

Dietz K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Jesus Vasquez
Pantano Region 5, Regional Superintendent: Holly Hammel

I. SCHOOL PROFILE

Vision and Mission: At Dietz K-8, our mission is to create a safe and successful learning environment where we empower students to be life-long learners. We strive to provide a diverse curriculum to meet the academic, cultural, and social needs of our community.

Core Values:

- We strive for excellence in learning and life.
- Creating life-long learners.
- Respect for the diverse cultures in our community.

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 on TUSD on 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 Dietz 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
80	73	181	3	11	28	376
English Language Learners	Exceptional Education Students					
33	55					

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	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%
Dietz	31%	18%	10%	9%	3%	11%	30%	12%	6%	11%	11%	8%	28%	15%	29%	11%	13%	8%
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%
Dietz	29%	15%	15%	16%	17%	13%	34%	32%	13%	9%	20%	6%	20%	28%	33%	10%	20%	19%
2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity																		
USP Ethnicity	Math	ELA																
White	23%	18%																
African Am.	19%	25%																
Hispanic	14%	22%																
Native Am.	NA	NA																
Asian-Pl	38%	25%																
Multi-Racial	8%	8%																
All	18%	21%																

A. GAPS IN STUDENT OUTCOMES

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

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."

English Language Arts – ELA

Data Source: AZMERIT 18-19 SY

Current Reality:

- 3rd Grade ELA achievement for all students is at 20% (Proficient or Highly Proficient) in comparison to the State average of 46%.
- 4th Grade ELA achievement for all students is at 28% (Proficient or Highly Proficient) in comparison to the State average of 51%
- 5th Grade ELA achievement for all students is at 33% (Proficient or Highly Proficient) in comparison to the State average 52%
- 6th Grade ELA achievement for all students is at 10% (Proficient or Highly Proficient) in comparison to the State average 42%
- 7th Grade ELA achievement for all students is at 20% (Proficient or Highly Proficient) in comparison to the State average 41%
- 8th Grade ELA achievement for all students is at 19% (Proficient or Highly Proficient) in comparison to the State average 38%

Data Source: AZM2 SY 2020-21, ELA, grades 3-8

Current Reality: Percentage of students scoring Proficient on AzM2, 18.3%.

- Percentage of ELL students scoring Proficient on AzM2, 0%.
- Percentage of ExEd students scoring Proficient on AzM2, 2.6%.
- Percentage of African American students scoring Proficient on AzM2, 11.8%

Desired State: To increase the percentage of students proficient to 28.3% on the AZM2.

Dietz K-8 wants to eliminate gaps between racial and ethnic groups within the next 5 years.

Gap: There is an overall gap of 10 percentage points for all 3-8 students between the current reality and desired state. For the 6-8 ELL population the gap is 28.3 percentage points, for the ExEd population the gap is 25.7 percentage points, and for the African American population the gap is 16.5 percentage points.

The gap between African American and White students in ELA is 7%

The gap between Hispanic and White students in ELA is 4%

Data Source: AZMERIT 18-19 SY, AZM2 SY 2020-21, Math, grades 3-8

Current Reality:

- 3rd Grade achievement in Math for all students is at 28% (Proficient or Highly Proficient) in comparison to the State average of 51%.
- 4th Grade achievement for all students is at 15% (Proficient or Highly Proficient) in comparison to the State average of 48%
- 5th Grade achievement for all students is at 29% (Proficient or Highly Proficient) in comparison to the State average 46%
- 6th Grade achievement for all students is at 11% (Proficient or Highly Proficient) in comparison to the State average 41%
- 7th Grade achievement for all students is at 13% (Proficient or Highly Proficient) in comparison to the State average 38%
- 8th Grade achievement for all students is at 8% (Proficient or Highly Proficient) in comparison to the State average 32%

Current Reality: Percentage of students scoring Proficient on AzM2, 8.9%.

- Percentage of ELL students scoring Proficient on AzM2, 4.5%.
- Percentage of ExEd students scoring Proficient on AzM2, 4.0%.
- Percentage of African American students scoring Proficient on AzM2, 4.7%

Desired State: To increase the percentage of students proficient to 18.9% on the AZM2. Dietz K-8 wants to eliminate gaps between racial and ethnic groups within the next 5 years.

Gap: There is an overall gap of 10 percentage points for all 3-8 students between the current reality and desired state. For the 6-8 ELL population the gap is 14.4 percentage points, for the ExEd population the gap is 14.9 percentage points, and for the African American population the gap is 14.2 percentage points.

The gap between African American and White students in Math it is 4%

The gap between Hispanic and White students in Math 9%

B. SMART Improvement Goals

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

1. *Improvement Goal:* By May 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 when compared to African American students and Hispanic students will be reduced by 3% for African American students and 5% for Hispanic students in Math as measured on the state assessment (AASA)
 - b. By 2024-25, the achievement gap between African American students when compared to Hispanic and White students will be reduced by 3% for Hispanic students and 5% for White students in ELA as measured on the state assessment (AASA)

** Both Hispanic and African American students outperformed White students on the 2018-19 ELA AzMERIT*

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Dietz K-8 reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. *Improvement Goal:*

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

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

2. *Improvement Goal:*

Strategy 2a: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

Strategy 2b: All teachers develop weekly lesson plans based on aligned units of instruction.

3. *Subgroup Strategies:* Strong Tier I Instruction, Tier II and Tier III Interventions; MTSS Process; Teacher PD and the daily use of Equitable Practices

Interventions – Math Interventionist for Tier 2 and Tier 3

MTSS Discussions

Support for subgroup students

Interventions for ELA – Tier 2 and Tier 3

Math Pathways and Pitfalls

Family Liaison targets subgroup families to ensure equal access

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. Improvement Goal:

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

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

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

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

2. Improvement Goal:

Strategy 2a: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Maps with imbedded CFA times	Teacher & CSP	Quarterly	CFAs, Calendars, TUSD Curriculum Maps
Lesson Plans	Teacher	On-going	TUSD Curriculum Maps & Scope and Sequence
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Maps	Administration & CSP	Quarterly	
Lesson Plans	Administration	Weekly	
Teacher observation	Administration	Weekly	

Strategy 2b: All teachers develop weekly lesson plans based on aligned units of instruction.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Lesson Plans	Teacher	Weekly	TUSD Curriculum Map & Scope and Sequence
Post Unitary Plan: Coordinates student interventions for struggling learners;	Dean	Monthly	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assessment results	Administration	Weekly	

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Improvement Goal 3

Subgroup Strategies: Strong Tier I Instruction, Tier II and Tier III Interventions; Teachers PD and the daily use of Equitable Practices. As a school committed to improving instruction for all students, all staff participate in professional development to learn skills for meeting the needs of a diverse student population. Tiered instruction is provided to students to differentiate the learning to meet student needs specifically. In addition to training, staff practice SPARKS strategies and use a Universal Design for Learning approach to remove learning barriers for students

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Interventions for Tier 2 & Tier 3 Identified students for intervention are provided Tier 2: students will receive interventions 3 times a week for 20 minutes Tier 3: 5 times a week for 20 minutes 6-8 grade not meeting grade level standards in ELA/Math will be placed in	Math Interventionist & Middle school teachers	Daily: Sept - April	IXL

Study Skills class to receive small group support			
Math Interventionist provides targeted instruction for Tier 2 & Tier 3 interventions for grades 3 -5, focusing on needed identified skills	Math Interventionist	Daily	
NSGRA is used to assess all K-5 students in ELA; iReady is used to assess all 6-8 in ELA for Lexile levels so that instruction can be targeted to subgroups' needs	Teachers	BOY/ MOY/ EOY	
Small, leveled reading groups are utilized in elementary classrooms with a specific focus on student's needed skills; students leveled reading material and groups change to reflect current need	Teachers	Daily	
Identified subgroups have a daily Study Skills class that focus on 1:1 student/teacher interaction for support.	Teacher	Daily	

Data is analyzed with the student and students review their grades. Students are given support to identify missing assignments and create a plan to make up work. Students track their own data. Students also work on iReady to support their growth to proficiency.			
Tier 3 tutoring for subgroups in both ELA and Math is available outside of the instructional day	Teacher	Nov – April, 4x/week	
Eureka Math consultant to provide PD to teachers and model lessons for teachers for strong Tier 1 instruction. Supports work with small group.	Eureka Math Consultant	Monthly	
Math Pathway and Pitfalls is utilized for specific interventions for subgroups in Tier 2 and 3	Math Interventionist	Monthly	
MTSS team identifies students & matches them with targeted	MTSS Team	Monthly	

interventions to meet academic & behavioral needs			
Tier 3 Interventions offered through Reading Recovery, with a focus on 1:1 intervention and instruction for needed skills for Targeted 1 st Grade Students not reading at benchmark	Reading Recovery Teachers	Daily	
CRC classes in ELA to focus on support for subgroups using culturally relevant curriculum/ texts and strategies for all to be involved and hear	Teachers	Daily	
Teachers use Affirm, (this is through Great Minds, which is part of Eurkea Math) to access additional instructional practices and strategies that align to specific student need. This is used for re-teaching.	Teachers	On-going	
PD on Scholastic Book Room and how this supports the student's individual reading and interest level. PD included	CSP	PD was one time; small groups are taught daily	

strategies on using the leveled books as part of the small reading group			
CSP meets weekly with all teachers through PLCs to look at data and determine what standards need to be retaught; teachers creating CFAs to track subgroup data.	CSP and Teachers	Weekly	PLC time
PD given on Imagine Learning for elementary teachers in order to use ELA and Math resources for Tier 2 and 3 intervention; how to analyze data	Imagine Learning Consultant	Quarterly	
iReady used for Tier 2 and Tier 3 interventions. PD given on the use of iReady for middle school teachers to give assessment, analyze data and use on-line resources to provide small group interventions within the Study Skills class	iReady Consultant	1x this year with follow up in the future	
Tier 3 Intervention using 21 st Century provided for subgroups to focus on ELA	Teachers	4x/ week	

and Math support decreasing achievement gap; small groups are utilized for individual attention			
Commitment to using resources provided by TUSD Multi-Cultural Department to create lessons that support students in being heard and valued within the classroom.	Teacher	On-going	TUSD Multi-Cultural Department lesson plans
Family support for subgroups with communication, home visits, deliver curriculum, Family Engagement Nights	Community Liaison and Restorative Practice Facilitator	On-going	
Tasks to Monitor, Assess and Adjust	Person(s) to Carry Our Tasks	Timeline/Target Dates	Resources Needed
Math Intervention Tier 2 and Tier 3	Math Interventionist & Administration	On-going	
Math Pathways and Pitfalls for differentiated and targeted math interventions including targeting subgroups	Math Interventionist	On-going	Discussion Builder posters, Math Pathway and Pitfall Books, NCTM books & guides, math manipulatives
Lesson plans	Administration	Weekly	
MTSS meetings PBIS implementation	Dean	Monthly/weekly	

Attendance monitoring of subgroup students	SCL & Attendance Clerk	On-going	
Commitment to using resources provided by TUSD Multi-Cultural Department to create lessons that support students in being heard and valued within the classroom.	Teacher	On-going	TUSD Multi-Cultural Department lesson plans

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</p>	<p>3rd Grade Eureka Math: Module 1 : by Aug. 27th Module 2: by Sept. 21st</p>	<p>4th Grade Eureka Math: Module 1 : by Aug. 27th Module 2: by Sept. 17th</p>	<p>5th Grade Eureka Math: Module 1 : by Aug. 20th Module 2: by Oct. 1st</p>

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	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	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	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 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	Holly Hammel	12.10.21
Principal	Jesus Vasquez	12/10/21