	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						

AzMERIT 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 AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade						
	2017 Alg I	2017 Geom	2017 Alg II	2018 Alg I	2018 Geom	2018 Alg II
State Avg	39%	34%	34%	39%	37%	34%
District Avg	29%	22%	17%	29%	27%	22%
Catalina	7%	8%	11%	9%	13%	16%

3 Years of AzMERIT ELA Percent Proficiency by Grade						
	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
State Avg	36%	31%	26%	41%	33%	29%
District Avg	26%	24%	21%	31%	28%	26%

Catalina	5%	11%	8%	18%	10%	17%

2018-19 ACT Scores broken out by USP Ethnicity for Catalina High School

Average Scale Scores by USP Ethnicity					
Ethnicity (USP)	Composite	English	Math	Reading	Science
African American	15.32	13.68	15.20	15.92	16.04
Asian American	13.92	11.33	14.75	12.83	16.25
Hispanic	15.65	14.14	15.82	16.09	15.97
Multiracial	14.60	12.80	15.20	14.80	15.40
Native American	17.43	15.86	16.57	21.14	15.86
White/Anglo	16.69	15.17	16.71	17.46	16.71
Total	**15.73**	**14.12**	**15.85**	**16.27**	**16.12**

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.

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."'

Data Source: IXL data, AZMERIT 18 SY

1. **English Language Arts – ELA and Math**

Current Reality:

- Alg 1 achievement for all students is at 9% (Proficient or Highly Proficient) in comparison to the State average of 39%.
- Geom achievement for all students is at 13% (Proficient or Highly Proficient) in comparison to the State average of 37%
- Alg II achievement for all students is at 16% (Proficient or Highly Proficient) in comparison to the State average 34%
- 9th Grade ELA achievement for all students is at 18% (Proficient or Highly Proficient) in comparison to the State average 41%
- 10th Grade ELA achievement for all students is at 10% (Proficient or Highly Proficient) in comparison to the State average 33%
- 11th Grade ELA achievement for all students is at 17% (Proficient or Highly Proficient) in comparison to the State average 29%

Data Source: IXL data, 2018-2019 ACT

Current Reality:

- **Math**
  - Overall low mastery for all subgroups (Exceptional Education, ELL, African American).
- **ELA**
  - Overall low mastery for all subgroups (Exceptional Education, ELL, African American).

- **Teacher Retention**
  - In school year 21-22 we have 1 new math teacher and zero new English Teachers. We have one Math co-teacher who is a long-term sub and one ELA co-teacher who is a long-term sub. 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 SY19-20 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.
    - The gap between African American and White students on the ACT in Math is 1.51
    - The gap between Hispanic and White students on the ACT in Math is .89

- **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.
    - The gap between African American and White students on the ACT in Reading is 1.54 and in English is 1.49
    - The gap between Hispanic and White students on the ACT in Reading is 1.37and in English is 1.03
- **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.

Desired State:

- **Math**
    - Increase math achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.
        - Close the achievement gap for African American and Exceptional Education Students
- **ELA**
    - Increase ELA achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.
        - Close the achievement gap for African American and Exceptional Education Students
        - Catalina HS wants to eliminate gaps between racial and ethnic groups within the next 10 years.

- **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.

A. 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:*

   Increase math achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.

2. *ELA Improvement Goal:*

   Increase ELA achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.

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.

4. *Reduction in the Achievement Gap Goal:*

   By 2024-25, the achievement gap between White students and African American students will be reduced by 5% on the English, Math, Science, and Reading subtests as measured on the state assessment (ACT)

   By 2024-25, the achievement gap between White students and Hispanic students will be reduced by 5% on the English, Math, Science, and Reading subtests as measured on the state assessment (ACT)

B. 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 bell work and ACT practice tests for bell work.

   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 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.

   Strategy 3c: Subgroup data (all ethnicities, ELL, and ExEd) will be tracked and monitored through:

    - Interventions will be planned during a conference period for specific students in the subgroups to receive academic support

   - Teachers will include students from the subgroups on their conference list

   - Students from the subgroups will be given opportunities to attend tutoring after school

- Students will also be enrolled in IXL and work on areas of weakness and skills development through this program

C. 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:*

Strategy 1a and 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training Teachers on the CTT Process CSPs will guide individualized learning during CTT time to share best practices.	CSPs	Starting in September	PD CTT plans Lesson plans
Data Dig Data collected from IXL (math and ELA) - Data collected from APEX (as used) - Data will be analyzed by CTTs in order to make adjustments to instruction	Teachers	Starting in September	Assessments
Student Data Talks Catalina will provide professional development on increasing classroom discourse to promote student engagement	Teachers and students	Starting in September	Assessments
Create questions to match the identified standards- Catalina will provide professional development on embedding formative	CSP	September	Data from Benchmarks

assessments into instruction - Increasing Depth of Knowledge through grouping strategies and higher order questions			
AVID teachers use the questions for Tutorials Catalina will provide professional development on the following: - Increasing classroom discourse to promote student engagement - Embedding formative assessments into instruction - Increasing Depth of Knowledge through grouping strategies and higher order questions - Continue presenting schoolwide AVID strategies	AVID Teachers and Tutors	Year round	Questions, Tutors, and TRFs
Identify the benchmark questions to be used in bell work	Math Teachers	Year round	Past benchmark exam questions
Identify ACT practice questions to be used in bell work	Math Teachers	Year round	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 Teachers will use CFA results to monitor and adjust their daily lessons in order to differentiate their instruction.	CSPs/Administrators	Throughout the Year	CTT notes Lesson plans Assessments
Review Common Assessments Students will be monitored and there will be fluidity of enrollment based on student needs and results of common formative	CSPs/Administrators	Throughout the Year	CTT notes Assessments

assessments as well as Benchmark scores.			
Instruction in RTI classes will target student needs as indicated by results of site CFAs and district benchmark exams.	RTI teacher	Year round	Assessments
Through regular collaboration and lesson design between the RTI teacher and classroom teacher in CTTs, the classroom teachers will increase their ability to unwrap and map standards ensuring highly leveraged standards are taught with fidelity.	Teachers RTI teacher	Year round	CTT notes Lesson plans Assessments

Strategy 1b and 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Map Development Through regular collaboration and lesson design between the RTI teacher and classroom teacher in CTTs, the classroom teachers will increase their ability to unwrap and map standards ensuring highly leveraged standards are taught with fidelity	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 Teaching schedules will include one embedded CTT time with	CSPS/Administrators/District Curriculum Dept	Throughout Year as adjustments are made	Curriculum Maps Schedules Lesson plans

common content area teachers and one personal planning			
- The structure of CTT time will focus on the 4 Essential Professional Learning Community questions and CSPs will help co facilitate and provide structure	CSPS/Administrators/District Curriculum Dept	Throughout Year as adjustments are made	CTT guides and expectations
- CSPs will meet with teachers on a weekly basis during this common CTT time to assist with analyzing data and instructional supports and more effectively differentiate our pedagogy to promote greater levels of academic success.	CSPS/Administrators/District Curriculum Dept	Throughout Year as adjustments are made	CTT notes and plans
- PD opportunities will also be embedded in the CTT time as needed to improve instruction. - Data Talks will be conducted in CTTs involving classroom data and school wide data.	CSPS/Administrators/District Curriculum Dept	Throughout Year as adjustments are made	PD materials

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 Teachers will receive training in AVID strategies, utilizing	AVID Teachers CSP AVID Coordinators	September	AVID strategies

formative assessments to drive instruction and learning, and SPARKS that allow learners a variety of ways to meet learner needs. This training will then be implemented in the classroom.			
Departments select AVID strategy Daily Instruction to include research-based practices, including AVID strategies and use of formative assessments, as evidenced in Lesson plans and observations through lesson plan checks and walkthroughs.	Department Heads	September	Lesson plans
CTT utilized to share best practices of strategy - The data from the CFAs will be analyzed during PLCs and used for intervention during conference time as well as reteach opportunities during instructional time.	CSPS	Throughout the Year	Data from assessments
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 Data on the use of the strategies will be documented through	CSPs/Administrators	Throughout the Year	AVID strategies

walkthroughs done by administration, CSPs and AVID Coordinators.			

Strategy 2d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify students at Risk Students will be monitored and there will be fluidity of enrollment based on student needs and results of common formative assessments as well as Benchmark scores.	MTSS Team	October	Benchmark 1 data & On Track Data
Developing System for Students to be Assigned for Interventions (during conference or after school) Instruction in RTI classes will target student needs as indicated by results of site CFAs and district benchmark exams.	Instructional Council	October	Data from assessments
Identify tutors (conference period) and instructors (after school) Through regular collaboration and lesson design between the RTI teacher and classroom teacher in CTTs, the classroom teachers will increase their ability to unwrap and map standards ensuring	Administrators	Throughout the Year	Data from assessments MTSS notes RTI lessons

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
highly leveraged standards are taught with fidelity.			
Student attendance in interventions and strategies used	CSPs/Administrators	Throughout the 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	Year round	
Include shout outs in weekly bulletin	Principal	Year round	
Include celebrations during Wednesday PD	Administrators	Year round	

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	

Improvement Goal for Subgroup Achievement 3c:

Strategy 3c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Interventions will be planned during the conference period for specific students in the subgroups to get additional academic support. Tracking and monitoring of these students will occur	Teachers CSP MTSS	Ongoing and changing as progress or interventions fluctuate	Lesson plans/intervention plans Monitoring data
Teachers will include students from the subgroups on their conference list during conference period and parent-teacher conferences	Teachers Community Liaison	Conference periods X2 parent teacher conferences	Parent communication Student schedules Intervention plans/lessons
Students from the subgroups will be given opportunities to attend tutoring after school	Teachers CSP MTSS	Ongoing and changing as progress or interventions fluctuate	Lesson plans/intervention plans Monitoring data
IXL for additional intervention times	Teachers Students needing additional intervention/support		IXL computer
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 subgroups.	West Ed Teachers CSPs	Ongoing after PD sessions	MPP materials Manipulatives Algebra tiles

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.	MPP teacher Leadership team Math Teachers	Ongoing after PD sessions	Observation notes Coaching feedback
One teacher participates in the MPP Teacher Leadership Cohort. Math and Ex Ed teachers all attend professional development on Math Pathways and Pitfalls, Algebra Tiles, Math Discussion Strategies, and other math focused workshops facilitated by WestEd, district personnel, and school site facilitators.	MPP teacher Leadership team	Ongoing after PD sessions	
Teachers are provided math manipulatives and training on how to use the manipulatives to support students in building increased mathematical concepts, skills, and awareness, and to support differentiation and students in subgroups.	Teachers	Ongoing after PD sessions	Manipulatives MPP materials
Math and exceptional education teachers are provided algebra tiles and professional development on the use of algebra tiles.	ExEd Teachers	Ongoing after PD sessions	Algebra Tiles
WestEd's Discussion Builder Posters are provided to all classrooms along with PD on the	Teachers	Ongoing after PD sessions	Discussion Builders

use of discussion strategies to support all students in higher order thinking, problem solving, language skills, meta-cognition, questioning, and to increase student engagement.			
Teachers are given opportunities to do peer observations in order to improve instruction and learn additional strategies to engage students and differentiate instruction for subgroups.	Teachers	Ongoing after PD sessions	Peer observation notes Feedback

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 mastery 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.

2nd Grade Benchmark Advanced:	3rd Grade Benchmark Advanced:	4th Grade Benchmark Advanced:	5th Grade Benchmark Advanced:
Unit 1 : by Sept. 24th Unit 2: by Oct. 7th Unit 3: by Oct. 29th Unit 4: by Nov. 19th	Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th	Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th	Unit 1 : by Sept. 10th Unit 2: by Oct. 1st 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 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 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 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
2nd Grade Eureka Math: 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	**3rd Grade Eureka Math:** 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	**4th Grade Eureka Math:** 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	**5th Grade Eureka Math:** 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)
6-11 IXL Continuous Diagnostic Assessments: 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 or 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 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	*Richard Sanchez*	12/11/21
Principal	Melissa Hall	12/10/21