

**Doolen Middle School**  
**STUDENT ACHIEVEMENT ACTION PLAN SY 2021-2022**  
**Principal: Judith Dauman**  
**Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez**

**I. SCHOOL PROFILE**

**Vision and Mission:** Doolen Middle School MISSION: The path of learning never ends. At Doolen we create a community that:

- Celebrates curiosity and lifelong learning
- Honors and fosters diversity
- Supports unity through a culture of civility and respect
- Teaches the habits of personal success
- Empowers productive citizens who make meaningful contributions.

VISION: We are Doolen Thunder Birds:

- We are prepared for class
- We have Pride in our campus
- We take Pride in Ourselves
- We are Respectful

COLLECTIVE COMMITMENTS: Doolen's faculty and staff:

- Prioritize building relationships between teachers and students
- Ensure that the diverse population feels safe, comfortable and ready to learn
- Ensure that a rigorous curriculum is utilized
- Know all students' strengths and needs
- Support students with re-teaching to ensure mastery

**Core Values:** At Doolen we create a community that:

- Celebrates curiosity and lifelong learning
- Honors and fosters diversity
- Supports unity through a culture of civility and respect
- Teaches students to utilize the habits of personal success
- Empowers productive citizens who make meaningful contributions

- Utilize appropriate interventions to support students to reach a mastery level of 80% or above
- Cultural relevant pedagogy is implemented in all classrooms.

**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 Doolen 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:**

<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Asian American</b>	<b>Multi-Racial</b>	<b>Total Number of Students</b>
155	96	262	12	34	36	595
<b>English Language Learners</b>	<b>Exceptional Education Students</b>					
84	96					

**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. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	34%	29%	43%	36%	31%	41%	38%	32%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%	18%
Doolen	31%	27%	8%	28%	29%	33%	22%	25%	24%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
School	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	44%	34%	39%	45%	39%	42%	41%	38%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Doolen	32%	36%	34%	27%	37%	30%	27%	29%	25%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	46%	44%
African Am.	10%	14%
Hispanic	19%	23%
Native Am.	8%	17%
Asian-PI	18%	24%
Multi-Racial	36%	44%
<b>All</b>	<b>24%</b>	<b>27%</b>

## **A. GAPS IN STUDENT OUTCOMES**

Based on data analysis, Doolen Middle School has identified the following gaps in areas of student outcomes. For each, Doolen Middle School 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. English Language Arts-ELA and Math (All Grades)**

*Data Source: District Benchmarks and AZ Merit 18-19 SY*

##### **Current Reality:**

- 6<sup>th</sup> grade ELA achievement for all students is at 27% proficient or highly proficient in comparison to the State average of 42%.
- 7<sup>th</sup> grade ELA achievement for all students is at 29% proficient or highly proficient in comparison to the State average of 41%.
- 8<sup>th</sup> grade ELA achievement for all students is at 25% proficient or highly proficient in comparison to the State average of 38%.
- 6<sup>th</sup> grade Math achievement for all students is at 25% proficient or highly proficient in comparison to the State average of 41%.



- 7<sup>th</sup> grade Math achievement for all students is at 25% proficient or highly proficient in comparison to the State average of 38%.
- 8<sup>th</sup> grade Math achievement for all students is at 24% proficient or highly proficient in comparison to the State average of 32%.

**Desired State:**

- Doolen Middle School will see 6<sup>th</sup> grade ELA achievement at 32% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 7<sup>th</sup> grade ELA achievement at 34% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 8<sup>th</sup> grade ELA achievement at 30% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 6<sup>th</sup> grade Math achievement at 30% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 7<sup>th</sup> grade Math achievement at 30% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 8<sup>th</sup> grade Math achievement at 29% proficient or highly proficient on 2022 AASA.

**Gap:** Many Doolen students are not proficient in ELA and Math. This need is even greater when looking at the data for our Native American, Pacific Islanders, Exceptional Education and ELL subgroups.

The gap between African American and White students in ELA is 30%, in Math it is 36%

The gap between Hispanic and White students in ELA is 21%, in Math 27%

**B. SMART Improvement Goals**

Based on gaps identified in section A, above, Doolen Middle School developed SMART improvement goals designed to move Doolen Middle School students from the current reality to the desired state

**1. Improvement Goal:**

**English Language Arts-** ELA achievement for all grade level students will increase by 5% moving from 27% proficient or highly proficient on the 2019 AZMERIT to 32% proficient or highly proficient on the 2022 AASA.

**2. Improvement Goal:**

**Math -** Math achievement for all grade level students will increase by 5% moving from 25% proficient or highly proficient on the 2019 AZMERIT to 30% proficient or highly proficient on the 2022 AASA.

**3. Improvement Goal:**

Reduce Gaps in proficiency among racial/ethnic groups by 3% in ELA and Math

**C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES**

After analyzing gaps and goals, Doolen Middle School reviewed multiple evidence-based strategies and assessed each for potential 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 in PLC teams will implement data digs to identify grade level and individual student areas of strengths and areas for improvement.

**Strategy 1b:** ELA Intervention Classes (RTI), Tutoring, and Guided Reading.

**Strategy 1c:** MTSS process to identify and support students in need of Tier 2 and Tier 3 interventions in ELA.

**Strategy 1d:** AVID strategies to support students in ELA.

**Strategy 1e:** Online intervention programs to support students in ELA including IXL and Newsela (leveled reading support).

**Strategy 1f:** Literacy Night to provide students and families resources and support in ELA, and to increase family engagement in student literacy.

**2. Math Improvement Goal:**

**Strategy 2a:** Teachers in PLC teams will implement data digs to identify grade level and individual student areas of strengths and areas for improvement.

**Strategy 2b:** Math Intervention Classes (RTI), Tutoring, and Targeted Small Groups

**Strategy 2c:** MTSS process to identify and support students in need of Tier 2 and Tier 3 interventions in Math.

**Strategy 2d:** AVID strategies to support students in Math.

**Strategy 2e:** IXL intervention program for Math.

**Strategy 2f:** Math teachers will implement *Math Pathways and Pitfalls* lessons and strategies into their classrooms.

**Strategy 2g:** Ongoing math coaching and professional development in WestEd’s Math Pathways and Pitfalls, Discussion Builders, Praise-Probe-Polish, along with opportunities for peer observation, book studies, and job embedded support to math and exceptional education teachers.

**Strategy 2h:** 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.

**3. Improvement Goal to address Subgroup Achievement:**

**Strategy 3a:** Use of PLCs to create standards-based lessons and assessments with focus on subgroups.

**Strategy 3b:** Targeted Interventions, Small Groups, and Tutoring

**Strategy 3c:** Culturally Responsive Professional Development to support work with students in subgroups.

**Strategy 3d:** Dean of Students – supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS. Documents and assists in coordination of Tier II and Tier III interventions.

**Strategy 3e: Counselor** – Supports with Positive Behavior Intervention Support Systems, Multi-Tiered System of Support Meetings, and Tier II and Tier III interventions. Assists with documenting and coordinator interventions for struggling students. Assists of students and families of subgroups.

**Strategy 3f:** School-wide Positive Behavior Intervention and Support (PBIS)

**Strategy 3g: Community Liaison** will reach out to families of subgroups to identify areas of need and provide resources and support including academic and community resources.

**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 Goal:**

**Strategy 1a:**

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Doolen's site-based interventions include both online programs as well as RTI teachers. Training provided on data digs, targeted ELA lesson development and intervention strategies. RTI teachers are utilized to support Tier 2 and Tier 3 students on a daily basis. Online interventions are IXL and Newsela.	A&E coordinator, CSP, Principal, Assistant Principal, PLC Leads	Quarterly	Time during PD, data resources IXL NewsELA

PLC data digs and PLC meetings, focus/content area meetings as well as grade level PLCs to look at student work, standards, data and assessments for planning instruction.	CSP, PLC Leads, Teachers	Monthly	Time during PD, access data, Curriculum Scop and Sequence
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Collect PLC data and targeted ELA domains from meetings	Admin, CSP	Quarterly	Access to PLC TEAMS drive
Progress monitoring of targeted ELA domains	Teachers, CSP, Administration	Quarterly	Access to School City data,

**Strategy 1b:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Identify ELA areas for improvement using data from assessments.	PLC leads, teachers	Quarterly target date to re-assess	Time, access to data
Focused lessons and assessments on ELA domain areas developed and implemented (planned interventions).	Classroom teachers	Ongoing	Time, curriculum resources, School City
Students identified and interventions provided on these ELA domains during ELA Intervention Classes, Tutoring, Guided Reading/Small Group Instruction, and Targeted Learning Sessions.	Classroom teachers, MTSS facilitator, Title 1 Tutor	Ongoing	List of identified students from each PLC, tutors, class section for interventions
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Classroom walkthroughs focused on interventions and targeted lessons	CSP, Administration	Quarterly	Plans and scheduled targeted lessons

PLC evaluation of interventions and targeted ELA lessons	PLC Teams	Quarterly	Data from formative assessments, time during PD
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**Strategy 1c:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Identify students at risk and document provided interventions, MTSS process for students at risk.	PLC leads, teachers, Counselors, Dean, Administrators,	Ongoing/Monthly	Time, access to data, intervention systems and documents.
Provide Tier II and Tier III interventions to students and document progress. MTSS Process for Tiers 2/3, Small group instruction with teachers, MTSSF and auxiliary staff, IXL, Literacy Intervention class, Math Intervention class, Student Support Plans, ISI, Casa de los Ninos. Team meets with MTSS and RPPF to assess overall needs of students.	Classroom teachers	Ongoing	Time, access to data, intervention systems and documents.
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Meet with school teams regularly to determine progress and adjust or follow up with next steps. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.	CSP, Administration, Teachers, Counselor, Dean of Students	Ongoing/Monthly	Plans and scheduled targeted lessons

**Strategy 1d:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
AVID Strategies to Support ELA: Writing, Inquiry, Collaboration, Organization, and Reading are all skills developed through AVID strategies including notetaking, peer editing, use of graphic organizers, vocabulary building, and quick writes.	CSP, Teachers, Administrators	Ongoing/Monthly	AVID Materials, PD materials, School TEAMS folders,
Professional Development provided to teachers in AVID strategies in order to build these strategies into the teaching and learning culture of the school.	Classroom teachers	Ongoing	Time, access to data, intervention systems and documents.

**Strategy 1e:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Online intervention programs to support students in ELA including the use of Newsela (leveled reading support) and IXL (leveled intervention program).	CSP, Teachers, Administrators	Daily	Student computers, internet, Newsela, IXL
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers will meet regularly to plan use of online intervention programs, platforms, and tools according to the needs of students. Newsela will be used to differentiate assignments in ELA and other subjects. IXL will be used for interventions, ELA support, and to monitor student progress in ELA.	CSP, Teachers, Administrators	Ongoing/Weekly	Computers, TUSD Curriculum, Scope and Sequence, IXL, Newsela

**Strategy 1f:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Literacy Night to support all students in literacy achievement, a family literacy night will be held in partnership with community organizations and district	Administrators, Teachers, Community Liaison	Yearly	Community Resources, District Departments,

departments. Support will be available for students and families in different languages, and to provide equitable access to literacy resources.			
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**2. Math Improvement Goal:**

**Strategy 2a:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers in PLC Teams will implement data digs to identify grade level and individual areas of strengths and areas for improvement. Grade Level and Content Area PLC team meetings will occur to plan for lessons according to standards and based on student work and assessments.	CSP, Classroom Teachers	Ongoing/Weekly	Weekly PLCs
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
PLC focus on data and unit planning will occur in order to monitor and adjust student needs according to student data and highly leveraged standards in math.	CSP, Teachers,	Quarterly	Access to dates/times of targeted lessons

**Strategy 2b:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Math intervention classes will be provided to targeted groups of students according to levels and needs. RTI math teacher will be hired so that students can receive targeted instruction in math specific to their needs.	Math Department, Administration, Office Staff	Monthly	Funding for RTI math teacher, material for math intervention supports.
Identify students needing specific math interventions and ensure schedules prioritize students with greatest math needs for math intervention classes, tutoring, and any other math interventions.	CSP, Math Leads, teachers, Counselor	Quarterly	School City Data, IXL Data, Student Rosters/Schedules,

<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Student data will be reviewed to monitor student achievement and determine additional interventions, students to be identified for tutoring and/or RTI classes, and student support will be adjusted accordingly.	Admin, CSP, Teachers	Quarterly	School City Data, IXL Data, Student Rosters/Schedules,

**Strategy 2c:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
MTSS process for students needing support in math, to identify, document, and coordinate interventions for students. MTSS team will meet to determine student needs and interventions in place, as well as next steps for students to include intervention classes, additional online support/intervention programs, or tutoring.	CSP, Teachers, Counselor, Admin	Ongoing	Intervention Documentation, Student Data, MTSS Meeting Times/Schedules
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Follow-up with students, MTSS team, and families of students in MTSS to determine effectiveness of interventions to occur, to determine success, and whether adjustments to plans are needed.	CSP, Teachers, Counselor, Admin	Quarterly	Access to dates/times of targeted lessons

**Strategy 2d:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
AVID strategies are used in math which include ways for students to engage in collaboration, problem solving, reflection, and inquiry.	CSP, Math Leads, Teachers, Admin	Ongoing	AVID Resources
PD on AVID strategies provided for staff.	CSP, Math Leads, Teachers, Admin	Ongoing	AVID PD Resources, School TEAMS

**Strategy 2e:**



<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
IXL Online Platform for Math will be used for all students and will be leveled, with skills and lessons assigned according to standards, units, and student needs and goals.	Teachers	Ongoing	Computers, IXL Program
Students needing additional support in math will be assigned or provided extra and/or targeted lessons in IXL to supplement other math instruction, and as an additional intervention.	Math Department, RTI teacher, Teachers	1 <sup>st</sup> Semester	Time during PD, assess to curriculum and resources
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
IXL Online Platform for Math will be used for all students to provide real-time diagnostics, so that data can be used to monitor and guide instructional decisions, as well as goal setting for students. To keep student levels current, students can be assigned 10-15 new diagnostic questions each week (after the initial diagnostic assessment) in order to continuously monitor and adjust IXL lessons to student needs.	Math Department, RTI teacher, Teachers	Quarterly	Access to dates/times of targeted lessons

**Strategy 2f:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Training on Math Pathways and Pitfalls Lesson delivery and strategies. Teachers will use Math Pathways and Pitfalls as a Tier II or Tier III intervention in math in order to fill conceptual gaps in students' math knowledge. The engagement strategies include higher-order thinking questions, metacognitive strategies, and student discourse, which will benefit all students, including subgroups. Ongoing PD, coaching, feedback, and monitoring of the implementation to continuously support the implementation of this intervention.	CSP, Math Leads, teachers	Ongoing/Monthly	MPP Books, Discussion Builder Posters, Online materials and quizzes for MPP, Clipboard Prompts, TUSD Scope and Sequence, MPP

			PowerPoints and Access to PD materials.
Identify and deliver lessons for each grade level (at least 7 during the year). To ensure improvement for our targeted subgroup (Exceptional Education, English language Learners, Pacific Islanders, Native America Students) Doolen will provide a summer academy, identify students develop curriculum using platforms Eureka and Math Pathways and Pitfalls.	CSP, Math Leads, teachers	Monthly	Access to curriculum and resources, MPP books
PD to focus on providing differentiated instruction, increasing student engagement and student discourse, as well as using data to plan instruction for students who have gaps in mathematical knowledge.	Math and Ex Ed Teachers, CSP	Monthly	PD Schedule
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Grade level teams and math teams will meet to look at student data and determine which MPP lessons are needed to use as interventions. PD schedule distributed to teachers monthly.	Admin, CSP, Teachers	Ongoing/Monthly	Access to dates/times of targeted lessons, Data

**Strategy 2g:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Ongoing PD, coaching, feedback, and monitoring of Math Pathways and Pitfalls to continuously support the implementation of this intervention.	Admin, CSP, Teachers	Monthly/Ongoing	Observation Documents, MPP Resources
Weekly leadership meetings with CSP, MTSS, and the principal are designed to help develop PD based on observations of the team, data from benchmarks, and teacher surveys. This information will be used to create relevant and pertinent PDs for our school community. Summer PD will support a math academy for our	CSP, Math Leads, teachers	Weekly	School Calendar, Student data, Math Resources/Curriculum

teachers to take part in. The focus will be TSI/MPP, and Eureka with an emphasis on obtaining and working with data.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Classroom walkthroughs focused on MPP targeted lessons and Eureka Math Lessons, and subgroups	Admin, CSP, Math Leads	Monthly	Walkthrough forms, schedules, and subgroup info.

**Strategy 2h:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers will be provided with manipulatives and PD on the use of the manipulatives to further enhance their teaching strategies in order to meet the needs of all learners.	CSP, Math Leads	Ongoing	Algebra Tiles, Other manipulatives, Math Curriculum
Middle school math and exceptional education teachers are provided algebra tiles and professional development on the use of algebra tiles.	Math teachers	Ongoing	Algebra Tiles, Scope and Sequence

**3. Improvement Goal to Address Subgroup Achievement:**

**Strategy 3b:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
PLC schedule is as follows: 2nd period for 7th grade PLC- Mon thru Fri. 6th grade PLC meets at 3rd period daily Mon thru Fri. 8th grade PLC meets at 7th period Mon thru Fri. On Friday's entire team meets with high-risk students to tutor and mentor these 8th graders. Ex.Ed. PLC meets during 4A during (6th-grade lunch) M, W, F as a team. Tues and Thurs are designed for the IEP team to meet with parents and invited community members to update students' IEP requirements. Flexibility is required with	CSP, Classroom Teachers, Admin	Ongoing/Weekly	Weekly PLC schedule, funds for added duty PLCs, student data,

<p>this PLC due to parents' availability. Electives meet every Wed. 1st period. Most members team up with other PLC to support core subject areas. ELD/ELL PLC meets during 4B period (7th and 8th-grade lunch) Mon. through Fri. District data specialists are invited to assist PLC with data analysis. CSP, MTSS, and administrative team evaluators attend PLCs on a regular basis. Additionally, Doolen will pay staff to participate in added duty work related to self-evaluation of instruction and curriculum. During PLCs, teachers will look at subgroup data and plan intentionally to address gaps.</p>			curriculum scope and sequence.
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Admin will participate in some of the PLCs along with other members of the school team to assist with goals and determine areas of focus, as well as to look at subgroup data and make decisions accordingly.	CSP, Teachers, Admin	Quarterly	PLC Schedule, Subgroup Data

Strategy 3b:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Doolen will purchase 20 laptops for use as part of mobile intervention lab to be used by identified students. Technology (laptops) will be used by students for interventions (IXL) and to enhance student learning in ELA and Math, which will support students in subgroups.	CSP, Classroom Teachers	Ongoing/Weekly	Laptops, IXL
MTSS Process for Tiers 2/3, Small group instruction with teachers, MTSSF and auxiliary staff, IXL, Engenuity, CICO, Math Intervention class, Student Support Plans, Before/After school tutoring, ISI, iMath, YOTO, Casa de Los Ninos. The team meets with MTSS and RPPF to assess the overall needs of students. Looked at behaviors, tiered supports, and grades. Assigned each student to an auxiliary support person for check-in and IXL support			
Instructional assistant to support teachers Tier II interventions in ELA and Math; works with teachers and PLCs to analyze student learning to plan implement, support Tier II and Tier III interventions, and promote student success.			

<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Interventions to be documented for Tier II and Tier III. Walk through data from observations collected from admin and leadership team.	Admin, Teachers	Ongoing	Documentation Tools, Observation forms.

**Strategy 3c:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
CSP has been working very closely with the district to ensure relevant PD presentations focus on culturally Responsive classrooms. TUSD multicultural Department provides ongoing Professional Development. The district has assigned our CSP to assist teachers to be more aware and implement SPARKS in the classroom. 20-21 SY CSP will work very closely with AVID teachers to ensure there is a schoolwide commitment to SPARKS.	CSP, Classroom Teachers, CR Department	Quarterly	Culturally Responsive Resources and PD Department, PD Calendar
Teachers will use PLC time to intentionally put multicultural components into lesson plans.	CSP, CR Dept and Resources, Teachers	Weekly	CR Resources, PLCs, Lesson Plans
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
PD Calendar to be completed. PDs scheduled. SPARKS components in lessons noted and observed during informal walk-throughs.	Admin, CSP	Quarterly	PD Calendar

**Strategy 3d:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Dean of students supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including participating in MTSS meetings; gathering of information regarding student	Dean of Students	Ongoing	MTSS meeting schedules, Student Data,

academics and behavior and documenting it to support Tier II and Tier III interventions; Oversees the learning success of students as outlined in the Post Unitary Plan; coordinates student interventions for struggling learners; guides teaching practices to ensure student access for mastery of performance objectives.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Ongoing monitoring of student success using documentation of interventions, attendance reports, discipline data, student success criteria, referral data, and any other relevant information to determine areas of need and strength.	Admin, Dean of Students	Monthly	Data logs, Synergy reports,

**Strategy 3e:**

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Counselor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS, including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; providing activities to meet the needs of the students; consults w/teachers, staff and parents to enhance their effectiveness in helping students; provides support to other educational programs; conducts in-service programs for faculty, parents, and community members; Assists students & families w/ school related problems; conducts and facilitate conferences with teachers, students and parents; provides opportunities for parent education programs.	Counselor	Ongoing	MTSS Meetings, PBIS Resources, Counselor Resources, School Schedule, Community Resources
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Ongoing monitoring of student success using documentation of interventions, attendance reports, discipline data, student success criteria, referral data, and any other relevant information to determine areas of need and strength.	Counselor, Admin	Monthly	Student Data

**Strategy 3f:**

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<p>PBIS is implemented through our site in various forms. We have school-wide school bucks for teachers and staff to use as positive PBIS incentive and in order to create fidelity campus-wide, for following our school matrix as well as being a positive leader on campus. In addition, we have a school store where students can use thunder bucks for various incentives which are funded by our PTSO and other community partnerships. This event is weekly and shows fidelity in our thunderbuck program. Each grade level also has its own PBIS team and leads to creating opportunities for incentives in each grade they feel appropriate. This includes quarterly field events, dances, etc. We also have a school-wide Pizza party once a month by teacher nomination for each tenet of the matrix and positive behaviors and academic accomplishments. This creates a sense of community amongst students and teachers. Relationship building supports our PBIS with fidelity as well and our lowering incident rates from the beginning of the school year, creating a positive learning environment for students and staff. We also have once a monthly VIP award ceremony facilitated by our counselors where they are allowed to invite a parent to watch receive their award. This is constantly promoting positive behavior and pride in academic excellence. All of these programs run together gives us an opportunity to have a healthy happy safe learning space where e and culture could be positive with each other and staff. This program is supported through the actions of our school counselor and Dean of Students.</p>	<p>CSP, Classroom Teachers, Counselor, Dean, Admin</p>	<p>Ongoing, Daily</p>	<p>PBIS Resources</p>
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<p>Success of PBIS program is monitored regularly through PBIS team meetings with adjustments made as needed.</p>	<p>Admin, PBIS team</p>	<p>Monthly</p>	<p>School Calendar, PBIS Schedule</p>

**Strategy 3g:**

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school; assure equal access to resources to help reduce achievement gap between subgroups and to support improved overall achievement for all students. Community Liaison supports Doolen's Family Engagement Events.	Admin, Community Liaison	Ongoing	Newsletters, Attendance Reports, Student Data, School Calenda
Our leadership team will collaborate with stakeholders to update the vision of parent and community partnership. We will create a calendar of events for parents and the community which will be updated on our school webpage monthly. Our leadership team will also schedule more time during our meetings to discuss and brainstorm vision to better support parents. Our team will also utilize our school liaison to interact more with teachers and support staff to plan more scheduled curriculum nights. We will remind parents they can use our suggestion box to share their desired curriculum nights and fill out our annual school needs assessment. This will give our team a better understanding of the time and specific events that work best for parents to support their children.	Admin, Community Liaison	Ongoing	School Website, Newsletters, Suggestion Box, Calendars
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Family Engagement Data will be collected and documented. Surveys sent to parents as well as suggestions collected at the office to invite community input on decisions.	Community Liaison, Admin	Ongoing	Survey Data, Suggestion Box Forms



## 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><b>2nd Grade Benchmark</b>  <b>Advanced:</b>            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><b>3<sup>rd</sup> Grade Benchmark</b>  <b>Advanced:</b>            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><b>4<sup>th</sup> Grade Benchmark</b>  <b>Advanced:</b>            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><b>5<sup>th</sup> Grade Benchmark</b>  <b>Advanced:</b>            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><b>2nd Grade Eureka Math:</b>            Module 1 : by Aug. 18th            Module 2: by Aug. 27th</p>	<p><b>3rd Grade Eureka Math:</b>            Module 1 : by Aug. 27th            Module 2: by Sept. 21st</p>	<p><b>4th Grade Eureka Math:</b>            Module 1 : by Aug. 27th            Module 2: by Sept. 17th</p>	<p><b>5th Grade Eureka Math:</b>            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)
<b>6-11 IXL Continuous Diagnostic Assessments:</b> Window #1: Aug. 16 – 27 Window #2: Sept. 13 – 24 Window #3: Oct. 25 – Nov. 5 Window #4: Dec. 1 – 14 Window #5: Jan. 18 – 28 Window #6: Feb. 28 – Mar. 10 Window #7: May 2 – 13			

**Next Steps**

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

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment 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 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>	12/11/21
Principal	Judi Dauman, Ed.D	12/11/21