

**2022-2023 Tucson Unified School District Student Achievement Action Plan  
Improvement**

**Principal:** Liane Donovan

**School:** Booth-Fickett Math/Science School

**Region:** Arcadia/4

**Date Plan Revised:** August 29, 2022

**Planning Team:**

Name	Position	Name	Position
Liane Donovan	Principal	Michelle Coyle	Exceptional Education
Siobhan Daniel	Assistant Principal	Chandra Sheppard	CSP
Rhonda Burnett	CSP	Dr. Roseanne Lopez	Elevate Mentor
James Merino	Title I	Lisa McCorkle	District Mentor

**Sign Off:**

Position	Name	Signature	Date
Principal	Liane Donovan		
Regional Superintendent	Shawna Rodriguez		

## TABLE OF CONTENTS

### Contents

<b>I. School Profile</b> .....	2
<b>A. Mission</b> .....	2
<b>B. School Summary</b> .....	2
<b>C. Vision</b> .....	2
<b>D. Core Values</b> .....	2
<b>E. School Profile</b> .....	4
<b>F. Achievement Data</b> .....	5
<b>II. Overall Student Achievement</b> .....	8
<b>A. Gaps in Student Achievement</b> .....	8
<b>B. SMART Goals for Overall Student Achievement</b> .....	10
<b>C. Goal Attainment</b> .....	10
1.Strategies to achieve SMART goals.....	10
2.Action steps to implement strategies.....	12
<b>III. Academic Performance for African American, Latino, Native American, ExEd and ELL Subgroups: Gap Analyses</b> ...	15
<b>A. Gaps in USP subgroup performance</b> .....	15
<b>B. SMART Goals for Reducing Achievement Gaps</b> .....	17
<b>C. Goal Attainment</b> .....	17
1.Strategies to achieve SMART goals.....	17
2.Action steps to implement strategies.....	19

## I. School Profile

### A. Mission

Booth-Fickett K-8 delivers high quality culturally appropriate instruction in a safe environment in order to ensure students achieve their highest potential and become productive members of society.

### B. School Summary

Booth Fickett is a K –8 school with a minority majority boosting under 20% white students. Booth-Fickett is a school under an improvement label. The school is a former Magnet school that attracted a diversity of students focusing in the areas of math and science. The school has increased enrollment by over 10%. The initiative is implementing a stronger fundamental reading program including RTI implementing at K-3 grades during the 22/23 SY. Most students come from surrounding areas of Tucson. The school has an open enrollment policy allowing any student to be enrolled providing that there is space available.

### C. Vision

Booth-Fickett K-8 Math/Science AVID School is a beacon that exemplifies the union of diversity and educational success by holding all stakeholders to the highest standards. Our overarching long-term goal is to increase rigor and uphold high student expectations. A structured PLT days for teachers. Teachers would be co planning with student data. Another goal is to integrate and implement a brand new SEL curriculum for K-8. The school will use K-3 reading program that is researched base thus ensuring a guaranteed viable curriculum for all emerging readers. are given opportunities to participate in a world class education. Finally, Booth-Fickett will strive to solidify its practices is having teachers regularly use classroom data, benchmark and high stakes testing data to make data informed decision-making involving instruction.

### D. Core Values

Booth-Fickett will strive to build stronger student relationships where each student and staff member shows integrity empathy, and accountability.

#### School Wide Expectations

The four agreements are: Respect, Integrity, Safety, and Excellence. These will be explicitly taught in areas outside of the classroom.

Students will work with other students when an issue arises. We will follow the AVID expectations for students K-8. Teachers will welcome their student outside the doors to establish a positive climate. Teachers are expected to use the prescribed TUSD adopted curriculum as well as monitor student progress. Teachers are expected to use effective classroom management techniques.

**E. School Profile**

<b>2018-19 Letter Grade</b>		
F		

<b>Student Profile</b>					
<b>Mobility (Rate)</b>	<b>Absenteeism (Rate)</b>	<b>Promotion (Rate)</b>	<b>F&amp;RL (% of FRL Students)</b>	<b>EL (% of EL Students)</b>	<b>Ex Ed (% of Ex Ed Students)</b>
55.33%	16.22%	100%		8.19%	15.00%

<b>School Profile (USP Ethnicity)</b>											
<b>White</b>		<b>African American</b>		<b>Hispanic/ Latino</b>		<b>Native American</b>		<b>Asian/ Pacific Islander</b>		<b>Multi Racial</b>	
<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
82	18.14%	74	16.37%	239	52.88%	9	1.99%	15	3.32%	33	7.30%

**F. Achievement Data**

3 Years of AzMERIT Math Percent Proficiency by Grade																				
School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I	2019 Geom	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	42%	36%	36%	23%	22%	18%	62%	71%	18%	16%	16%	8%	12%	9%	28%	27%	24%	13%	11%	12%
State Avg	51%	48%	46%	41%	38%	32%	44%	37%	36%	34%	31%	29%	30%	26%	39%	39%	37%	31%	27%	27%
BF	37%	20%	27%	11%	17%	4%	0%	11% ^	20%	31%	4%	5%	8%	11%	35%	11%	15%	5%	6%	6%

### Three Year AZ Merit/AASA by Subgroup

\*When student subgroup is smaller than 10, please place an asterisk to ensure student privacy

\*Ensure to disaggregate data by cohort and by grade level

#### ELA

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 3</b>	38.5	0	*	*	*	*	43.8	*	50	*	*	*	*	*	*	21.4	*	30
<b>Grade 4</b>	14	*	*	0	0	0	27.8	10	18.2	*	*	0	*	*	*	18.2	0	*
<b>Grade 5</b>	14	*	11	*	*	0	32.4	*	20	*	*	*	*	*	*	58.3	*	*

#### 3 Years of AzMERIT ELA Percent Proficiency by Grade

School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	38%	40%	43%	27%	26%	24%	21%	29%	32%	19%	19%	17%	29%	33%	27%	24%	26%	23%
State Avg	46%	51%	52%	42%	41%	38%	35%	44%	45%	35%	38%	35%	41%	44%	39%	39%	43%	36%
Fickett Magnet	39%	23%	41%	15%	22%	14%	21%	36%	20%	11%	15%	23%	34%	15%	18%	14%	12%	16%

<b>Grade 6</b>	<b>23</b>	*	<b>23</b>	*	<b>0</b>	<b>0</b>	<b>11.9</b>	<b>12.5</b>	<b>13.3</b>	*	*	<b>27.3</b>	*	*	*	<b>21.4</b>	*	<b>30</b>
<b>Grade 7</b>	<b>27</b>	<b>12</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26.5</b>	<b>9.1</b>	<b>6.5</b>	*	*	*	*	*	*	<b>28.6</b>	*	<b>38.5</b>
<b>Grade 8</b>	<b>22</b>	<b>10</b>	<b>17</b>	*	*	*	<b>16.7</b>	<b>30.3</b>	<b>20.9</b>	*	*	*	*	*	*	<b>8.6</b>	<b>23.5</b>	<b>18.2</b>

**Math**

	<b>African American</b>			<b>Asian American</b>			<b>Hispanic</b>			<b>Multiracial</b>			<b>Native American</b>			<b>Anglo</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	<b>27.3</b>	<b>0</b>	*	*	*	*	<b>50</b>	*	<b>45.5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	<b>16.7</b>	<b>10</b>	<b>8.3</b>	*	*	*	*	*	*	<b>27.3</b>	*	*
<b>Grade 5</b>	<b>23.1</b>	*	<b>11</b>	*	*	*	<b>30.3</b>	*	<b>22.2</b>	*	*	*	<b>0</b>	*	*	<b>25</b>	*	*
<b>Grade 6</b>	<b>9.1</b>	<b>16</b>	<b>24</b>	*	*	*	<b>11.8</b>	<b>3.6</b>	<b>3.2</b>	*	*	*	*	*	*	<b>10.3</b>	<b>0</b>	<b>18.2</b>
<b>Grade 7</b>	<b>5.3</b>	<b>14</b>	<b>15</b>	*	*	*	<b>20.3</b>	<b>10.3</b>	<b>4.3</b>	*	*	*	*	*	*	<b>22.9</b>	<b>10</b>	<b>16.7</b>
<b>Grade 8</b>	<b>0</b>	<b>14</b>	<b>18</b>	*	*	*	<b>6.4</b>	<b>15.4</b>	<b>9.1</b>	*	*	*	*	*	*	<b>5.6</b>	<b>5.6</b>	<b>0</b>



## II. Overall Student Achievement

### A. Gaps in Student Achievement

#### Interpretive Summary - Student Achievement

Overall, Booth-Fickett students are not meeting proficiency expectations on the State assessment in either reading or math. ELL students and special education students did not pass any of the tests in 2022.

Third grade should be celebrated and highlighted as this was the only grade level that showed improvement in reading and math over the previous year.

Possible reasons that these gaps and issues exist are the following:

- Lack of instructional staff; many positions were not filled,
- Leadership at the school experienced several hardships including death of the assistant principal which contributed greatly to the issues
- Lack of consistent implementation of curriculum and assessments.
- Lack of accountability from administration to utilize the curriculum and implement assessments.
- PLTs were not in place due to scheduling issues and staff required to cover for other staff who were ill or jobs that were unfilled.
- Lack of professional development in assessment, curriculum, use of data, and instructional effectiveness
- Lack of stakeholder voice including staff, students, and parents.
- The school was short of 2 math teachers, thus causing other non-certified math teachers to teach core sections. Most teachers were used to 6/5<sup>th</sup> capacity. PLTs were nonexistent. The weight of the math department fell on one certified math teacher.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. Our leadership did not commit to drive continuous improvement.</p>	<p>1. Teachers are not getting their PLT time on a regular basis.</p> <p>A negative culture existed at the school.</p>	<p>1. Lack of staff hired in open positions. Need to develop a culture of improvement with the entire staff.</p> <p>PLT was not built into the school schedule.</p>
<p>2. Our teachers do not maintain high academic, behavioral, and SEL expectations for all students.</p>	<p>2. Clear accountability and follow-through from administration.</p> <p>Need to develop a strong special education and ELL program for students.</p> <p>Teachers are not consistently using data to inform their instruction.</p> <p>Lack of SEL curriculum previous year. Will be implemented this year.</p>	<p>2. No structured SEL curriculum provided.</p> <p>Lack of PLT time.</p> <p>Lack of accountability.</p> <p>Lack of professional development.</p> <p>Need for common language and school-wide expectations for SEL, behavior, PBIS, etc.</p>
<p>3. Our teachers do not systematically monitor, review and evaluate the implementation of curriculum for continuous improvement for all students.</p>	<p>3. Teachers and staff have a lack of understanding of the curriculum and assessment process. Teachers were not expected to use a guaranteed viable curriculum. Data analysis for the purpose of instructional improvement is lacking.</p>	<p>3. Professional development is needed in curriculum and assessments. Teachers must commit to using the TUSD adopted curriculum with fidelity.</p>

**B. SMART Goals for Overall Student Achievement**

<p align="center"><b>SMART Goal Statement</b> <i>(All Academic Goals <u>Must</u> Focus on Subgroups)</i></p>	<p align="center"><b>Evidence to Be Used to Assess Progress and Accomplishment</b></p>
<p>1. By the beginning of the school year for 22-23, the principal will meet with stakeholders to determine how best to adjust the master schedule to include Social/Emotional Learning and Instruction so that all teachers are addressing these needs in their classrooms.</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> <li>● Lesson plans upon request</li> <li>● Title 1 walkthroughs</li> <li>● Unannounced walkthroughs</li> <li>● Student behavior data</li> <li>● Student attendance data</li> </ul>

**C. Goal Attainment**

**1. Strategies to achieve SMART goals**

<p align="center"><b>Strategies that help School Achieve Improvement Goals</b></p>	
<p align="center"><b>Strategies:</b></p>	<p align="center"><b>Strengths and Obstacles</b></p>
<p>BF K8 will work to increase the quality of Tier I instruction to ensure that instruction standards based and uses researched based techniques.</p>	<p><b>Strengths:</b> A standard curriculum is in place for all core subjects.</p> <p><b>Obstacles:</b> Teachers lack the understanding of why and how to utilize our adopted curriculum with fidelity.</p>
<p>Professional development will be planned for teachers which aligns with the needs of the students and teachers in the areas of ELA and math.</p> <ul style="list-style-type: none"> <li>- Eureka and Eureka (2)-Can we get more training?</li> <li>- Benchmark</li> <li>- AES – Training – Confer</li> </ul>	<p>Strengths: Our strength is we have a guaranteed viable curriculum.</p> <p>Obstacles: Teacher buy in and commitment.</p>

<p>- PBIS (2<sup>nd</sup>) Semester</p>	
<p>PLTs will be implemented school-wide with clear expectations for attendance and accountability for the processes used during the meetings</p>	<p>Strengths:  Research based strategy  Collaboration builds teams</p> <p>Obstacles:  Teacher lack of understanding  Availability of teachers/time for PLT's  Current school culture</p>
<p>Implementation of early literacy programs that are research based (e.g., Waterford Reading Academy, Foundations).</p>	<p>Strengths:  Both programs are research-based and successful in many other schools similar to B/F.</p> <p>Obstacles:  Teacher cooperation and buy-in.  May have some technology issues.  Time for training  Consistency of teacher's implementation of both programs</p>
<p>Incorporate student writing throughout the curriculum K-8.</p>	<p>Strengths:  Effective focus to increase student achievement overall  Easy to look at student work in PLTs</p> <p>Obstacles:  Possible lack of teacher training in writing  Need to develop or adopt a process school-wide</p>
<p>Conduct professional development for the new math curriculum K-8.</p>	<p>Strengths:  District-wide PD is scheduled for August 28<sup>th</sup>. All teachers who teach math will need to attend.</p>

	<p>AES team will come into model effective education in mathematics.</p> <p>Obstacles: Lack of manipulatives Effective classroom management</p>
Implement Math Pathways and Pitfalls for Tier II students.	<p>Strengths: CSP is trained in MPP and can provide professional development</p> <p>Obstacles: Teacher buy in Time Reliance on IXL</p>

## 2. Action steps to implement strategies

Action Steps to Implement Improvement Strategies for Improvement Goals					
Strategy 1:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Establishing a strong network of educators is committed to a common goal.	Teachers Administration, support staff Mentors District personnel Parents	22-23 SY	Communication at every opportunity Access to PD and follow-up	Leadership Team Walkthroughs Evaluations	Climate surveys and feedback (district) Increased student achievement. (building data)

Establishing a PD calendar Building teacher capacity through PD	Administration	22-23 SY	PD topics that are relevant to the vision of the school  Budget support	PD follow-up in classroom setting	Climate surveys and feedback (district) Increased student achievement. (Building data
Building Collaborative PLT Teacher Teams	Leadership Team administration	22-23- SY	PD on what an effective PLT team looks like Modeling PLTs Set aside PLT time	Admin support during PLT time	PLT notes Observation Student achievement data
Implementation of reading support programs	Administration Teachers Support Staff	22-23 SY	Teacher PD supports. Data to monitor student progress	Walkthroughs Teacher/admin team communication Feedback of lesson plans	Walkthrough data Teacher evaluation periods Student achievement data Lesson plans
Incorporation of student writing into curriculum	Admin Teachers Support Staff	22-23SY	Writing curriculum supplemental resources PLT teacher collaboration	Walkthrough Unannounced and announced Admin visits to PLT teams	Student achievement data PLT notes Samples to student work Lesson plans

**Action Steps to Implement Improvement Strategies for Improvement Goal 2**

<b>Strategy 2:</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
PD on new math curriculum Specific PLT time focused on math initiatives MOY and EOY review of curriculum implementation by leadership team	Teachers Admin Team Leadership Team Support Staff	22-23SY	PD provider PD follow-up with AES coaching	Walkthroughs PLT mentoring Coaching feedback Teacher evaluations	Student progress reports Student benchmark scores
CSP will train teachers in MPP in K-3 grades in the 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.  The school will seek additional training for MPP in grades 4-8.	Teachers Admin Team Leadership Team Support Staff	22-23 SY	Block of time during school day or District PLT days Training	Walkthroughs PLT mentoring Coaching feedback Teacher evaluations	Student progress reports Student benchmark scores

### III. Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

#### A. Gaps in USP subgroup performance

##### Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

Overall, Booth-Fickett students are not meeting proficiency expectations on the State assessment in either reading or math. ELL students and special education students did not pass any of the tests in 2022.

Third grade should be celebrated and highlighted as this was the only grade level that showed improvement in reading and math over the previous year.

Possible reasons that these gaps and issues exist are the following:

Lack of instructional staff; many positions were not filled,  
Leadership at the school experienced several hardships including death of the assistant principal which contributed greatly to the issues

Lack of consistent implementation of curriculum and assessments.

Lack of accountability from administration to utilize the curriculum and implement assessments.

PLTs were not in place due to scheduling issues and staff required to cover for other staff who were ill or jobs that were unfilled.

Lack of professional development in assessment, curriculum, use of data, and instructional effectiveness

Lack of stakeholder voice including staff, students and parents.

The school was short of 2 math teachers, thus causing other non-certified math teachers to teach core sections. Most teachers were used to 6/5<sup>th</sup> capacity. PLTs were nonexistent. The weight of the math department fell on one certified math teacher.



Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. Our leadership did not commit to drive continuous improvement.</p>	<p>1. Teachers are not getting their PLT time on a regular basis.</p> <p>A negative culture existed at the school.</p>	<p>1. Lack of staff hired in open positions. Need to develop a culture of improvement with the entire staff.</p> <p>PLT was not built into the school schedule.</p>
<p>2. Our teachers do not maintain high academic, behavioral, and SEL expectations for all students.</p>	<p>2. Clear accountability and follow-through from administration.</p> <p>Need to develop a strong special education and ELL program for students.</p> <p>Teachers are not consistently using data to inform their instruction.</p> <p>Lack of SEL curriculum previous year. Will be implemented this year.</p>	<p>2. No structured SEL curriculum provided.</p> <p>Lack of PLT time.</p> <p>Lack of accountability.</p> <p>Lack of professional development.</p> <p>Need for common language and school-wide expectations for SEL, behavior, PBIS, etc.</p>
<p>3. Our teachers do not systematically monitor, review and evaluate the implementation of curriculum for continuous improvement for all students.</p>	<p>3. Teachers and staff have a lack of understanding of the curriculum and assessment process. Teachers were not expected to use a guaranteed viable curriculum. Data analysis for the purpose of instructional improvement is lacking.</p>	<p>3. Professional development is needed in curriculum and assessments. Teachers must commit to using the TUSD adopted curriculum with fidelity.</p>

**B. SMART Goals for Reducing Achievement Gaps**

<p align="center"><b>SMART Goal Statement</b> <i>(All Academic Goals <u>Must</u> Focus on Subgroups)</i></p>	<p align="center"><b>Evidence to Be Used to Assess Progress and Accomplishment</b></p>
<p>1. By the beginning of the school year for 22-23, the principal will meet with stakeholders to determine how best to adjust the master schedule to include Social/Emotional Learning and Instruction so that all teachers are addressing these needs in their classrooms.</p>	<p>Examples of evidence could include:</p> <ul style="list-style-type: none"> <li>● Lesson plans upon request</li> <li>● Title 1 walkthroughs</li> <li>● Unannounced walkthroughs</li> <li>● Student behavior data</li> <li>● Student attendance data</li> </ul>

**C. Goal Attainment**

**1. Strategies to achieve SMART goals**

<p align="center"><b>Strategies that help School Achieve Improvement Goals</b></p>	
<p align="center"><b>Strategies:</b></p>	<p align="center"><b>Strengths and Obstacles</b></p>
<p>BF K8 will work to increase the quality of Tier I instruction to ensure that instruction standards based and uses researched based techniques.</p>	<p><b>Strengths:</b> A standard curriculum is in place for all core subjects. <b>Obstacles:</b> Teachers lack the understanding of why and how to utilize our adopted curriculum with fidelity.</p>
<p>Professional development will be planned for teachers which aligns with the needs of the students and teachers in the areas of ELA and math.</p> <ul style="list-style-type: none"> <li>- Eureka and Eureka (2)-Can we get more training?</li> <li>- Benchmark</li> <li>- AES – Training – Confer</li> </ul>	<p>Strengths: Our strength is we have a guaranteed viable curriculum.  Obstacles: Teacher buy in and commitment.</p>

- PBIS (2 <sup>nd</sup> ) Semester	
<p>PLTs will be implemented school-wide with clear expectations for attendance and accountability for the processes used during the meetings</p>	<p>Strengths:  Research based strategy  Collaboration builds teams</p> <p>Obstacles:  Teacher lack of understanding  Availability of teachers/time for PLT's  Current school culture</p>
<p>Implementation of early literacy programs that are research based (e.g., Waterford Reading Academy, Foundations).</p>	<p>Strengths:  Both programs are research-based and successful in many other schools similar to B/F.</p> <p>Obstacles:  Teacher cooperation and buy-in.  May have some technology issues.  Time for training  Consistency of teacher's implementation of both programs</p>
<p>Incorporate student writing throughout the curriculum K-8.</p>	<p>Strengths:  Effective focus to increase student achievement overall  Easy to look at student work in PLTs</p> <p>Obstacles:  Possible lack of teacher training in writing  Need to develop or adopt a process school-wide</p>
<p>Conduct professional development for the new math curriculum K-8.</p>	<p>Strengths:  District-wide PD is scheduled for August 28<sup>th</sup>. All teachers who teach math will need to attend.  AES team will come into model effective education in mathematics.</p>

	<p>Obstacles: Lack of manipulatives Effective classroom management</p>
Implement Math Pathways and Pitfalls for Tier II students.	<p>Strengths: CSP is trained in MPP and can provide professional development</p> <p>Obstacles: Teacher buy in Time Reliance on IXL</p>

**2. Action steps to implement strategies**

<b>Action Steps to Implement Improvement Strategies for Improvement Goals</b>					
<b>Strategy 1:</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
Establishing a strong network of educators is committed to a common goal.	Teachers Administration, support staff Mentors District personnel Parents	22-23 SY	Communication at every opportunity Access to PD and follow-up	Leadership Team Walkthroughs Evaluations	Climate surveys and feedback (district) Increased student achievement. (building data)
Establishing a PD calendar Building teacher capacity through PD	Administration	22-23 SY	PD topics that are relevant to the vision of the school	PD follow-up in classroom setting	Climate surveys and feedback (district)

			Budget support		Increased student achievement. (Building data)
Building Collaborative PLT Teacher Teams	Leadership Team administration	22-23- SY	PD on what an effective PLT team looks like Modeling PLTs Set aside PLT time	Admin support during PLT time	PLT notes Observation Student achievement data
Implementation of reading support programs	Administration Teachers Support Staff	22-23 SY	Teacher PD supports. Data to monitor student progress	Walkthroughs Teacher/admin team communication Feedback of lesson plans	Walkthrough data Teacher evaluation periods Student achievement data Lesson plans
Incorporation of student writing into curriculum	Admin Teachers Support Staff	22-23SY	Writing curriculum supplemental resources PLT teacher collaboration	Walkthrough Unannounced and announced Admin visits to PLT teams	Student achievement data PLT notes Samples to student work Lesson plans

**Action Steps to Implement Improvement Strategies for Improvement Goal 2**

<b>Strategy 2:</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
PD on new math curriculum Specific PLT time focused on math initiatives MOY and EOY review of curriculum implementation by leadership team	Teachers Admin Team Leadership Team Support Staff	22-23SY	PD provider PD follow-up with AES coaching	Walkthroughs PLT mentoring Coaching feedback Teacher evaluations	Student progress reports Student benchmark scores
CSP will train teachers in MPP in K-3 grades in the 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.  The school will seek additional training for MPP in grades 4-8.	Teachers Admin Team Leadership Team Support Staff	22-23 SY	Block of time during school day or District PLT days Training	Walkthroughs PLT mentoring Coaching feedback Teacher evaluations	Student progress reports Student benchmark scores