Alice Vail Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Tamara Nicolosi
Arcadia Region 4 Regional Superintendent: Cathy Comstock

I.   SCHOOL PROFILE

Vision and Mission: Alice Vail Middle School supports the emotional, social, artistic, and academic development of our diverse population through exceptional, innovative, educational experiences that promote equity in a safe and respectful environment.

Core Values:

The core values that define our work and who we are as a school are:

Life-Long Learning
Kindness
Strength through Diversity
Responsibility
Honesty
Respect
Courage
Innovation

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 (Tucson Unified School District) provided instruction remotely during the height of the COVID-19 outbreak. Although many 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 (Unitary Status Plan) 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 Vail to increase its letter grade from a D to a C could be one year or two years depending on changes to the test and the letter grade model.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
210	52	389	10	23	56	
English Language Learners	**Exceptional Education Students**					**740**
66	123					

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.

	Az MERIT 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						

	Az MERIT 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 Az MERIT 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
State Avg	41%	34%	29%	43%	36%	31%	41%	38%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%
Vail	27%	36%	7%	33%	28%	27%	24%	28%

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
State Avg	41%	44%	34%	39%	45%	39%	42%	41%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%
Vail	36%	47%	26%	29%	36%	27%	30%	30%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	44%	53%
African Am.	21%	24%
Hispanic	16%	20%
Native Am.	NA	NA
Asian-PI	25%	25%
Multi-Racial	29%	34%
All	**25%**	**30%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Alice Vail Middle School has identified the following gaps in areas of student outcomes. For each, Alice Vail 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: AZMERIT 18-19 SY

<u>Current Reality:</u>

- 6th Grade ELA achievement for all students is at 31% (Proficient or Highly Proficient) in comparison to the State average of 42%.
- 6th Grade Math achievement for all students is at 24% (Proficient or Highly Proficient) in comparison to the State average of 41%
- 7th Grade ELA achievement for all students is at 33% (Proficient or Highly Proficient) in comparison to the State average 41%
- 7th Grade Math achievement for all students is at 27% (Proficient or Highly Proficient) in comparison to the State average 38%
- 8th Grade ELA achievement for all students is at 30% (Proficient or Highly Proficient) in comparison to the State average 38%
- 8th Grade Math achievement for all students taking 8th grade math is at 24% (Proficient or Highly Proficient) in comparison to the State average 32%

<u>Desired State:</u>

- Alice Vail Middle School wants to see 6th Grade ELA achievement at 36% proficient or highly proficient in 2022 AZM2.
- Alice Vail Middle School wants to see 6th Grade Math achievement at 29% proficient or highly proficient on the 2022 AZM2.
- Alice Vail Middle School wants to see 7th Grade ELA achievement at 38% proficient or highly proficient on 2022 AZM2
- Alice Vail Middle School wants to see 7th Grade Math achievement at 32% proficient or highly proficient on the 2022 AZM2.

- Alice Vail Middle School wants to see 8th Grade ELA achievement at 35% proficient or highly proficient on 2022 AZM2
- Alice Vail Middle School wants to see 8th Grade Math achievement at 29% proficient or highly proficient on the 2022 AZM2.
- Alice Vail wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: Most Alice Vail students are not proficient in ELA and Math. This need is even greater when looking at the data for our Native American, African American, Hispanic, Exceptional Education and ELL (English Language Learners) subgroups.

The gap between African American and White students in ELA is 29%, in Math it is 23%

The gap between Hispanic and White students in ELA is 33%, in Math 28%

B. SMART Improvement Goals

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

1. *ELA Improvement Goal:* ELA achievement for all grade level students will increase by 5% moving from 31% proficient or highly proficient on the 2019 AZMERIT to 36% proficient or highly proficient on 2022 AZMERIT.

2. *MATH Improvement Goal:* Math achievement for all grade level students will increase by 5% moving from 24% proficient or highly proficient on the 2019 AZMERIT to 29% proficient or highly proficient on 2022 AZMERIT.
3. 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, Alice Vail 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:*
   Strategy 1a: Teachers in PLC (professional learning communities) teams will implement data digs to identify grade level and individual student areas of strength and areas for improvement.

   Strategy 1b: Grade level teams will target instruction to specific ELA domains that were identified for improvement. ELA interventions supporting individual students will be implemented.

   Strategy 1c: Empower Educational Consulting will provide job-embedded coaching for instructional practices (such as: instruction and assessments that match objectives, small group instruction, purposeful practice with stations, analyzing data, etc.) with all ELA teachers.

   Strategy 1d: ELA IXL Snapshot Diagnostics will be given every 4-5 weeks to monitor student progress and instructional effectiveness (Tier 1 & Tier 2).

   Strategy 1E: MTSS (Multi-Tiered System of Support) facilitator, administration and student advocates meet regularly to analyze student achievement data, grades, behavior to determine students who need Tier II and III interventions.

2. *Math Improvement Goal:*

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

Strategy 2b: West Ed (through Gates Foundation funding) will be working with our Math teachers as Teacher Practice Teams (TPT) to conceptualize the ideal, analyze evidence to focus directions, choose solutions, and adjust implementation of solutions.

Strategy 2c: IXL Snapshot Diagnostics will be given every 4-5 weeks to monitor student progress and instructional effectiveness (Tier 1 & Tier 2).

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
Training provided on data digs, targeted lesson development and intervention strategies	CSP (Curriculum Service Provider), Principal, Assistant Principal, PLC Leads	Quarterly	Time during PD (Professional Development), data resources

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC data digs and PLC meetings	CSP, PLC Leads, Teachers	Monthly	Time during PD, access to data
Collect PLC data and targeted domains from meetings	CSP, Administration	Quarterly	Access to PLC TEAMs drive
Progress monitoring on targeted domains	Teachers, CSP, Administration	Quarterly	Access to School City data

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify ELA areas for improvement	PLC members	Quarterly	Time, Access to data
Focused lessons and assessments on areas developed and implemented	Classroom teachers	Ongoing	Time, curriculum resources, School City
Targeted students provided with small group instruction and tutoring	Classroom teachers, MTSS Facilitator, Title I tutor, Intervention teachers	Ongoing	List of identified students from each PLC, tutors, class section for interventions, curriculum
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on interventions and targeted lessons	Administration, CSP	Quarterly	Access to PLC plans and scheduled targeted lessons

PLC evaluation of interventions and targeted lessons	PLC teams	Quarterly	Data from formative assessments, time during PD

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Empower Educational Consulting classroom walkthroughs, data analysis & teacher conferencing to determine needs and goals	Empower consultants, Administration, CSP ELA Teachers	Twice/month visits and PD sessions on the district PD days	Empower resources, such as Literacy Workstations Data from IXL Snapshots, IXL progress monitoring, classroom assessments, walkthrough observational data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
IXL Snapshot Diagnostics	Administration, CSP, ELA Teachers	Every 4-5 weeks	
Data Analysis	Administration, CSP, all AVMS Teachers, Empower consultants	Monthly	Monthly PLCs (professional learning communities) (grade level & content)
Classroom walkthroughs focused on identified needs and strategies	Administration, CSP, Empower consultants	Bi-weekly	Observation forms

Strategy 1d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
IXL Snapshot Diagnostics	AVMS Teachers	Every 4-5 weeks	Student Laptops IXL access 45 mins. Each administration

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
IXL Data Analysis	Administration, CSP, all AVMS Teachers, Empower consultants, Title I district support	Monthly	Monthly PLCs (grade level & content)

2. Math Improvement Goal:

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training on Math Pathways and Pitfalls Lesson delivery and strategies	CSP, Math Leads	Fall Semester	Time during PD, Curriculum resources

Identify and deliver lessons for each grade level (at least 7)	CSP, Math Leads, Teachers	Fall Semester	Time during PD, access to curriculum and resources
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on MPP targeted lessons	Administration, CSP	Quarterly	Access to the dates and times of scheduled targeted lessons
Math team evaluation of the implementation and student success in targeted lessons	Math PLC team	Quarterly	Data from formative assessments, time during PD
Monitor benchmark assessments for math progress	Math PLC team, CSP, Administration	Quarterly	Time in PD, Data

Strategy 2b.:

Tasks to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
West Ed will work with Teacher Practice Teams (TPT) to conceptualize the idea, analyze data, guide choosing solutions, and monitoring implementation	West Ed consultants Math teachers	Monthly 1st-3rd quarter	Data from IXL Snapshots, IXL progress monitoring, classroom assessments, walkthrough observational data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
West Ed consulting will lead implementation discussions.	West Ed consultants, Math teachers, Administration, CSP	Monthly for 1st-3rd quarter	Substitute funding for consultant & Math teacher meetings

Monitor IXL Diagnostic Snapshot assessments for math progress	Math PLC (professional learning communities) team, CSP (Curriculum Service Provider), Administration	Monthly	Monthly Math PLCs (professional learning communities)

Strategy 2c:

Tasks to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
IXL Snapshot Diagnostics	AVMS Teachers	Every 4-5 weeks	Student Laptops IXL access 45 mins. Each administration
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
IXL Data Analysis	Administration, CSP, all AVMS Teachers, West Ed consultants, Title I district support	Monthly	Monthly PLCs (grade level & content)

E. SUBGROUPS: MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

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

English Language Arts

Strategy 3a: MTSS (Multi-Tiered System of Support): Students who are minimally proficient and partially proficient are targeted to be placed in an ELA intervention classes. ELA interventionists teach intervention sections and support for ELA schoolwide. Before and after school programming for ELA tutoring is made available as an additional support for students.

Mathematics

Strategy 4a: Weekly interventions: Math teachers intentionally plan weekly interventions with Math Pathways and Pitfalls lessons to support subgroups and address achievement gaps.

Strategy 4b: Focus targeted intervention: Students who are minimally proficient and partially proficient are targeted to be placed in a math intervention classes. Math interventionists teach intervention sections and support for math schoolwide. Before and after school programming for tutoring is made available as an additional support for students.

Strategy 4c: Support for Subgroup Achievement Teachers: Students in subgroups will have varied opportunities for site based and district support in the form of PD (Professional Development), small group training, coaching, time for peer observation, lesson modeling, and collaboration to plan MPP interventions.

F. SUBGROUPS: 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.

ELA Improvement Goal

Strategy 3a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
MTSS facilitator, administration and student advocates meet regularly to analyze student achievement data, grades, behavior to determine students who need Tier II and III interventions. Discussions of strengths, weaknesses and areas of focus occur in order develop a plan for improvement that is communicated to teachers and followed for the duration of the school year. Individual student goals are written accompanied with an intervention plan that is monitored monthly. Adjustments and additions are made as needed to support the student.	MTSS facilitator, administration, and student advocates	Monthly	monthly PLCs time Student data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Regular meetings (2x per month) will be held with the student intervention team including the interventionists, student success specialist, tutors, MTSS facilitator and Dean. This group will analyze student data and intervention strategies, monitoring and adjusting to support students.	Interventionists, student success specialist, tutors, MTSS facilitator and Dean	2x per month	Meeting time

Math Improvement Goal

Strategy 4a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Intervention Classes Math teachers intentionally plan weekly interventions with Math Pathways and Pitfalls lessons to support subgroups and address achievement gaps.	Administration, CSP, AVMS Teachers	1x per semester	Assessment data Specific curriculum to address learning achievement gaps.
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
IXL Data Analysis	Administration, CSP, all AVMS Teachers, West Ed consultants, Title I district support	Monthly	Monthly PLCs (grade level & content)
Monitor IXL Diagnostic Snapshot assessments for math progress	Math PLC team, CSP, Administration	Monthly	Monthly Math PLCs

Strategy 4b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Focus targeted intervention: MTSS facilitator, administration and student advocates meet regularly to analyze student achievement data, grades, behavior to determine students who need Tier II and III interventions.	MTSS facilitator, administration, and student advocates	Monthly	Monthly PLCs time Student data

Discussions of strengths, weaknesses and areas of focus occur in order develop a plan for improvement that is communicated to teachers and followed for the duration of the school year. Individual student goals are written accompanied with an intervention plan that is monitored monthly. Adjustments and additions are made as needed to support the student.			
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Regular meetings (2x per month) will be held with the student intervention team including the interventionists, student success specialist, tutors, MTSS facilitator and Dean. This group will analyze student data and intervention strategies, monitoring and adjusting to support students.	Interventionists, student success specialist, tutors, MTSS facilitator and Dean	2x per month	Meeting time

Strategy 4c:

Tasks to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
MTSS facilitator, administration and student advocates meet regularly to analyze student achievement data, grades, behavior to determine students who need Tier II and III interventions. Discussions of strengths, weaknesses and areas of focus occur in order develop a plan for improvement that is communicated to teachers and followed for the duration of the school year. Individual student goals are written accompanied with an intervention plan that is monitored monthly. Adjustments and additions are made as needed to support the student.	MTSS facilitator, administration, and student advocates	Monthly	Monthly PLCs time Student data

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Regular meetings (2x per month) will be held with the student intervention team including the interventionists, student success specialist, tutors, MTSS facilitator and Dean. This group will analyze student data and intervention strategies, monitoring and adjusting to support students.	Interventionists, student success specialist, tutors, MTSS facilitator and Dean	2x per month	Meeting time

Strategy 4d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Support for Subgroup Achievement; Teachers of students in subgroups will have varied opportunities for site based and district support in the form of PD, small group training, coaching, time for peer observation, lesson modeling, and collaboration to plan MPP interventions. Teacher leaders will attend Math Pathways and Pitfalls training along with district math trainers and will participate in ongoing PD, after-school hours and during the school day to make the PD valuable and accessible to all teachers. Focus will be on students in need of interventions in math, including subgroups such as Ex Ed and ELL (English Language Learners). Teachers who have RTI (Response to Intervention) classes, tutoring, or intervention blocks will	Math teachers, District PD support personnel. TSL District Coordinator	Ongoing	PD learning time for teachers, substitutes, PD materials, collaboration, and follow-up.

gain knowledge of using MPP lessons and strategies to fill conceptual gaps for students.			
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement	Administration and members from the leadership team	Monthly	Walkthrough, meeting time for the leadership team

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 (local educational agencies) 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

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 proficiency 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:	3rd Grade Benchmark Advanced:	4th Grade Benchmark Advanced:	5th Grade Benchmark Advanced:
Unit 1: by Sept. 24th	Unit 1: by Sept. 10th	Unit 1: by Sept. 10th	Unit 1: by Sept. 10th
Unit 2: by Oct. 7th	Unit 2: by Oct. 1st	Unit 2: by Oct. 1st	Unit 2: by Oct. 1st
Unit 3: by Oct. 29th	Unit 3: by Oct. 29th	Unit 3: by Oct. 29th	Unit 3: by Oct. 29th
Unit 4: by Nov. 19th	Unit 4: by Nov. 19th	Unit 4: by Nov. 19th	Unit 4: by Nov. 19th
Unit 5: by Dec. 10th	Unit 5: by Dec. 10th	Unit 5: by Dec. 10th	Unit 5: by Dec. 10th
Unit 6: by Jan. 14th	Unit 6: by Jan. 14th	Unit 6: by Jan. 14th	Unit 6: by Jan. 14th
Unit 7: by Feb. 4th	Unit 7: by Feb. 4th	Unit 7: by Feb. 4th	Unit 7: by Feb. 4th
Unit 8: by March 4th	Unit 8: by March 4th	Unit 8: by March 4th	Unit 8: by March 4th
	Unit 9: by April 1st (optional)	Unit 9: by April 1st (optional)	Unit 9: by April 1st (optional)
Unit 9: by April 1st (optional)	Unit 10: by May 13th	Unit 10: by May 13th	Unit 10: by May 13th
Unit 10: by May 13th			
2nd Grade Eureka Math:	**3rd Grade Eureka Math:**	**4th Grade Eureka Math:**	**5th Grade Eureka Math:**
Module 1: by Aug. 18th	Module 1: by Aug. 27th	Module 1: by Aug. 27th	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)

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

Review & Approval

This plan has been reviewed and approved by the following.

Title	Signature	Date

Assistant Superintendent	Catherine S. Comstock	12/10/21
Principal	Tamara Nicolosi	12/12/21