

**Valencia Middle School**  
**STUDENT ACHIEVEMENT ACTION PLAN SY 2021-22**  
**Principal:** Stacey Gist  
**Silverbell Region 1, Regional Superintendent:** Brian Lambert

**I. SCHOOL PROFILE**

**Vision and Mission:** The purpose of this school is to build positive, equitable, engaging, and high quality instruction and learning for our students so that they can succeed and exceed in school and life with strong work ethic, academic values, and accountability for their actions.

**Core Values:** The core values that define our work and who we are as a school are those that foster inclusive learning communities that centered around creating lifelong learners of our students, modeling positive relationships and academic as well as socio-emotional growth.

**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 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 Valencia to increase its letter grade from a D to a C could be one year or two years depending on changes to the test and the letter grade model.

**Student Profile:**

<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Asian American</b>	<b>Multi-Racial</b>	<b>Total Number of Students</b>
65	13	579	52	6	12	727
<b>English Language Learners</b>	<b>Exceptional Education Students</b>					
83	102					

**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						
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Grade	MATH 2019		MATH 2021		Math Loss	
	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	42%	51%	18%	36%	-24%	-15%
4	36%	48%	16%	34%	-20%	-14%
5	36%	46%	16%	31%	-20%	-15%
6	23%	41%	8%	29%	-15%	-12%
7	22%	38%	12%	30%	-10%	-8%
8	18%	32%	9%	26%	-9%	-6%
Alg I						
Geom			13%	26%		
Alg II						

### 3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	34%	29%	43%	36%	31%	41%	38%	32%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%	18%
Valencia	9%	7%	2%	7%	8%	4%	10%	6%	7%
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%
Valencia	13%	15%	9%	11%	19%	16%	23%	14%	18%
2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity									
USP Ethnicity	Math	ELA							
White	14%	42%							
African Am.	7%	7%							
Hispanic	7%	18%							
Native Am.	3%	6%							
Asian-PI	NA	NA							
Multi-Racial	11%	16%							
<b>All</b>	<b>7%</b>	<b>18%</b>							

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

### **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."

Due to COVID and progressing towards different data collection, Valencia will be moving toward 4-week diagnostic snapshots using IXL. Overall data was used from student Pre-Test results. All students were given the Pre-test in August. The Post-test will be given in January.

Overall, a year online, we have seen students who are scoring well below grade-level. At the same time (a very small

group) has meet standards or exceeded based on Pre-Test results

**1. Student outcome ELA (6, 7, 8, 9)**

*Data Source: Pre-Test from August 2021*

**Current Reality:** Student academic growth or mastery is not consistent across all classes/teachers.

AZ Merit Data 2018-19

USP Ethnicity	ELA
White	42%
African Am.	7%
Hispanic	18%
Native Am.	6%
Asian-PI	NA
Multi-Racial	16%
<b>All</b>	<b>18%</b>

**Desired State:**

Students will have significant growth or mastery in every class.

Valencia wants to eliminate gaps between racial and ethnic groups within the next ten years.

**Gap:** This year Valencia is fully staffed and there was no turn-over in the ELA department. There are more gaps coming fom student attendance. Did students engage everyday online? Did students show up for classes? Did students complete assigned work?

- The gap between African Americand and White students in ELA is 35%
- The gap between Hispanic students and White students in ELA is 24%



## 2. Student outcome Math (6, 7, 8, Algebra I)

*Data Source: Pre-Test from August 2021*

**Current Reality:** Student academic growth or mastery is not consistent across all classes/teachers

### AZ Merit 2018-19 Math Data

USP Ethnicity	Math
White	14%
African Am.	7%
Hispanic	7%
Native Am.	3%
Asian-PI	NA
Multi-Racial	11%
<b>All</b>	<b>7%</b>

### **Desired State:**

Students will have significant growth or mastery in every class.

Valencia wants to eliminate gaps between racial and ethnic groups within the next ten years.

**Gap:** This year Valencia is fully staffed with math teachers and there has not been turn-over. There are more gaps coming from student attendance. Did students engage everyday online? Did students show up for classes? Did students complete assigned work?

- The gap between African American and White students in Math is 7%
- The gap between Hispanic students and White students in Math is 7%

## **B. SMART Improvement Goals**

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

### **1. ELA Goal**

- 6th Grade-ELA achievement for all students will increase by 30% moving from 18.9% proficient on Pre-Test to 48.9% proficient on 2022 Post-Test.
- 7th Grade- ELA achievement for all students will increase by 30% moving from 17.5% proficient on Pre-Test to 47.5% proficient on 2022 Post-Test.
- 8th Grade- ELA achievement for all students will increase by 30% moving from 21.5% proficient on Pre-Test to 51.5% proficient on 2022 Post-Test.
- 9<sup>th</sup> Grade - ELA achievement for all students will increase by 30% moving from 37.7% proficient on Pre-Test to 67.7% proficient on 2022 Post-Test.

### **2. Math Goal**

- 6th Grade-Math achievement for all students will increase by 30% moving from 13.3% proficient on Pre-Test to 41.3% proficient on 2022 Post-Test.
- 7th Grade- Math achievement for all students will increase by 30% moving from 13.1% proficient on Pre-Test to 43.1% proficient on 2022 Post-Test.
- 8th Grade- Math achievement for all students will increase by 30% moving from 13.4% proficient on Pre-Test to 43.4% on 2022 Post-Test.
- Algebra - Math achievement for all students will increase by 30% moving from 15.7% proficient on Pre-Test to 45.7 % on 2022 Post-Test.
- Reduce Gaps in proficiency among racial/ethnic groups by 3% in ELA and Math.

**Economically Disadvantaged Students:** at the time the report is due, data was not able to be disaggregated

**Hispanic and Latino:**

Grade & Content	Pre-Test Score	Goal for Post (+30%)
6 <sup>th</sup> ELA	18.2%	48.2%
6 <sup>th</sup> Math	13.6%	43.6%
7 <sup>th</sup> ELA	17.7%	47.7%
7 <sup>th</sup> Math	13.5%	33.5%
8 <sup>th</sup> ELA	21.1%	51.1%
8 <sup>th</sup> Math	13.4%	43.4%
9 <sup>th</sup> ELA	39%	69%
Algebra	15.2%	45.2%

**Students with Disabilities:** at the time the report is due, data was not able to be disaggregated.

**ELL:**

Grade & Content	Pre-Test Score	Goal for Post (+30%)
6 <sup>th</sup> ELA	13.8%	43.8%
6 <sup>th</sup> Math	10.7%	40.7%
7 <sup>th</sup> ELA	13.4%	43.4%
7 <sup>th</sup> Math	10.1%	40.1%
8 <sup>th</sup> ELA	14.4%	44.4%
8 <sup>th</sup> Math	10.4%	40.4%
9 <sup>th</sup> ELA	NA	NA
Algebra	NA	NA

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

After analyzing gaps and goals, Valencia 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 Support:***

**Strategy 1a:** Using UBD during PLC time & Teaching with Clarity

**Strategy 1b:** Using AVID strategies in all classes

**Strategy 1c:** Using IXL for skills mastery support while looking at SnapShot every 4 weeks

**Strategy 1d:** Using Apex for supplemental concept support along with i-Ready

**Strategy 1e:** Using EMPOWER strategies for instructional support in math

**Strategy 1f:** Increased number of ALE courses to support advanced learning for students

**Strategy 1g:** 21<sup>st</sup> CLCC for additional instruction time – adding clubs to engage

**Strategy 1h:** Improving efficacy of PLC cycle in both content and grade level PLCs every 2 weeks

### **2. *Math Improvement Goal Support:***

**Strategy 2a:** MPP Principal training has been shared with teachers

**Strategy 2b:** Using AVID strategies in all classes

**Strategy 2c:** Using IXL for skills mastery support

**Strategy 2d:** Using Apex for supplemental concept support

**Strategy 2e:** Using MPP strategies for instructional support

**Strategy 2f:** Increased number of ALE courses to support advanced learning for students

**Strategy 2g:** 21<sup>st</sup> CLCC for additional instruction time

**Strategy 2h:** Improving efficacy of PLC cycle in both content and grade level PLCs

**3. *Subgroup Achievement*** – *Reduce achievement gaps for Hispanic/Latino, ELL, Ex.Ed., and Economically Disadvantaged Students*

**Strategy 3a:** Using MPP Professional Development for instructional support

**Strategy 3b:** MPP instructional materials

**Strategy 3c:** RTI/Intervention classes provided to middle schools students to provide targeted academic support

**Strategy 3d:** Before/After school academic support offered to all targeted students, based on academic data

**Strategy 3e:** MTSS process to monitor student academic progress and to develop Tier II and III interventions.

#### 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.

##### ***ELA and Math Improvement Goals:***

For Strategies 1a – 1f and 2a – 2f

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers understand Danielson Evaluation tool and are observed using Danielson rubric; teachers receive feedback weekly about observations regarding engagement/DOK/and other Danielson 3 for instruction	Stacey Gist, Principal APs, CSPs	7/1/2021 to 6/30/2022	Time and feedback which will be given within the day.
PLCs for content area and grade-level; PLCs monitored by Admin and CSPs for efficacy of PLC cycle, data use	Stacey Gist, Principal APs, CSPs & Data Integration Specialist	7/1/2021 to 6/30/2022	Time to enforce 2 week data cycle for teachers to review student work. This year will be using the IXL snapshot and follow through by CSPs
PLCs for grade-level Kid-Talk; PLCs monitored by Admin, MTSS for efficacy of PBIS and Trauma Support	Stacey Gist, Principal APs, MTSS, Counselors, external support as needed	7/1/2021 to 6/30/2022	Partnership with Casa de Los Ninos, MTSS, NASS, and anyone to support students.

AVID strategies schoolwide	Stacey Gist, Principal APs, CSP to support AVID coordinator/ AVID teachers	7/1/2021 to 6/30/2022	
21 <sup>st</sup> CLLC Tutoring is offered to all students for both morning and afternoon sessions.	21 <sup>st</sup> Coordinator, Teachers	7/1/2021 to 6/30/2022	Personnel Hired
Leadership Committee meets weekly to support site in building academic identity in students	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2021 to 6/30/2022	Leadership Committee meets weekly to support site in building academic identity in students
Leadership Committee liaison to PLCs to build academic identity in students through planning for rigorous instruction	Stacey Gist, Principal; Leadership Team	7/1/2021 to 6/30/2022	Leadership Committee liaison to PLCs to build academic identity in students through planning for rigorous instruction
Offer increasing number of ALE, honors, and HS classes to support student needs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Due to the pandemic we are really looking at sustaining the number of students in ALE classrooms. At this time 400 students are taking an ALE class.

Increase targeted learning through pull-out or push in by CSP or data specialist	Stacey Gist, Principal, CSP & Data Interventionist	7/1/2021 to 6/30/2022	Increase academic learning time through selected groups
Obtain continued funding	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Obtain continued funding for grants and
PD embedded into PLC time for UbD, Analyzing Student Work, questioning, DOK, (Danielson 3, Teach Like A Champion) which will also be monitored by data analysis and student results	Stacey Gist, Principal APs, CSPs, Data Interventionist, MTSS, content and grade-level PLC members	7/1/2021 to 6/30/2022	
Empower training with ELA specifically	Stacey Gist, Principal & EMPOWER consultants	7/1/2021 to 6/30/2022	Funding for Empower
Content PLC to understand standards, curriculum map, unpack and stack for UbD planning to support teacher growth	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2021 to 6/30/2022	CSP led over the summer and continuing
PLCs do curriculum walks.to support common expectations, academic rigor, and use of curriculum resources across the district	Stacey Gist, Principal APs, CSP, content and grade-level PLC members	7/1/2021 to 6/30/2022	
Implement TUSD curriculum with fidelity by creating grade-level CNA and content level CNA to maintain fidelity to state and district expectations	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2021 to 6/30/2022	



Math Interventionist is essential in supporting student achievement by supporting Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students using IXL, MPP, and direct instruction.	Math Interventionist	7/1/2021 to 6/30/2022	Personnel Hired
<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>
Continue with strong admin team consisting of Principal, two Assistant Principals, CSP, MTSS, counselors, RPF, MTSS and Data Interventionist	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Continue with strong admin team consisting of Principal, two Assistant Principals, CSP, MTSS, RPF, & Data Interventionist
Continue with two AVID teachers to support schoolwide AVID	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Continue with two AVID teachers to support schoolwide AVID
Continue with Math Interventionist and Math Pathways and Pitfalls (MPP)	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Continue with Math

			Interventionist and Math Pathways and Pitfalls (MPP)
Continue working with math teachers based on two-week data analysis while examining change over 4-week IXL snapshots	Stacey Gist, Principal	7/1/2021 to 6/30/2022	IXL snapshot with grade-level support provided by CSPs and data intervention
Continue to train math teachers use MPP	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Continue to train math teachers use MPP
Obtain continued funding	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Obtain continued funding
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Increased enrollment in ALE through honors and accelerated grade level classes, 9th grade algebra and 9th grade English	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Improved attendance in class, clubs, 21st CLCC	Stacey Gist, Principal	7/1/2021 to 6/30/2022	

IXL, Apex & i-Ready for support and extension	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
PLCs / PLC Cycle	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Weekly Wednesday PD	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Weekly Wednesday PD
PLCs - Content area and Grade-level	Stacey Gist, Principal	7/1/2021 to 6/30/2022	PLCs - Content area and Grade-level
Principal, AP, CSP support PLC and site PD to improve efficacy of PLCs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Principal, AP, CSP support PLC and site PD to improve efficacy of PLCs
District-offered PD and Training	Stacey Gist, Principal	7/1/2022 to 6/30/2021	District-offered PD and Training
Consistency across all contents in use of data for planning	Data Interventionist, CSP & Administration	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Consistency across all contents in use of data for planning
	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Evidence to be Collected for

Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data			Monitoring and Assessing Strategy Implementation: Teacher/PLC observations and feedback data
PLCs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data
UbD Planning based on standards and curricula	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
CFAs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Teachers need more practice in PLCs/PD	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Consistency across all contents in use of data for planning	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
	Stacey Gist, Principal	7/1/2021 to 6/30/2022	

Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data			
Train teachers to do Comprehensive Needs Assessment (CNA)	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Comprehensive Needs Assessment (CNA) to determine efficacy of curriculum use	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	

***Subgroup Achievement Improvement Goals:***

For Strategies 3a&3b

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Math Pathways and Pitfalls Implementation- Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's	RTI Math Teachers Math Interventionist	7/1/2021 to 6/30/2022	West Ed

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, and CSPs, along with book studies and site or regional facilitators.			
Materials to Support Teachers and Students with Math Interventions- 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.	RTI Math Teachers Math Interventionist	7/1/2021 to 6/30/2022	West Ed
Math Interventionist is essential in supporting student achievement by supporting Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students using IXL, MPP, and direct instruction.	Math Interventionist	7/1/2021 to 6/30/2022	Personnel Hired
RTI/Intervention classes provided to target students during the academic school day.	ELA, Math teachers, and interventionists	8/1/2021 to 5/30/22	IXL, MPP resources

All student subgroups have access to the before/after school 21 <sup>st</sup> program for additional academic support.	21 <sup>st</sup> CCLC teachers	8/1/2021 to 5/30/22	
MTSS process with teachers, parents, students, and staff. Targeted interventions for both behavioral and academic support.	MTSS Facilitator, teachers, support staff	8/1/2021 to 5/30/22	

<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>
Monthly walkthrough observations of lessons and ongoing coaching and feedback from leadership team, as well as quarterly data reflections on subgroup achievement.	LEA, Principal, Assistant Principals and CSPs	7/1/2021 to 6/30/2022	None

## 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	<i>Brian Lambert</i>	12/10/21
Principal	<i>Stacey Gist</i>	12/10/21