Safford K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Katie Kuhn
Sant Cruz Regional Superintendent: Mark Alvarez

I. SCHOOL PROFILE

Vision and Mission:

Safford K-8 School exists to provide high quality instruction in all curricular areas in a safe and encouraging environment. Students, staff, parents, and the larger community are bound together to develop a climate where diversity and compassion is appreciated. We are here to promote supportive, engaging, and challenging avenues that will lead students to lifelong learning and a successful quality of life.

Core Values:
The core values that define our work and who we are as a school are safety, community, diversity, lifelong learners, and a successful quality of life.

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 Safford to increase its letter grade from a F to a C could be one year or two years to move from a F to a D and an additional year to move from a D to a C depending on changes to the test and the letter grade model.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
20	16	377	27	2	12	454
English Language Learners	**Exceptional Education Students**					
42	80					

Limitations of 2020-21 AzM2 data as a comparison to other years

When reviewing the findings from state testing during remote instruction and COVID-19, please note that participation rates among students taking the state assessment were so low, especially in high school, that caution is needed when drawing conclusions about student performance at the district level and statewide. It is recommended against making a simple comparison to prior years' performance data because of the instructional challenges caused by COVID-19, low student educational engagement/participation rates, and family trauma. Both at the district and the state level, learning loss is evident, especially among our youngest grades. TUSD had only a 57% participation rate for state testing and so the data may or may not be representative of the district as a whole.

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

	ELA 2019		ELA 2021		ELA Loss	
Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	38%	46%	21%	35%	-17%	-11%
4	40%	51%	29%	44%	-11%	-7%
5	43%	52%	32%	45%	-11%	-7%
6	27%	42%	19%	35%	-8%	-7%
7	26%	41%	19%	38%	-7%	-3%
8	24%	38%	17%	35%	-7%	-3%
9						
10			19%	32%		
11						

AzMERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject

	MATH 2019		MATH 2021		Math Loss	
Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State

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

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade

	2017 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%
Safford	33%	16%	34%	3%	4%	1%	40%	42%	33%	6%	2%	3%	29%	14%	29%	2%	2%	2%

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%
Safford	18%	20%	23%	13%	18%	10%	17%	27%	19%	9%	15%	11%	28%	22%	25%	10%	8%	10%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity

USP Ethnicity	Math	ELA
White	8%	31%
African Am.	10%	13%
Hispanic	7%	13%
Native Am.	5%	11%
Asian-PI	NA	NA
Multi-Racial	5%	16%
All	**7%**	**13%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Doolen 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."'

2018-19 AzMERIT ELA Data for Grades 3 - 5

3rd-5th Grade ELA

Current Reality: 24.6% passing rate

Desired State: The goal is that all students would raise their score by 10% or more on the next AzMerit benchmark.

Gap: All students of Multi-Racial, African American, and Native American ethnicities in grades 3rd-4th did not pass the assessment, however they only account for 4 students out of 73 total.

Safford wants to eliminate gaps between racial and ethnic groups within the next three years. Some caution is needed when reviewing this data because of the small N size of tested students. Safford's African American and White student population is very small. In 2020-21, only 9 African American students and 1 White student were enrolled in grades 3 – 5 at Safford.

AzMERIT Report (by USP Ethnicity)

Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	9	9	1	11.1%
Asian American	1	1	1	100.0%
Hispanic	100	100	25	25.0%
Multiracial	4	4	1	25.0%
Native American	11	11	2	18.2%
White/Anglo	1	1	1	100.0%
Total	**126**	**126**	**31**	**24.6%**

2018-19 AzMERIT Math Data for Grades 3 - 5

3rd-5th Grade Math

Current Reality: 24.4% passing rate

Desired State: Of all 3rd-5th grade students, 37% of them were partially proficient. Our goal is that at minimum, the student body in 3rd-5th grade that scored partially proficient increase their score to proficient or highly proficient.

Gap: Students in 4th grade had a 14.3% passing rate which is about half the rate of 3rd and 5th.

Safford wants to eliminate gaps between racial and ethnic groups within the next three years. Some caution is needed when reviewing this data because of the small N size of tested students. Safford's African American and White student population is very small. In 2018-19, only 9 African American students and 1 White student were enrolled in grades 3 – 5 at Safford.

AzMERIT Report (by USP Ethnicity)				
Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	9	9	2	22.2%
Asian American	1	1	1	100.0%
Hispanic	99	99	24	24.2%
Multiracial	4	4	1	25.0%
Native American	10	10	2	20.0%
White/Anglo	1	1	0	0.0%
Total	**124**	**124**	**30**	**24.2%**

MIDDLE SCHOOL ELA

Data Source: 2018-2019 AZMERIT

Current Reality: 9.1% passing rate

Desired State: The goal would be a minimum passing percentage of the larger subgroup (Hispanic students) to reflect our highest achieving subgroup (21.4%).

Gap: Overall there were no Asian or Multi-Racial students who had a passing score yet make up only 1.3% of all middle school students tested. African American and White students had a combined passing rate of 21.4% yet make up only 7.7% of all middle school students tested. Hispanic students make up 81% of the student body tested in middle school and had an 8.1% passing rate.

AzMERIT Report (by USP Ethnicity)

Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	22	22	3	13.6%
Asian American	2	2	0	0.0%
Hispanic	277	277	22	7.9%
Multiracial	15	15	2	13.3%
Native American	34	34	3	8.8%
White/Anglo	12	12	3	25.0%
Total	**362**	**362**	**33**	**9.1%**

MIDDLE SCHOOL MATHEMATICS

Current Reality: 1.6% passing rate

Desired State: The goal would be a minimum passing percentage of the larger subgroup (Hispanic students) to reflect our highest achieving subgroup (7.1%).

Gap: Overall there were no Asian, Multi-Racial or Native American students who had a passing score yet make up only 10/7% of all middle school students tested. African American and White students had a combined passing percentage of 7.1% yet make up only 7.5% of all middle school students tested. Hispanic students make up 82% of the student body tested in middle school and had a 1.3% passing rate.

AzMERIT Report (by USP Ethnicity)

Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	22	22	1	4.5%
Asian American	2	2	0	0.0%
Hispanic	288	288	4	1.4%
Multiracial	15	15	0	0.0%
Native American	34	34	0	0.0%
White/Anglo	12	12	1	8.3%
Total	**373**	**373**	**6**	**1.6%**

B. SMART Improvement Goals

Based on gaps identified in section A, above, Safford K-8 developed SMART improvement goals designed to move Safford 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 and African American students will be reduced by 5% in Math and ELA as measured on the state assessment (AASA)
    b. By 2024-25, the achievement gap between White students and Hispanic students will be reduced by 8% for in Math and ELA as measured on the state assessment (AASA)

Evidence to Be Used to Assess Progress and Accomplishment
Professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons in order to enhance the instruction of all students.
Walkthrough observation of MPP lessons with feedback.
Teachers using MPP lessons in a weekly basis.

1. Primary Need: Middle School Mathematics teachers need to actively use researched based strategies for teaching
    a. By the end of first semester all middle school math teachers will be using anchor charts, talk moves, and math journals with their students on a weekly basis, that is reflective of the appropriate math unit.
    b. By the end of first quarter, 90% of all middle school math teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.
    c. By the end of first semester, 90% of all math classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
    d. By the end of first semester, 90% of all math classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
    e. By the end of the year, 90% of students will use their own data to chart and set academic goals

Evidence to Be Used to Assess Progress and Accomplishment
· Classroom observations · Artifacts · Student work · Lesson plans · Teacher work with consultants (AES)
Walk-through data, TEAM file uploads (lesson plans)
Walk-through data, Student artifacts, Adherence to the short cycle schedule, PLC notes addressing the collected data, Intervention set-up, Scaffolding of highly leveraged standards in order address gaps
Walk-through data, Journals, Data binders

2. Primary Need: Elementary teachers need to actively use researched based strategies for teaching mathematics
   a. By the end of first semester all elementary teachers will be using anchor charts, talk moves, and math journals with their students on a weekly basis, that is reflective of the appropriate math unit.
   b. By the end of first quarter, 90% of all elementary school math teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.
   c. By the end of first semester, 90% of all math classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
   d. By the end of the year, 90% of students will use their own data to chart and set academic goals

Evidence to Be Used to Assess Progress and Accomplishment
· Classroom observations · Artifacts · Student work · Lesson plans · Teacher work with consultants (AES)
Walk-through data, TEAM file uploads (lesson plans)
Walk-through data, Student artifacts, Adherence to the short cycle schedule, PLC notes addressing the collected data, Intervention set-up, Scaffolding of highly leveraged standards in order address gaps
Walk-through data, Journals, Data binders

3. Primary Need: Elementary teachers need to actively use researched based strategies for teaching ELA

a. By the end of first quarter, 90% of all elementary school ELA teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.
b. By the end of first semester, 90% of all elementary ELA classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
c. By the end of the year, 90% of students will use their own data to chart and set academic goals

Evidence to Be Used to Assess Progress and Accomplishment
Walk-through data TEAM file uploads (lesson plans)
Walk-through data, Student artifacts, Adherence to the short cycle schedule, PLC notes addressing the collected data, Intervention set-up, Scaffolding of highly leveraged standards in order address gaps
Walk-through data, Journals, Data binders

4. Primary Need: K-8 teachers need to engage in the PLC cycle to create more meaningful lessons, assessments, and reflect on their teaching practices and student learning.
a. By the end of first semester all K-8 teachers will actively participate in a CTT, sharing and rotating roles, and paying attention each aspect of the cycle and the four PLC guiding questions on a weekly basis.

Evidence to Be Used to Assess Progress and Accomplishment
· Walk-throughs · Artifacts · Student work · Lesson plans · Teacher work with CSPs · Assessments · Data · PLC agendas and notes

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, [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. **Improvement Goals:**

By the end of first quarter, 90% of all K-8 ELA/Math teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.

a. Professional development focused on student journals, AES strategies, trauma informed strategies, and GATE strategies
b. PLC support
c. Walk-through feedback

Sources of Evidence of Potential Effectiveness
Student work, data, and observations
Agendas, notes, peer dialogue
Classroom observation forms, informal observations, classroom artifacts, peer observations

2. **Improvement Goal:**

By the end of first semester all middle school math teachers will be using anchor charts, talk moves, and math journals with their students on a weekly basis, that is reflective of the appropriate math unit.

a. Professional development focused on the use of anchor charts, journals, and talk moves
b. Ongoing observation, modeling, and feedback on lesson planning and delivery

Sources of Evidence of Potential Effectiveness
Student work, data, and observations
Student work, data, lesson plans and observations

3. **Improvement Goal:** Targeted support for subgroup students (ELLs, ExEd, Hispanic and African American) based on their CFA and intervention data

By the end of first semester, 90% of all math & ELA classrooms will utilize student journals, participate in short- cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.

a: Professional development focused journaling across content areas supported through communication and work during ongoing observation of PLC cycle.

Sources of Evidence of Potential Effectiveness
Agendas, notes, student journals, data, and observations
Agenda, notes, student work cycle with journals

4. **Improvement Goal:** Targeted support for subgroup students (ELLs, ExEd, Hispanic and African American) based on their CFA and intervention data
   By the end of the year, 90% of students will use their own data to chart and set academic goals
   a. Professional development focuses on data - setting up, review, use of data
   b. Journal use for data analysis

Sources of Evidence of Potential Effectiveness
Student work, data, and observations
Creating student data component of journal based on leveraged and foundational standards

Improvement Goal: Targeted support for subgroup students (ELLs, ExEd, Hispanic and African American) based on their CFA and intervention data

By the end of first semester all K-8 teachers will actively participate in a PLCs, sharing and rotating roles, and paying attention to each aspect of the cycle and the four PLC guiding questions on a weekly basis.

a. Weekly lesson plans will be uploaded into TEAMS and posted in classrooms.
b. PLC attendance, observation, guidance, and feedback

Sources of Evidence of Potential Effectiveness
· Lesson plans posted & walk-through data · Intervention/ Enrichment evidence based on CFA/Short cycle assessment data
Sign-in sheets, agendas, CTT notes, student work and assessment data

Subgroup Achievement Improvement Goal: All Subgroups will increase 5% in both ELA and Math Proficiency. Targeted support for subgroup students (ELLs, ExEd, Hispanic and African American) based on their CFA and intervention data

Sources of Evidence of Potential Effectiveness
• · MPP Lesson plans & walk-through data • · Discussion Builders Posted in classrooms • · Quarterly Subgroup Data Reports and Trends • Intervention/ Enrichment evidence based on short cycle assessment data • MTSS focused on Targeted students that are struggling academically or behaviorally
Lesson Plans

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.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide professional development to MS teachers on use of content area journals, short cycle assessment data analysis.	Principal, and both CSPs	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants Journals
Provide professional development to elementary teachers on use of content area journals, short cycle assessment data analysis.	Principal, and both CSPs	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants Journals
Ongoing observation of PLC cycle	Principal, and both CSPs	Ongoing PLCs	PLC attendance, TEAMS files

Task to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Revision of teacher goals to see if goals were met of need to be adjusted according to new data findings of short cycle assessment.	Principal and both CSPs	By first semester	Short cycle assessment data.
Month walkthrough and share trend data with teachers	Principal, district leadership	Ongoing throughout the year	Danielson Walkthrough Observation instrument. Trend and walkthrough data. 10409467

Improvement Goal: By the end of the year, 90% of students will use their own data to chart and set academic goals

Strategy: Individualized goal-setting of students (data journals)

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide professional development to MS teachers on individualized goal-setting based on short cycle assessment data analysis	Principal and both CSPs	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants Journals
Provide professional development to elementary teachers on individualized goal-setting based on short cycle assessment data analysis.	Principal and both CSPs	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants Journals
Task to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Revision of teacher goals to see if goals were met of need to be adjusted according to new data findings of short cycle assessment.	Principal and both CSPs	By first semester	Short cycle assessment data.

3 Subgroup Achievement Improvement Goal for African American, Hispanic, ELL, and ExEd students
Improvement Goal:

By the end of first semester, 90% of all math & ELA classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.

Strategy 3a: Professional development focused journaling across content areas supported through communication and work during ongoing observation of PLC cycle.

Strategies to monitor 3a: Targeted support for subgroup students (ELLs, ExEd, Hispanic and African American) based on their CFA and intervention data

Strong Tier I Instruction, Tier II and Tier III Interventions

MTSS Process and Discussions

Teacher PD and the daily use of Equitable Practices

Interventions – Math Interventionist for Tier 2 and Tier 3

Interventions for ELA – Tier 2 and Tier 3

Math Pathways and Pitfalls

Family Liaison targets subgroup families to ensure equal access

4. Improvement Goal – Support Systems

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons in order to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists,	Principal and both CSPs	7/2021 to 6/2022	Math Pathways and Pitfalls Framework Grade Level Books, Ten Frames, Discussion Builder poster boards.

and CSPs, along with book studies and site or regional facilitators.			
Task to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides, and math manipulative kits will be provided so that teachers can plan for differentiated instruction, and targeted math interventions to support struggling students, including those in subgroups.	Principal and both CSPs	7/2021 to 6/2022	Math Pathways and Pitfalls Framework Grade Level Books, Math manipulatives, Discussion Builder poster boards.
WestEd's Discussion Builder Posters are provided to all classrooms along with PD on the use of discussion strategies to support all students in higher order thinking, problem solving, language skills, meta-cognition, questioning, and to increase student engagement.	Principal and both CSPs	7/2021 to 6/2022	Discussion Builder poster boards
Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement.	Principal, both CSPs, District program coordinator, and regional facilitator	7/2021 to 6/2022	MMP walkthrough instrument, walkthrough data, feedback, and next steps.
After Tutoring for targets students that are struggling in either ELA or Math	Teacher, RTI Interventionist	8/2021 to 5/2022	IXL, MPP
MTSS process for targeted students providing intervention during school day as well as afterschool	MTSS Facilitator, RTI, and Teachers	8/2021 to 5/2022	
RTI Support focused at 6^{th} -8^{th}	RTI Teacher	8/2021 to 5/2022	

Tasks to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Planned interventions are far superior to remediation approaches. Safford plans to address students at risk by focusing on learning tasks, effective instruction, and	Principal, CSP's, Behavior Intervention	7/2021 to 6/2022	

support. A comprehensive system of support is provided for all students.	monitor, Dean and RTI teacher.		
Assessment/Data to Guide and Inform Instruction	Principal and both CSPs	7/2021 to 6/2022	
Build teacher capacity in PBIS and de-escalating strategies provided by PBIS team. Documents and presentations will be achieved for future reference for teachers. Training will continue be reviewed throughout the school year.	Schoolwide, Dean, Counselor, Behavior Intervention Monitor	7/2021 to 6/2022	PBIS System
Task to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Waterford Assessment Data is used in monitoring of MOWR progress will consist of screeners, formatives and benchmarks used to determine interventions. Evaluation will consist of a review of achievement data used to form groupings. Evaluation to include School City Benchmark Assessments, formative assessments, and data attained from technology -based literacy support programs, curriculum implementation as noted in lesson plans and observational documentation. Data is discussed quarterly with the Leadership team to plan meaningful professional development. Schoolwide trends and patterns are examined to coordinate small group and individual student academic support plans.	Principal and both CSPs	7/2021 to 6/2022	
Off-Contract Added Duty for Professional Development	Principal and both CSPs	7/2021 to 6/2022	Sign in sheets and Timeclock
Off-Contract Added Duty for After School Tutoring	Principal and both CSPs	7/2021 to 6/2022	Sign in sheets and Timeclock
PBIS Committee will continually monitor the effectiveness of our PBIS system through reflective conversations and data collection. Using PD to teach and reteach the PBIS procedures and expectations for consistency across K-8. Clarify to teachers how to use the site matrix effectively in all designated areas.	Schoolwide, Dean, Counselor, Behavior Intervention Monitor	7/2021 to 6/2022	PBIS System

Curriculum Service Provider (CSP) The CSP is essential in supporting student achievement by assisting in overseeing the district's adopted curriculum and classroom instruction. In addition, linking teachers and other instructional staff with the resources and support they need including interventions to help.	CSPs	7/2021 to 6/2022	Position
RTI Teacher Additional teacher to provide fidelity of implementation of Tier I, Tier II and Tier III systems at the school. Improved analysis of student data to inform instruction, Small group and individual instructional support to student	RTI Teacher	7/2021 to 6/2022	Position
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 academics and behavior and documenting it to support Tier II and Tier III interventions.	Dean	7/2021 to 6/2022	Position
Behavior Intervention Monitor essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating and assisting students to complete computer based intervention modules; gathering information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.	BIM	7/2021 to 6/2022	Position

5. **Progress Monitoring**

During the 2021-2022 School Year, TUSD is strategically utilizing short cycle assessments from the following curricular adoptions: *Benchmark Advance, Eureka,* and *IXL*. These assessments are expected to be implemented at designated sites.

Short cycle assessments are designed to provide teachers with immediate feedback on students' performance towards standards mastery during the instructional cycle. By having set timeframes for providing short cycle assessments, teachers can engage in meaningful dialogue using actionable data during PLC/CTTs regarding students' growth and performance over time, and plan instruction to ensure students are on target to meet grade level standards. The schedule below shows the points at which the short cycle assessments take place.

2nd Grade Benchmark Advanced: 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	**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	**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	**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
2nd Grade Eureka Math: Module 1 : by Aug. 18th Module 2: by Aug. 27th Module 3: by Sept. 24th	**3rd Grade Eureka Math:** Module 1 : by Aug. 27th Module 2: by Sept. 21st Module 3: by Nov.12th	**4th Grade Eureka Math:** Module 1 : by Aug. 27th Module 2: by Sept. 17th Module 3: by Oct. 22nd	**5th Grade Eureka Math:** Module 1 : by Aug. 20th Module 2: by Oct. 1st Module 3: by Nov. 19th

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

Next Steps

Project Elevate and TUSD Goals for Short Cycle Assessment

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment or effective recruitment, on-going support, and retention; (2) Culture: to cultivate a strong culture where high expectations for all learners are evident and embraced by school; and (3) Instructional Infrastructure: to implement high quality curriculum and instruction, including an observation and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.

This program is sponsored by the Arizona Department of Education and will provide ongoing mentoring for the principal, professional learning for the site's leadership team, and collaboration with district leadership. The Short-term goals are:

• Develop equitable instructional infrastructure that includes high-quality curriculum and instruction, observation and feedback, and a cohesive assessment system focused on data driven instruction

• Improve culture of equity, learning and high expectations for all

• Establish effective talent management systems

The long-term goals are:

• Improve equity-focused leadership competencies

• Improve teacher practices

• Achieve significant gains in student achievement

• Reduce achievement gaps between student subgroups

• Sustain highly effective equitable LEA and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in 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	Mark Alvarez	12-13-2021
Principal	Katherine Kuhn, Ed.D.	12-10-2021