

Davidson Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Sarah Andricopoulos
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

I. SCHOOL PROFILE

Vision and Mission: At Davidson Elementary, parents, teachers, staff and students work together to help students love learning. Davidson celebrates the diversity of its students, and values high expectations, academics, the arts, technology, and inclusivity, fostering meaningful relationships in a nurturing environment to help students realize their dreams.

This mission statement was developed over two 2-hour sessions amongst several stakeholders including teachers, non-teaching staff, classified staff, parents, and administration.

Core Values: At Davidson, we believe that building positive relationships, between all stakeholders is the core of our success.

At Davidson, we are dedicated to educating the whole child. Our PBIS program encourages positive behaviors, and our Social Emotional Learning program, PAX, increases self-regulation and co-regulation. We recognize the impact of trauma in our students' lives and actively incorporate strategies to be trauma responsive.

At Davidson, we believe that a strong fine arts program builds character, relationships, and increased capacity for learning.

At Davidson, we believe that students benefit from a strong connection between home and school. We actively seek out ways to encourage partnerships with families and the community.

At Davidson, we believe that students must have all of their needs met before they can engage successfully in learning. The School and Family Liaison works with families to provide resources such as food, clothing, transportation, and help with bills when necessary.

At Davidson, we believe that all students learn best in a classroom setting with their peers. Students with IEPs are fully integrated into general education classes and exceptional education teachers push into those classes to meet the needs of students.

At Davidson, we believe that when teachers and staff collaborate and work together, student learning improves.

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 D. 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 Davidson to increase its letter grade from a D to a C could be one year or two years 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
68	23	121	7	6	17	242
English Language Learners	Exceptional Education Students					
19	29					

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						
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						

AzMERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject						
Grade	MATH 2019		MATH 2021		Math Loss	
	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 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Davidson	29%	11%	17%	32%	16%	24%	29%	8%	26%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%

Davidson	10%	28%	21%	32%	25%	41%	15%	22%	30%
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2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	15%	12%
African Am.	14%	23%
Hispanic	24%	23%
Native Am.	0%	17%
Asian-PI	NA	NA
Multi-Racial	67%	50%
All	21%	22%

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.

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. ELA, Grades 3-5

Data source: TUSD Benchmark ELA Pre-Assessment, AzMERIT 2018-2019 SY

Current Reality: Students in grades 3-5 scored an average percentage correct of 21.3%-31.7% on the Benchmark pre-assessment, August 2021.

- 3rd Grade ELA achievement for all students on AzMERIT is at 15% (Proficient or Highly Proficient) in comparison to the State average of 46%.
- 4th Grade Math achievement for all students on AzMERIT is at 22% (Proficient or Highly Proficient) in comparison to the State average of 51%
- 5th Grade ELA achievement for all students is on AzMERIT at 30% (Proficient or Highly Proficient) in comparison to the State average 52%

Desired State: Students in grades 3-5 will develop proficiency on standards related ELA, as evidenced by a minimum 5% increase from the Benchmark pre-assessment in August to the post-assessment in January. Progress will be monitored by analyzing short-cycle assessments.

Davidson wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: Student in grades 3-5 will need to demonstrate a minimum average percent correct of 26.3%-36.7% on the Benchmark post-test.

The gap between White and African American students in on AzMERIT ELA is 11%

The gap between White and Hispanic students in ELA on AzMERIT is 11%

2. ELA, Grades K-2

Data source: DIBELS M-class assessment

Current Reality: Students in grades K-2 are currently being assessed for the Beginning of the Year DIBELS assessment. Scores to follow.

Desired State: Students in grades K-2 will develop proficiency in reading, as evidenced by a minimum 5% increase in the average number of students who perform at the CORE instructional level from the Beginning of the Year DIBELS assessment to the End of the Year DIBELS assessment.

Gap:

Students in grades K-2 are currently being assessed for the Beginning of the Year DIBELS assessment. Scores to follow.

3. Math

Data source: TUSD Benchmark Math Pre-Assessment, AzMERIT 2018-2019 SY

Current Reality: Students in grades 3-5 scored an average percentage correct of 16.9%-23% on the Benchmark pre-assessment, August 2021.

- 3rd Grade Math achievement for all students is at 29% (Proficient or Highly Proficient) in comparison to the State average of 51%.
- 4th Grade Math achievement for all students is at 8% (Proficient or Highly Proficient) in comparison to the State average of 48%
- 5th Grade Math achievement for all students is at 26% (Proficient or Highly Proficient) in comparison to the State average 46%

Desired State: Students in grades 3-5 will develop proficiency on standards related math, as evidenced by a minimum 5% increase from the Benchmark math pre-assessment in August to the post-assessment in January. Progress will be monitored by analyzing short-cycle assessments.

Davidson wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: Student in grades 3-5 will need to demonstrate a minimum average percent correct of 21.9%-28% on the Benchmark post-test.

The gap between students African American and White in Math on AzMerit it is 1%

The gap between White and Hispanic students in Math on AzMERIT is 9%

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:*

- a. Students in grades 3-5 will develop proficiency on standards related ELA, as evidenced by a minimum 5% increase from the Benchmark pre-assessment in August to the post-assessment in January. Progress will be monitored by analyzing short-cycle assessments.
 - b. Students in grades K-2 will develop proficiency in reading, as evidenced by a minimum 5% increase in the average number of students who perform at the CORE instructional level from the Beginning of the Year DIBELS assessment to the End of the Year DIBELS assessment.
2. *Math Improvement Goals:* Students in grades 3-5 will develop proficiency on standards related math, as evidenced by a minimum 5% increase from the Benchmark math pre-assessment in August to the post-assessment in January. Progress will be monitored by analyzing short-cycle assessments.
3. *Achievement Gap Goals*:*
 By 2024-25, the achievement gap between Hispanic students and African American students will be reduced by 4% in ELA and Math as measured on the state assessment (AASA).
 By 2024-25, the achievement gap between Hispanic students and White students will be reduced by 6% in ELA and Math as measured on the state assessment (AASA).
**Both Hispanic and African American student outperformed White students on the 2018-19 AzMERIT*

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

- a. Collaborative Teacher Teams will meet weekly to discuss student data and progress. Teachers of grades 3-5 will utilize Benchmark Advance weekly short-cycle assessments to guide instruction and form flexible small groups for intervention and enrichment.
- b. All Collaborative Teacher Teams will participate in data meetings with administration five times throughout the school year, using the continuous improvement process for goal setting and reflection.
- c. All students in kindergarten through 5th grade will utilize Imagine Language Reading and Literacy program. Tier 1 students will use the program for 60 minutes/week, Tier 2 students for 80 minutes/week, and Tier 3 students for 150 minutes/week.
- d. Tier 2 students in grades 1-3 will participate in reading intervention class with a certified reading intervention teacher for a minimum of 120 minutes/week.

- e. Students in grades 1-2 will participate in an MTSS-Reading study using ECRI (Enhanced Core Reading Instruction). ECRI routines will be explicitly taught and aligned to the Benchmark Advance curriculum.
- f. Teachers in grades 4-5 will be departmentalized for reading and math instruction.
- g. A minimum of 30% of Davidson enrolled students will participate in the after school 21st CCLC program, the first hour of which is designated for reading and math interventions.
- h. All Davidson teachers and students will participate in the first year of AVID Elementary implementation, with a focus on WICOR strategies in every classroom.

2. Math Improvement Strategies:

- a. Collaborative Teacher Teams will meet weekly to discuss student data and progress. Teachers of grades 3-5 will utilize Eureka short-cycle assessments to guide instruction and form flexible small groups for intervention and enrichment.
- b. All Collaborative Teacher Teams will participate in data meetings with administration five times throughout the school year, using the continuous improvement process for goal setting and reflection.
- c. All students in kindergarten through 5th grade will utilize Imagine Math program. Tier 1 students will use the program for 60 minutes/week, Tier 2 students for 80 minutes/week, and Tier 3 students for 150 minutes/week.
- d. Tier 2 students in grades 1-5 will participate in math intervention class with a certified intervention teacher for a 80-120 minutes/week.
- e. Teachers of grades 4-5 will departmentalize reading and math instruction.
- f. A minimum of 30% of Davidson enrolled students will participate in the after school 21st CCLC program, the first hour of which is designated for reading and math interventions.
- g. All Davidson teachers and students will participate in the first year of AVID Elementary implementation, with a focus on WICOR strategies in every classroom.
- h. Davidson teachers will work with AES, Associates for Educational Success, to increase Tier I math instruction. Professional Development will occur during District Professional Development (4 days), and an additional 9 days embedded throughout the year during the school day.

3. Improvement Goal to Address in Subgroup Achievement:

Teachers will have dedicated time to intentionally work with the MTSS process and in their Collaborative Teacher Teams to analyze students' data, plan interventions and align academic supports. This collaborative process will result in providing appropriately challenging instruction

and targeted interventions to struggling students that will lead to an increase in student growth and achievement, specifically for targeted subgroups.

Strategy 3a: The Leadership Team will identify at-risk students using Benchmark and WACS data to determine which students to target for interventions.

Strategy3b: Leadership will meet with Collaborative Teacher Teams following each Benchmark or WACS assessment to analyze progress and make adjustments to student achievement goals.

Strategy 3c: Math Interventionist essential to supporting student achievement by support Tier II and Tier III interventions. Interventionist will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.

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. Teachers of grades 3-5 will utilize Benchmark short-cycle assessments, Scholastic NSGRA, and Imagine Learning Reports, and to guide instruction and form small groups for intervention and enrichment. Teachers of grades K-2 will utilize DIBELS assessments, Imagine Learning Reports and Scholastic NSGRA 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 expert schedule to include embedded times for CTT	Sarah Andricopoulos	August 2021	Excel
Quarterly Benchmarks through School City in Grades 2-5. - Reading Readiness and skills analysis are conducted using:	Teachers CSP MTSS Interventionist	-three times annually -quarterly -AZELLA	Data reports from assessments

-DIBELS in grades K-3 - Scholastic guided reading assessments (NSGRA) - Cengage unit tests -ELL progress culminating with the AZELLA - Grade Level Common Math & ELA Lesson Plans as evidenced in lesson plans and observations - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams			
Teachers and Leadership will meet in CTT following each Benchmark or WACS assessment to analyze progress and make adjustments to student achievement goals	All teachers; Rachel Simmons, CSP to provide support	On-going	Zoom, Online Platform Reports, student work, WACS reports Benchmark data
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Incorporate strategies to utilize short-cycle assessment data in professional development.	Rachel Simmons, CSP and Theresa Dorgan, MTSSF	Quarterly	Short-cycle assessment data

Strategy 1b: All Collaborative Teacher Teams will participate in data meetings with administration five times throughout the school year, using the continuous improvement process for goal-setting and reflection.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The principal will create schedules to include embedded times for Data Meetings that all teachers will be participants.	Sarah Andricopoulos	August 2021	Excel

Present the Analyzing Data protocol and facilitate the meetings by having the principal and grade level CTT participate in data meetings after each assessment window.	Sarah Andricopoulos	5 times through the school year	Protocol, SchoolCity Data reports
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional goals and reflections are used as a data tool developed by TUSD Assessment Department to focus on key standards and objectives.	All teachers	Quarterly	Professional goal/reflection template
Teachers will observe one another 4 times/year to build capacity within the site. *Small group guided reading instruction using Benchmark Advance and Scholastic Leveled Test *Small group math instruction using Eureka and the Math Pathways and Pitfalls curriculum	All teachers	Quarterly	Professional goal/reflection template
Teachers and staff will design and implement the use of school-wide data folders. These data folders will be passed from kindergarten thru fifth grade from year-to-year. Data such as NSGRA, ELA and Math Benchmarks, WACS, and fact fluency will be printed on the folders.	All teachers	On going	Data folders Data student friendly

Students will utilize their own data folders to set goals, reflect on their own progress, and lead their own progress conferences with parents and teachers.			
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Strategy 1c: All students in kindergarten through 5th grade will utilize Imagine Math program. Tier 1 students will use the program for 60 minutes/week, Tier 2 students for 80 minutes/week, and Tier 3 students for 150 minutes/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 guided reading rotations - Reading Readiness and skills analysis using: -DIBELS in grades K-3 - Scholastic guided reading assessments (NSGRA) - Cengage unit tests - Grade Level Common Math & ELA Lesson Plans as evidenced in lesson plans and observations	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 Differentiated professional development for new and on-going school-wide initiatives allows for meeting the diverse needs of all teachers. *Weekly Wednesday Professional	Imagine Learning Training	August 2021; updates monthly	Training PD

Development for all certified staff *PLCS to meet weekly on Wednesdays following PD *Choice of professional development options once each month to support new and veteran teachers			
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Strategy 1d: Tier 2 students in grades 1-3 will participate in reading intervention class with a certified reading intervention teacher for 80-120 minutes/week.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Reading Intervention instruction supported through Benchmark and WACS data to determine which students to target for interventions. -The MTSS process will be utilized to identify interventions for at risk students. - Progress towards SMART Goals will be assessed every 4-6 weeks in MTSS meetings. -Leadership will meet with Collaborative Teacher Teams following each Benchmark or WACS assessment to analyze progress and make adjustments to student achievement goals.	Alice Dobb, Reading Intervention Teacher	Full time	Title I funds
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Teachers will identify Tier 2 students in reading using assessment Tier II students in grades 1st thru 5th receive 30 minutes of Reading Intervention 4 days/week with a certified Reading Interventionist.	Teachers in grades 1-3 and Alice Dobb, Reading Intervention Teacher	Monthly based on new data	Collaboration time
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Strategy 1e: Students in grades 1-2 will participate in an MTSS-Reading study using ECRI (Enhanced Core Reading Instruction). ECRI routines will be explicitly taught and aligned to the Benchmark Advance curriculum.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
All 1-2 teachers and staff participating in the ECRI MTSS-R study will participate in 2 days of training.	Teachers and staff of grades 1-2	July 2021	Zoom, ECRI trainers
Teachers in grades 1-2 will focus on ECRI implementation and progress during one CTT monthly	Teachers of grades 1-2	Monthly starting August 2021	PLC time, ECRI PLC template
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor lesson plans and provide feedback on ECRI instruction	Sarah Andricopoulos	On-going	Lesson plans posted in O365
Continued coaching by an ECRI coach	To Be Determined at District Level	Weekly once a coach is hired	Coach's schedule

Strategy 1f: Teachers in grades 4-5 will departmentalize for reading and math instruction.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
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Create the master schedule to include block times for 4 th and 5 th grade math and ELA	Sarah Andricopoulos	August 2021	Excel
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
CTT to assess the effectiveness of departmentalizing based on student achievement	4 th and 5 th grade teachers; Rachel Simmons to support	Weekly	CTT planning and reflection time

Strategy 1g: A minimum of 30% of Davidson enrolled students will participate in the after school 21st CCLC program, the first hour of which is designated for reading and math interventions.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule classes and register students All students read, or can be read to in the younger grades, for 20 minutes every evening. Students who require additional support attend 21st CCLC after school programs. Targeted learning during 21st CCLC takes the place of homework.	21 st CCLC co-coordinators, Tracy Dorgan and Kasandra Redding	Prior to Sept. 20, 2021	Registration forms, teachers for 21 st CCLC, O365 form
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Keep regular attendance and invite students on the waiting list to replace those not attending regularly	21 st CCLC co-coordinators, Tracy Dorgan and Kasandra Redding	On-going	Attendance forms, registration forms

Strategy 1h: All Davidson teachers and students will participate in the first year of AVID Elementary implementation, with a focus on WICOR strategies in every classroom.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide monthly professional development in AVID strategies, including WICOR	Sarah Andricopoulos and the AVID Site Team	monthly	Agendas, Minutes, PPTs, Benchmark Universe
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Conduct weekly informal observations to provide feedback on AVID implementation	Sarah Andricopoulos and AVID Site Team	Weekly	Schedule to support Site Team participate, lesson plans, feedback form

2. Math Improvement Goals:

Strategy 2a: Strategy 1a: Collaborative Teacher Teams will meet weekly to discuss student data and progress. Teachers of grades 3-5 will utilize Eureka short-cycle assessments and Imagine Learning Reports, and to guide instruction and form small groups for intervention and enrichment. Teachers of grades K-2 will utilize Eureka mid- and end-of-module assessments and Imagine Learning 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 2021	Excel
Teachers will meet in CTT twice weekly	All teachers; Rachel Simmons, CSP to provide support	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

Incorporate strategies to utilize short-cycle assessment data in professional development. TUSD summer PD offerings to staff: Benchmark Advance, Cengage, Eureka Math, SchoolCity	Rachel Simmons, CSP and Theresa Dorgan, MTSSF	Quarterly	Short-cycle assessment data
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Strategy 2b: All Collaborative Teacher Teams will participate in data meetings with administration five times throughout the school year, using the continuous improvement process for goal setting and reflection.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create schedule to include embedded times for Data Meetings	Sarah Andricopoulos	August 2021	Excel
Present the Analyzing Data protocol and facilitate the meetings	Sarah Andricopoulos	5 times through the school year	Protocol, SchoolCity Data reports
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional goals and reflections	All teachers	Quarterly	Professional goal/reflection template

Strategy 2c: All students in kindergarten through 5th grade will utilize Imagine Math program. Tier 1 students will use the program for 60 minutes/week, Tier 2 students for 80 minutes/week, and Tier 3 students for 150 minutes/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 math rotations	All teachers	On-going	Online Programs, Student computers and internet connectivity

This online program provides 1000s videos, quizzes, and activities, on topics in math, reading, science, and social studies to engage learners.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional Development will include using online reports	Imagine Learning Training	August 2021; updates monthly	Training PD
Data such as Math and fact fluency will be printed on the folders. Teachers will provide explicit instruction for students on how to use the data folders. Students will utilize their own data folders to set goals, reflect on their own progress, and lead their own progress conferences with parents and teachers.	Teachers Students	Year round	Data from math

Strategy 2d: Tier 2 students in grades 1-5 will participate in math intervention class with a certified intervention teacher for a 80-120 minutes/week.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Intervention instruction by certified teacher Tier II students to receive face-to-face intervention from a certified Math Interventionist 3 days/week.	Jeanette Mihill, Math Intervention Teacher	Full time	ESSER funds
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Teachers will identify Tier 2 students in jmath using assessment	Teachers in grades 1-5 and Jeanette Mihill, Math Intervention Teacher	Monthly based on new data	Collaboration time
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Strategy 2e: Teachers of grades 4-5 will departmentalize reading and math instruction.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create the master schedule to include block times for 4 th and 5 th grade math and ELA	Sarah Andricopoulos	August 2021	Excel
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
CTT to assess the effectiveness of departmentalizing based on student achievement	4 th and 5 th grade teachers; Rachel Simmons to support	Weekly	CTT planning and reflection time

Strategy 2f: A minimum of 30% of Davidson enrolled students will participate in the after school 21st CCLC program, the first hour of which is designated for reading and math interventions.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule classes and register students	21 st CCLC co-coordinators, Tracy Dorgan and Kasandra Redding	Prior to Sept. 20, 2021	Registration forms, teachers for 21 st CCLC, O365 form
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Keep regular attendance and invite students on the waiting list to replace those not attending regularly	21 st CCLC co-coordinators, Tracy Dorgan and Kasandra Redding	On-going	Attendance forms, registration forms

Strategy 2g: All Davidson teachers and students will participate in the first year of AVID Elementary implementation, with a focus on WICOR strategies in every classroom.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide monthly professional development in AVID strategies, including WICOR	Sarah Andricopoulos and the AVID Site Team	monthly	Agendas, Minutes, PPTs, Benchmark Universe
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Conduct weekly informal observations to provide feedback on AVID implementation	Sarah Andricopoulos and AVID Site Team	Weekly	Schedule to support Site Team participate, lesson plans, feedback form

Strategy 2h: Davidson teachers will work with AES, Associates for Educational Success, to increase Tier I math instruction. Professional Development will occur during District Professional Development (4 days), and an additional 9 days embedded throughout the year during the school day.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule embedded math professional development and provide the time for teachers to participate	Sarah Andricopoulos	District PD Days, and school-focused days in between- 13 total for the year	PD Calendar
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor implementation in teacher walk-throughs	Sarah Andricopoulos and Rachel Simmons	On-going	Feedback forms

3. Subgroup Improvement Strategies

Strategy 3a: The Leadership Team will identify at-risk students using Benchmark and WACS data to determine which students to target for interventions.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identification of students including subgroups based on Benchmark and WACS data	CSP MTSS Sarah Andricopoulos	Ongoing	Assessment Calendar
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
WACS and Benchmark data identifying students' progress	CSP MTSS Sarah Andricopoulos		Assessment calendar Data reports Interventions

Strategies to Monitor 3b: Leadership will meet with Collaborative Teacher Teams following each Benchmark or WACS assessment to analyze progress and make adjustments to student achievement goals.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Progress towards student achievement goals will be communicated in the school newsletter, at monthly parent/principal Q and A events, and through staff meetings.	CSP MTSS Sarah Andricopoulos	Ongoing	Assessment Calendar
The MTSS process will be utilized to identify interventions for at-risk students. Progress towards SMART Goals will be analyzed every 4-6 weeks in MTSS meetings.	MTSS		

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Co-teaching model for 60 minutes of 90-minute math block, during which both a classroom teacher and an exceptional education teacher provide quality instruction for students identified with IEPs and those who require additional support.	Teachers ExEd teachers	Ongoing	Assessment calendar Data reports Interventions

Strategy 3c: Math Interventionist essential to supporting student achievement by support Tier II and Tier III interventions. Interventionist will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math interventionist will support Tier II and Tier III interventions and student learning goals based on need including targeted students	Math interventionist MTSS CSP ExEd Teacher	Ongoing	

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.

<p>2nd Grade Benchmark Advanced: 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</p> <p>Unit 9: by April 1st (optional) Unit 10: by May 13th</p>	<p>3rd Grade Benchmark Advanced: 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</p>	<p>4th Grade Benchmark Advanced: 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</p>	<p>5th Grade Benchmark Advanced: 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</p>
<p>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</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>

Module 7: by April 14th (optional) Module 8: by May 13th	Module 7: by May 7th	Module 7: by May 20th	
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 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 and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in the 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	<i>Richard Sanchez</i>	12/10/2021
Principal	<i>Sarah Andricopoulos</i>	12/10/2021