

**Magee Middle School**  
**STUDENT ACHIEVEMENT ACTION PLAN SY2021-22**  
**Principal:** Martin Muecke  
**Pantano Regional Superintendent:** Holly Hammel

**I. SCHOOL PROFILE**

**Vision and Mission:** The mission of Magee Middle School is to provide educational experiences of the highest quality that engage, inspire and empower our young adults to contribute to our community and excel in a changing world.

**Core Values:**

- Prepared
- Respect
- Integrity
- Discipline
- Effort

**Impact of COVID on instruction**

According to Tai et al., (2021), ‘the coronavirus disease 2019 (COVID-19) pandemic has disproportionately affected racial and ethnic minority groups, with high rates of death in African American, Native American, and LatinX communities...Minority groups are disproportionately affected by chronic medical conditions and lower access to healthcare that may portend worse COVID-19 outcomes. Furthermore, minority communities are more likely to

experience living and working conditions that predispose them to worse outcomes. Underpinning these disparities are long-standing structural and societal factors that the COVID-19 pandemic has exposed.’

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

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

### Estimated Time to Reach a C Letter Grade

The current ADE school grade is a F. The state has initiated a new state test and has also adjusted the state accountability model. The impact of these changes is unknown and consequently, the estimated time to improve the state letter grade determination may need some flexibility. 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 Magee to increase its letter grade from a F to a C could be one year or two years to move from a F to a D and an additional year to move from a D to a C depending on changes to the test and the letter grade model.

**Student Profile:**

<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Asian American</b>	<b>Multi-Racial</b>	<b>Total Number of Students</b>
153	36	199	7	7	33	435
<b>English Language Learners</b>	<b>Exceptional Education Students</b>					
15	93					

### 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			
	MATH 2019	MATH 2021	Math Loss

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

### 3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2017 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%
Magee	15%	24%	10%	23%	23%	22%	23%	23%	13%

### 3 Years of AzMERIT ELA 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%	44%	34%	39%	45%	39%	42%	41%	38%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Magee	22%	36%	20%	21%	29%	25%	33%	31%	25%

<b>2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity</b>		
USP Ethnicity	Math	ELA
White	27%	35%
African Am.	12%	20%
Hispanic	16%	28%
Native Am.	0%	0%
Asian-PI	33%	33%
Multi-Racial	14%	29%
<b>All</b>	<b>20%</b>	<b>29%</b>

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

Based on data analysis, Magee MS has identified the following gaps in areas of student outcomes. For each, Magee MS 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

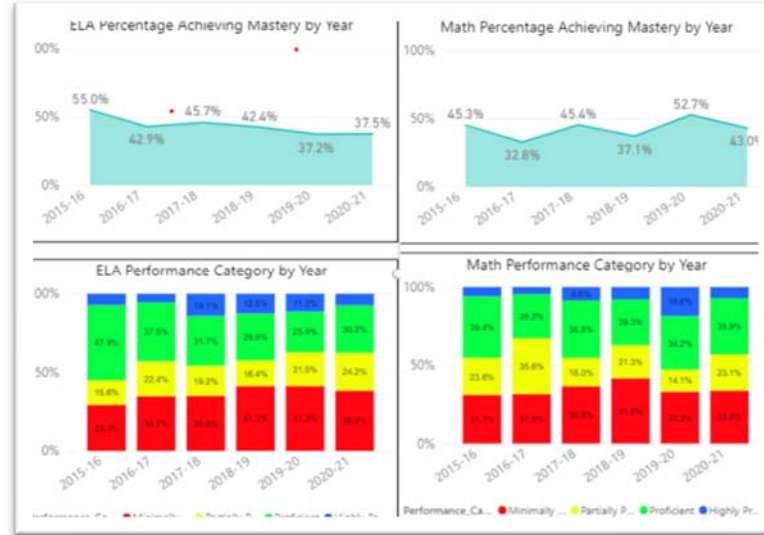
Hippel et al., (2018) have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling.

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. 6<sup>th</sup> Grade ELA/Math**

*Data Source:* School City Benchmarks

**Current Reality:**



2018-2019 AZ Merit Data

- 6<sup>th</sup> Grade Math achievement is at 23% in comparison to the State average of 41%
- 6<sup>th</sup> Grade ELA achievement is at 33 % in comparison to the State average of 42%

Desired State:

- Move 5 percent of our students from minimally proficient to partially proficient and from partially proficient to proficient.
- Magee wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: Data shows that student academic achievement has been on a downward trend in 6<sup>th</sup> Grade ELA and inconsistent in 6<sup>th</sup> grade Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

- The Gap between African American and White Students in ELA is 15% and in Math it is 15%

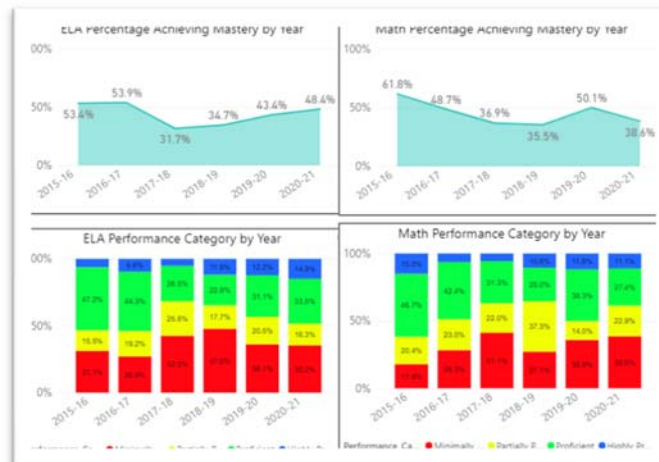


- The gap between Hispanic and White students in ELA is 7% and in Math it is 11%

## 2. 7<sup>th</sup> Grade ELA/Math

Data Source: School City Benchmarks

### Current Reality:



### AZ Merit Data 2018-2019

- 7<sup>th</sup> Grade Math achievement is at 23% in comparison to the State average of 38%
- 7<sup>th</sup> Grade ELA achievement is at 31% in comparison to the State average of 41%

**Desired State:** Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

- Magee wants to eliminate gaps between racial and ethnic groups within the next five years.

**Gap:** Gap/Analysis: Data shows that student academic achievement has been on an upward swing in both 7<sup>th</sup> grade ELA and 7<sup>th</sup> grade Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

- The Gap between African American and White Students in ELA is 15% and in Math it is 15%
- The gap between Hispanic and White students in ELA is 7% and in Math it is 11%

### 3. 8<sup>th</sup> Grade ELA/Math

Data Source: School City Benchmarks

**Current Reality:**



AZ Merit Data 2018-2019

- 8<sup>th</sup> Grade Math achievement is at 13% in comparison to the State average of 32%

- 8<sup>th</sup> Grade ELA achievement is at 25% in comparison to the State average of 38%

**Desired State (Goal):** Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Magee wants to eliminate gaps between racial and ethnic groups within the next three years.

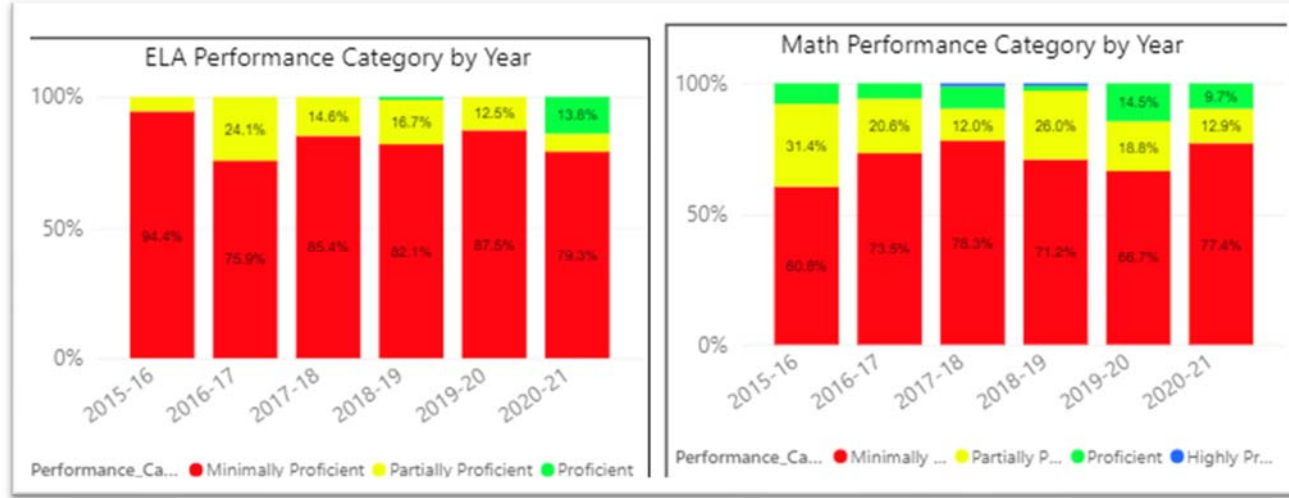
**Gap:** Data shows that student academic achievement has been stagnant in both 8<sup>th</sup> grade ELA and Math, but with a significant gain the past year in Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

- The Gap between African American and White Students in ELA is 15% and in Math it is 15%
- The gap between Hispanic and White students in ELA is 7% and in Math it is 11%

#### **4. ELL STUDENTS**

*Data Source: School City Benchmarks*

**Current Reality:**



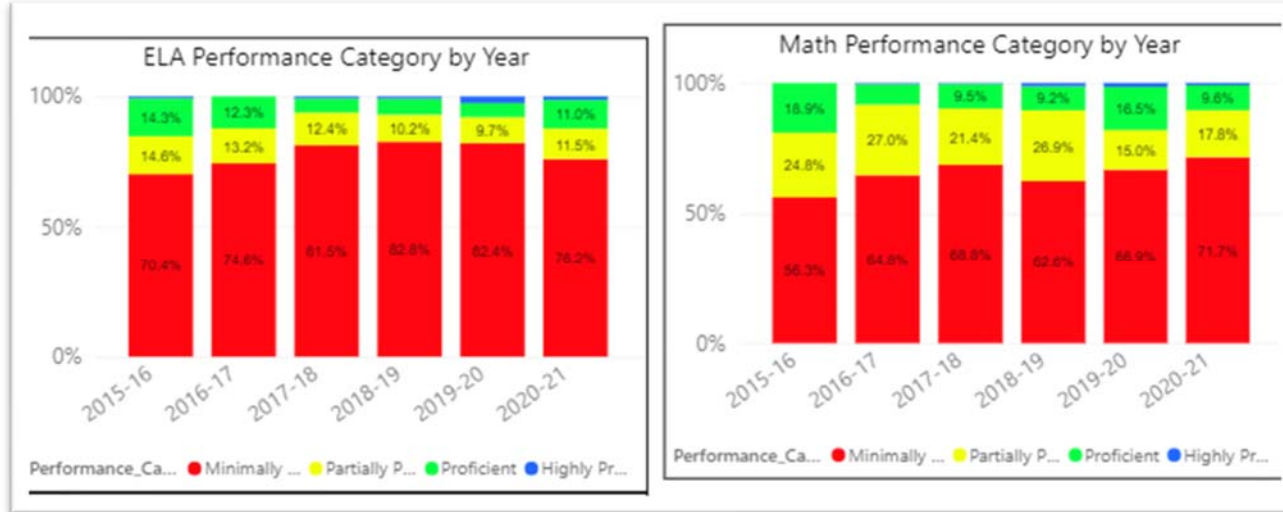
**Desired State:** Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

**Gap: For** ELL, the focus has been placed on the language standards and preparing students to pass the AZELLA test. Students don't have adequate exposure and practice with the ELA standards and assessments. For Math, the focus needs to be on Tier 2 intervention in targeted math standards to make up for the language gap.

### 5. ExEd Students

Data Source: School City Benchmarks

**Current Reality:**



Desired State: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Gap: Our Exceptional Education students are vastly behind peers and state averages. Students showed vast struggles in reading proficiency and math proficiency.

**6. Subgroups (Hispanic and African American)**

Data Source: School City Benchmarks combined proficiency scores for ELA and Math 2020-21

**Current Reality:**

USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:
African American	68	332	38.1%	93	28.0%
Asian American	22	125	57.1%	86	68.8%
Hispanic	252	1,299	42.6%	501	38.6%
Multiracial	32	165	45.8%	79	47.9%
Native American	4	23	47.3%	11	47.8%
White/Anglo	275	1,442	47.3%	677	46.9%
<b>Total</b>	<b>653</b>	<b>3,386</b>	<b>44.9%</b>	<b>1,447</b>	<b>42.7%</b>

**Desired State:** Move 5 percent of our African American and Hispanic bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

**Gap: Work** with resource teachers to ensure that students are receiving their correct services and minutes. Teachers need to be trained on how to identify and teach to their subgroups. Offer professional development to teachers on how to differentiate their instruction and offer small group intervention with the analysis and application of formative data.

## B. SMART Improvement Goals

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

By third quarter Elevate benchmark students would have moved 5% in ELA

***Math Improvement Goal:***

By third quarter Elevate benchmark students will have moved 5% in Math

***Instructional Improvement Goal:***

100% of teachers submit lesson plans on their OneDrive file every Sunday night during the 21/22 SY

***Instructional Improvement Goal:***

100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period during the 21/22 SY.

***Instructional Improvement Goal:***

100% of teachers are getting feedback on a Tier 1 instructional skill once every two weeks during the 21/22 SY

***Instructional Improvement Goal:***

Once a month PD will offer professional development in targeted AVID strategies during the 21/22 SY

***Instructional Improvement Goal:***

Provide weekly communication with staff and monthly communication with parents during the 21/22 SY

***Instructional Improvement Goal:***

Reduce Gaps in proficiency among African American (10%) and Hispanic (5%) groups in ELA and Math when compared to White students by implementing the instructional goals above.

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

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

- 1. ELA Improvement Goal:** By third quarter benchmark students would have moved 5% in ELA  
**Strategies:** Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning.
- 2. Math Improvement Goal:** By third quarter benchmark students would have moved 5% in Math  
**Strategies:** Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning.
- 3. Instructional Improvement Goal:** 100% of teachers submit lesson plans on their OneDrive file every Sunday night during the 21/22 SY  
Provide professional development on how to break down a standard into daily learning targets, how to incorporate differentiated instruction into the plan, how to incorporate engagement strategies into the plan.
- 4. Instructional Improvement Goal:** 100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period during the 21/22 SY.  
Provide professional development on the purpose of Common Board Configuration and what it looks like
- 5. Instructional Improvement Goal:** 100% of teachers are getting feedback on a Tier 1 instructional skill once every two weeks during the 21/22 SY  
**Strategies:** Section off times of the week when walkthroughs will take place.
- 6. Instructional Improvement Goal:** **Once** a month PD will offer professional development in engagement strategies during the 20/21 SY



**Strategies:** Create PD calendar and incorporate AVID strategies and SPARKS strategies every month.

**7. Instructional Improvement Goal:** Provide daily communication with staff and monthly communication with parents during the 21/22 SY

**Strategies:** Principal will send out monthly newsletters to staff and to parents, assistant principal will send out daily emails with reminders to teachers

**8. Subgroup Goal:**

**Strategy:** Professional development by administration with teachers engaging in professional reading will be evidenced in PLC's and teacher lesson plans targeting identified subgroups African American and Latino Students.

MTSS Framework ensuring students have access to interventions

Tier 2 Interventions

Curriculum Adaptation

RTI Teacher

Math Pathways & Pitfalls

#### **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:** By third quarter benchmark students would have moved 5% in ELA

Strategy 1a:

Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Meet with empower consultants every month	Muecke/Schiavone	March 2022	Data and feedback from empower
MTSS Framework to ensure access to Tier 2 & Tier 3 interventions	MTSS Facilitator & Administration	Monthly	
Tier 2 Intervention; small groups	Teachers	60 minutes per week	
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Review administrative walkthrough data	Muecke/Schiavone	March 2022	Walkthrough data, coaching observations
Review ongoing IXL Elevate data	Muecke/Schiavone/Higgins	March 2022	IXL Access
Use of MTSS Process to properly identify students for intervention and results of participation in Tier 2 & Tier 3	MTSS Facilitator & Administration	Monthly	
Tier 2 Interventions	Instructional Data Intervention Specialist & Teachers	Quarterly	

**2. Math Improvement Goal:** By third quarter benchmark students will have moved 5% in Math

**Strategies:** Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Regular Scheduled Walkthroughs	Muecke/Schiavone	Every 2 weeks for each teacher	Time
Ongoing Instructional Team Meetings	Muecke/Schiaone/Higgins /Maxwell/Nichols	Every 2-3 weeks	Time
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Meet with empower consultants every month	Muecke/Schiavone	March 2021	Data from Empower
Review administrative walkthrough data	Muecke/Schiavone	March 2021	Walkthrough data
Review IXL Elevate data	Muecke/Schiavone	December 2020	IXL data

**3. Improvement Goal:** 100% of teachers submit lesson plans on their OneDrive file Sunday every night.

Strategy: Provide professional development on how to break down a standard into daily learning targets, how to incorporate differentiated instruction into the plan

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
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Regular Observations of Lesson Plan Folder	Muecke/Schiavone	Every week for each teacher	Time
Continuing Lesson Planning assistance from Empower	Muecke/Schiaone/ Empower	Monthly	Empower, planning periods
Math Pathways & Pitfalls PD/Teacher observation/feedback for all staff to support subgroup achievement	All Teachers	Quarterly	West Ed Training
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Review ADE walkthrough data	Muecke/Schiavone	December 2021	ADE data
Review administrative walkthrough data	Muecke/Schiavone	December 2021	Walkthrough data
Review IXL Elevate benchmark data	Muecke/Schiavone	December 2021	IXL access
Math Pathways & Pitfalls PD Book study	Teachers participating in leadership cohort	Quarterly	

**4. Improvement Goal:** 100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period.

Strategy: Provide professional development on the purpose of Common Board Configuration and what it looks like

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Beginning of the year training of the WICOR board	Schiavone/ Rodriguez	August, 2021	PD Time
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Observe classrooms to make sure the Common Board Configuration is up	Muecke/Schiavone	October 2021 January 2021	Tape
Conduct walkthroughs during first ten five minutes of class	Muecke/Schiavone	October 2021 January 2021	Tape

5. **Improvement Goal:** 100% of teachers are getting feedback on Tier 1 instruction once every two weeks

Strategy: Section off times of week walkthroughs will happen

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Review of walkthrough instrument/Danielson evaluation overview	Muecke	August, 2021	PD Time

<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Review admin walkthrough data	Muecke/Schiavone	December 2021	Data
Regularly scheduled instructional team meetings	Muecke/Schiavone/Higgins /Nichols/	May 2022	Time

6. **Improvement Goal:** Once a month PD will be dedicated to offering professional development in AVID strategies

Strategy: Create PD calendar and incorporate AVID strategies and SPARKS strategies every month

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Schedule AVID professional development goals throughout the year	Rodriguez/Schiavone	2021-2022	PD Time
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Review ADE walkthrough data	Muecke/Schiavone	December 2021	Data
Review admin walkthrough data	Muecke/Schiavone	December 2021	Data
Review IXL Elevate benchmark data	Muecke/Schiavone	December 2021	Data

## 7. Subgroup Goal

Strategy: Professional development by administration with teachers engaging in professional reading will be evidenced in PLC's, data analysis to capture subgroup students for support, targeted interventions, coaching, and teacher lesson plans targeting identified subgroups African American and Latino Students.

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
SPARKS and Culturally Relevant Pedagogy will be utilized in all classrooms	Teachers	Weekly	
Math Pathways & Pitfalls Implementation - teachers, CSP, Data Interventionist will participate in PD on the use and implementation of MPP. Focus areas will include instructional strategies and materials to support struggling students	Math Teachers, Ex Ed Teachers, CSP, Administrators	Weekly	Discussion Builders Posters, Math Manipulative Kits, Guides
MTSS Process will utilize data to make determinations for Tier 2 and Tier 3 interventions	MTSS Facilitator & Teachers	Monthly	Data
Short Cycle Assessment/ IXL data will be broken into subgroup data and	Curriculum Service Provider and Data Interventionist Specialist	After each assessment	

students identified for math interventions			
PLCs will analyze data in Math to identify subgroup student's needed standards for proficiency and then base instruction targeted to need	Math teachers	Quarterly	
Empower Math Coach supports math teachers with data analysis and how to base instruction from the data, building assessments to use in the classrooms, lesson alignment with the standards, developing daily learning targets and developing questioning strategies to engage struggling students	Empower Math Coaches and Math Teachers	Quarterly	
Empower Math Coaches observe in classrooms, whisper coach and give feedback on instruction to solidify Tier 1 instruction	Empower Math Coaches and Math Teachers	Twice each month	



RtI / Math Intervention classes will be scheduled during the instructional day so that subgroup students have access and can attend	Counselor and Data Interventionist Specialist	Scheduling to occur before second semester	
RtI Classes - Subgroup students will receive targeted instruction in Math Intervention classes. These classes will occur daily	Math Interventionist teacher	Daily, beginning second semester	
Small group, Tier 3 after school tutoring for Math will occur with a focus on re-teaching individual learning targets as evidenced by Short Cycle Assessments/ IXL	Math Interventionist teacher	2x/ week beginning October and continuing through the school year	
PLCs will analyze data in ELA to identify subgroup student's needed standards for proficiency and then base instruction targeted to need	ELA teachers		
Small groups for Tier 2 and Tier 3 instruction will be utilized in ELA classes so that subgroup students	ELA teachers	Weekly	

receive targeted instruction			
Book Study on “Culturally Responsive Teaching and the Brain” occurring. Teachers will read, discuss, reflect and implement additional strategies in the classroom for culturally responsive support for students	Teachers	January - March	Text
Adaptation of CRC curriculum based on subgroup students to ensure accessibility	Teachers	August, January	
CRC Mentors model lessons for ELA teachers; teacher then instructs with CRC Mentor coaching to ensure that Culturally Relevant Strategies and Curriculum are utilized for subgroup students	CRC Mentors	2x/ month	
Saturday Professional Development opportunities from the CRC department are provided and ELA teachers attend	CRC Department and Teachers	Monthly	

Inclusion model for ELA and Math gives a co-teacher for support and instruction for Ex Ed students	Ex Ed Teachers, Teachers	Aug - May	
Short Cycle Assessment/ IXL data will be broken into subgroup data and students identified for interventions	Data Interventionist Specialist and Curriculum Specialist Provider	Quarterly	
Empower ELA Coaches observe in classrooms, whisper coach and give feedback on instruction to solidify Tier 1 instruction to improve subgroup instruction	Teachers and Empower Coaches	2x/ month Aug - May	
1 To 1 Contractors to provide Tier 3 intervention for after school tutoring for identified struggling students	Contractors	2x/ week Jan - May	
<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>
Minutes and student lists from MTSS meetings	Muecke/Schivone	Monthly	MTSS Minutes & Student lists

Lesson plans with Tier 2 small group instruction	Muecke/Schivone	Weekly	
Classroom observations and lesson plans for Culturally Relevant Strategies and SPARKS	Muecke/Schivone	Weekly	
Lesson plans; student lists	RTI Teacher & Administration	Quarterly	
Lesson Plans that evidence MPP	Administration	Weekly	
Data analysis to see improvement through the use Tier 1 strategies and interventions	Data Specialist, CSP, Administration	Monthly	IXL Data

## 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.

<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  Unit 9: by April 1st (optional) Unit 10: by May 13th	<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	<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	<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
<b>2nd Grade Eureka Math:</b> Module 1 : by Aug. 18th	<b>3rd Grade Eureka Math:</b> Module 1 : by Aug. 27th	<b>4th Grade Eureka Math:</b> Module 1 : by Aug. 27th	<b>5th Grade Eureka Math:</b> Module 1 : by Aug. 20th

Module 2: by Aug. 27th Module 3: by Sept. 24th Module 4: by Nov. 19th Module 5: by Jan. 21st Module 6: by Feb. 18th Module 7: by April 14th (optional) Module 8: by May 13th	Module 2: by Sept. 21st Module 3: by Nov. 12th Module 4: by Jan. 7th Module 5: by Feb. 11th Module 6: by April 1st (optional) Module 7: by May 7th	Module 2: by Sept. 17th Module 3: by Oct. 22nd Module 5: by Jan 21st Module 6: by March 10th Module 4: by April 22nd (optional) Module 7: by May 20th	Module 2: by Oct. 1st Module 3: by Nov. 19th Module 4: by Jan. 14th Module 5: by March 10th Module 6: by April 22nd (optional)
<b>6-11 IXL Continuous Diagnostic Assessments:</b> Window #1: Aug. 16 – 27 Window #2: Sept. 13 – 24 Window #3: Oct. 25 – Nov. 5 Window #4: Dec. 1 – 14 Window #5: Jan. 18 – 28 Window #6: Feb. 28 – Mar. 10 Window #7: May 2 – 13			

**Next Steps**

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

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment 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	Holly Hammel	12.10.21
Principal	Martin Muecke	12/10/2021