

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

Principal: Sarah Andricopoulos

School: Davidson Elementary

Region: 3

Date Plan Revised: July 20, 2022

Planning Team:

Name	Position	Name	Position
Sarah Andricopoulos	Principal	Rachel Simmons	CSP
Theresa Dorgan	MTSS Facilitator	Cristina Holbrook	EL Teacher

Sign Off:

Position	Name	Signature	Date
Principal	Sarah Andricopoulos	<i>Sarah Andricopoulos</i>	Sep 15, 2022
Regional Superintendent	Richard Sanchez	<i>Richard H. Sanchez</i> <small>Richard H. Sanchez (Sep 15, 2022 12:33 PDT)</small>	Sep 15, 2022

Table of Contents

Contents

I. School Profile	2
A. Mission	2
B. School Summary	2
C. Vision	4
D. Core Values	4
E. School Profile	5
F. Achievement Data	6
II. Overall Student Achievement Data	8
A. Gaps in Student Achievement	8
B. SMART Goals for Overall Student Achievement	9
C. Goal Attainment	10
1. Strategies to achieve SMART goals	10
2. Action Steps to Implement Strategies.....	11
III. Academic Performance for African American, Latino, Native American, ExEd and ELL Subgroups: Gap Analyses	15
A. Gaps in USP Subgroups	15
B. SMART Goals for Reducing Achievement Gaps	16
C. Goal Attainment	17
1. Strategies to achieve SMART goals	17
2. Action Steps to Implement Strategies.....	18

I. School Profile

A. Mission

B. School Summary

Award Winning PBIS System: Every student ROARs at Davidson! ROAR stands for Respectful, On-task, Always Safe, and Responsible, and it is the foundation of our Positive Behavior Intervention System. We focus on providing school-wide positive reinforcement and explicit teaching and modeling of expected social, behavioral, and academic expectations. Davidson has achieved Bronze and Silver Awards for our PBIS Program from the Arizona Department of Education. At Davidson, we believe in the power of positive interventions and that every child is unique and special. Our MTSS facilitator, principal, and key teachers form Tier I, II, and III PBIS teams who have gone through three years of training in Phoenix with the Department of Education. Every staff member on campus is trained at the beginning of the year in our Tier I program and implementation. We have a strong Check In/Check Out system that serves approximately 20% of our student population as a Tier II intervention. Our Tier III team has been trained to conduct Functional Behavior Assessments and write effective Behavior Intervention Plans, so we can best serve our students the needs of our most challenging students. Our full-time counselor provides social and emotional instruction weekly for all classes. She meets with small groups on topics such as social skills, changes in home life, self esteem, and anger management. The counselor also engages students in restorative circles as needed for interventions. Our "Lunch Bunch Room" provides as alternative setting for students who have difficulty in the cafeteria or on the playground. Davidson implemented the SEL program, PAX, in conjunction with PBIS. The PAX Good Behavior game is a nationally known, research-based program designed to increase self-regulation and co-regulation skills and prosocial behaviors in students. It is a trauma-informed approach to learning.

Fine Arts for Every Student: Davidson is a proud OMA (Opening Minds to the Arts) Gold School. Every Davidson student benefits from music, dance, and instrumental instruction throughout the year. Our fabulous Arts Integration Specialist collaborates with classroom teachers to integrate the arts with content curriculum. Intermediate grade students have a choice of band, choir, or orchestra, kindergarten students are engaged in dance weekly, and first grade students participate in musical theater, in addition to OMA classes. We know that music connects both sides of the brain. Not only does research show that music builds neuropathways, but students who participate in music have increased attendance rates.

Curriculum/Full Inclusion and Co-Teaching: At Davidson, we believe strongly in the benefits of inclusive education for all students. All students' needs are met within the general education setting. Classroom teachers and exceptional education teachers collaborate weekly to provide a co-teaching model of instruction. This results in higher expectations, greater academic outcomes, and increased social and emotional skills for all students.

AVID Elementary School: Davidson is a proud AVID Elementary School. We work to increase rigor academic opportunities, career and college readiness and student agency through AVID strategies. The AVID Site Team works to provide professional development to certify all teachers in AVID.

At Davidson we are committed to full implementation of the AZ College and Career Readiness Standards. We implement the TUSD Curriculum, Eureka Math Program, and Balanced Literacy. All students are engaged in guided reading, with teachers utilizing our Scholastic Guided Reading Room for Leveled Text and whole group instruction. First and second grade students participate in Enhanced Core Reading Instruction to improve phonics instruction and phonemic awareness. Students have the opportunity to learn through a variety of resources, engagement strategies, STEAM instruction, and online instructional programs such as Imagine Language and Literacy and Imagine Math. Davidson frequently monitors student progress through a wide variety of assessment strategies such as DIBELS, teacher-made CFAs, NSGRA, Short-Cycle Assessments. Our MTSS Team focuses on providing strategies for teachers to use with individual students and coordinates with the school psychologist when testing is indicated.

Family Engagement: At Davidson, we believe strongly in the power of school and family connections to positively impact student success. We have a half-time School and Community Liaison to facilitate and build these relationships. She supports and implements our attendance and tardy policy, provides resources for families, increases effective communication, plans and implements parent workshops, and assists in planning and implementing larger school events such as STEAM Night, Literacy Night, and our Davidson Carnival. The School and Community Liaison also organizes volunteers and participates in home visits.

Ben's Bells Kind Campus: Students, staff, and parents ROAR kindness at Davidson, where the Ben's Bell Kindness Curriculum is integrated in weekly classroom lessons by our full-time counselor. Davidson students practice kindness through a wide range of activities and the language of kindness is practiced in classrooms and throughout the community every day. Each month, students nominate one another for the Kind Kid Award and two students are presented with Ben's Bells at our assembly. Student Council members serve as Kindness Ambassadors on the playground, assisting younger students as they learn practice kindness daily with one another.

Technology for the 21st Century: Every classroom at Davidson is equipped with an interactive whiteboard. This allows students and teachers to engage with and navigate information in new and exciting ways. Every student now has his/her own Chromebook in addition to classroom computers and tablets. Students benefit from blended learning model.

C. Vision

At Davidson Elementary, parents, teachers, staff and students work together to help students love learning. Davidson celebrates the diversity of its students and high expectations for academics, the arts, technology, and inclusivity, fostering meaningful relationships in a nurturing environment to help students realize their dreams.

D. Core Values

School Wide Expectations

- R Respectful
- O On-task
- A Always safe
- R Responsible

E. School Profile

2018-19 Letter Grade		
D		

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
58.06	83.19%		100%	13.45%	14.9%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
74	29.84%	16	6.45%	131	52.82%	7	2.82%	5	2.02%	15	6.05%

F. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	202 Gr. 4	2022 Gr. 5
District Avg	42%	36%	36%	18%	16%	16%	28%	27%	24%
State Avg	51%	48%	46%	36%	34%	31%	39%	39%	37%
Davidson	29%	8%	26%	8%	11%	8%	10%	6%	9%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
District Avg	38%	40%	43%	21%	29%	32%	29%	33%	27%
State Avg	46%	51%	52%	35%	44%	45%	41%	44%	39%
Davidson	15%	22%	30%	14%	35%	31%	20%	24%	33%

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
Grade 3	*	*	*		*	0	42.1	0	5.6	0	*	*	*	*	*	15.4	*	*
Grade 4	*	*	*		0	*	0	0	5.6	0	*	*	*	*	*	*	36.4	*
Grade 5	*	*	*		*	*	28.6	0	0	0	*	*	*	*	*	*	*	53.8

Math

	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
Grade 3	*	*	*	*	*	*	42.1	0	5.6	0	*	*	*	*	*	15.4	*	*
Grade 4	*	*	*		*	*	0	0	5.6	0	*	*	*	*	*	*	18.2	*
Grade 5	*	*	*		*	*	28.6	0	0	0	*	*	*	*	*	*	*	23.1

II. Overall Student Achievement Data

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement
<p>Following remote learning, teachers and staff noticed a significant change in the soft skills of being a student. Children who were in kindergarten when we first went to remote learning were now 2nd graders. During the 2020-2021 SY, it was necessary to focus on SEL and the development of skills necessary to be successful students. Davidson teachers and staff implemented AVID for academics and continued with our implementation of PAX Good Behavior game to increase SEL skills such as self- and co-regulation.</p> <p>Math is a critical area of concern. Students over the past two years have demonstrated significant gaps in number sense, place value, and operations. This was evident before the pandemic, but has intensified since the return to in-person learning. Starting in 2020-2021 and continuing this year, Davidson teachers have been working with Associates for Educational Success. A math specialist, Valerie Seldon, provides professional development every 4-6 weeks on a Wednesday, and works with grade levels on embedded professional development, as well. Teachers plan, implement, and debrief a lesson with Ms. Seldon monthly. They are implementing school-wide systems such as anchor charts, journals, mathematical discourse, problem solving, and more.</p> <p>The other area of concern following remote learning is students' ability to work independently, for a sustained amount of time, on rigorous learning tasks. We have found that stamina for learning has dramatically decreased since before the pandemic. As an AVID elementary, teachers and staff are working to increase student agency and provide rigorous learning opportunities to increase stamina for learning.</p>

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ol style="list-style-type: none"> 1. Students are not engaged in productive struggle and rigorous academic opportunities. 	<ol style="list-style-type: none"> 1. Teachers and staff have not initiated and monitored change using student data with current district platforms, in 	<ol style="list-style-type: none"> 1. The principal and staff need to design a collaborative, systemic approach to collecting and analyzing data with the

	order to create high expectations, engaging lessons and learning for all students.	district's current platforms in order to create rigorous, engaging lessons for all students to show progress.
2. The school has several systems in place for MTSS, PAX, PBIS, that teachers have become complacent about implementation.	2. Teachers do not consistently integrate and use our PAX SEL program and PBIS to follow through this behavior management.	2. Teachers and staff need to revisit and develop an action plan that creates learning opportunities for students to practice PAX and SEL models to maintain high expectations and high learning opportunities.
3. There is a lack of understanding amongst staff and families about volunteer opportunities.	3. Staff is not aware of how to create opportunities in their classroom to invite families to participate in the learning.	3. There is a need to define volunteers opportunities through a explicit volunteer handbook.

B. SMART Goals for Overall Student Achievement

SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	Evidence to Be Used to Assess Progress and Accomplishment
Teachers and staff will increase stamina and rigor for all students in grades 3 through 5 as measured by an increase of at least 10% in ELA and Math from the 2022 AASA to the 2023 AASA.	Evidence: AASA Short Cycle Assessments Quarterly Benchmark Assessments

C. Goal Attainment

1. Strategies to achieve SMART goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	Strengths and Obstacles
Staff will work to increase the quality of Tier I instruction through certification of all teachers in AVID Elementary.	<p>Strengths: The AVID framework supports rigorous academic opportunities for all students. Through professional development, all staff will be trained using AVID professional development.</p> <p>Obstacles: We will need to provide feedback in classrooms on implementation of AVID Strategies to ensure fidelity.</p>
Three interventionists (1-3 Reading, 4-5 Reading, and K-5 Math) will work with students to support Tier 2 intervention strategies.	<p>Strengths: Tier 2 students will have additional support and instruction to close learning gaps.</p> <p>Obstacles: We will need to ensure that students who are pulled for intervention are not missing core instruction.</p>
Continue with ECRI (Enhanced Core Reading Instruction) for grades 1 and 2.	<p>Strengths: Rachel Simmons is the coach and able to provide continuous feedback and support of ECRI. ECRI supports phonics and phonemic awareness which is lacking in the Benchmark Universe curriculum.</p> <p>Obstacles: We have two new teachers who are being trained but will not have as much experience as the returning teachers.</p>
Continue with AES for math support with embedded PD and co-teaching.	<p>Strengths: Teachers schoolwide will implement the strategies of anchor charts, math journal, talk moves, etc. to standardize Tier 1 math instruction. AES provides us with a coach who is an expert in the field and high-quality instructor.</p> <p>Obstacles: We will need to bring new teachers up to date. Some primary age teachers struggle with logistics</p>

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: Staff will work to increase the quality of Tier I instruction through certification of all teachers in AVID Elementary.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
PD 2-3 times monthly	AVID Site Team	2-3 times/monthly as noted on PD calendar	AVID Powerpoints from Myavid.org Binders for teachers to collect resources	Principal-completion of PD	Sign-in sheets, Teacher feedback forms, agendas
Create Peer Observation Schedule for monthly observations	Sarah Andricopoulos	August 2022	Excel	Sarah Andricopoulos	Staff Handbook
Create Feedback Forms for Monthly Peer Observations	Sarah Andricopoulos	August 2022	Office 365 Forms	Sarah Andricopoulos	Staff Handbook; Feedback Forms
WICOR strategies will be included in daily lesson plans	All teachers	On-going, daily	AVID Implementation Folder in Teams	Sarah Andricopoulos	Lesson Plans

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 2: Three interventionists (1-3 Reading, 4-5 Reading, and K-5 Math) will work with students to support Tier 2 intervention					

strategies.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Create master schedule	Sarah Andricopoulos	August 2022	Excel	Sarah Andricopoulos	Master Schedule
Identify students for Tier 2 instruction based on data from DIBELS, Short Cycle Assessments, and AASA.	Alice Dobb (1-3 RI), Susan Allard (4-5 RI), Jeanette Mihill (MI) and Tracy Dorgan (MTSS)	August 2022	Master Schedule, Data Sources: SCA, AASA, DIBELS	Tracy Dorgan	Student Groupings
Progress monitor students for flexible groupings and evidence of growth	Alice Dobb (1-3 RI), Susan Allard (4-5 RI), Jeanette Mihill (MI) and Tracy Dorgan (MTSS)	Monthly September thru May	DIBELS, Short Cycle Assessments, Benchmark Assessments	Tracy Dorgan	Student Data, Data Folders

Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 3: Continue with ECRI (Enhanced Core Reading Instruction) for grades 1 and 2.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Differentiated training for teachers previously trained in ECRI and new to ECRI	Kathy Helgesen (Rogue Education Consulting)	July 18-21, 2022	Phonics and Comprehension ECRI materials-Google Drive	Sarah Andricopoulos	Teacher Observation, Lesson Plans
Provide weekly coaching and feedback to teachers implementing ECRI	Rachel Simmons, CSP and ECRI Coach	On-going, weekly	Observation forms	Sarah Andricopoulos	ECRI Dictation journals, student work, teacher observations, lesson plans
Monthly ECRI meetings to analyze progress data	Rachel Simmons and 1 st and 2 nd grade teachers	Monthly	ECRI PLC form and agenda	Rachel Simmons and Sarah Andricopoulos	ECRI PLC form

Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 4: Continue with AES for math support with embedded PD and co-teaching.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
AES System Refresh PD to review systems implemented 2021-2022 before the beginning of the school year	Valerie Seldon and Teachers of Math	August 3, 2022	Math journals, Anchor chart paper	Sarah Andricopoulos	Math wall in classrooms, student work, SCA, BM assessments, AASA
Whisper coaching in classrooms	Valerie Seldon and	1 Wednesday morning every 4-6 weeks	Teaching material	Sarah Andricopoulos	Teacher observations, lesson plans

	Sarah Andricopoulos	starting in August			
Professional Development in math concepts: Lesson Studies, Beginning with the End in Mind, Problem Solving, Vertical Alignment of Priority Standards, and Data Logs	Valerie Seldon and Teachers of Math	1 Wednesday afternoon every 4-6 weeks starting in August	Math materials	Sarah Andricopoulos	Teacher observations, lesson plans, student work, SCA, BM Assessments, AASA
Modeling and Co-teaching of math strategies and concepts	Valerie Seldon	1 day per grade level every 4-6 weeks following PD on the previous Wednesday	Math materials	Sarah Andricopoulos	Teacher observations, lesson plans, student work, SCA, BM Assessments, AASA

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

A. Gaps in USP Subgroups

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

The data for Hispanic and African American students is very similar to that of Anglo students. By focusing on AVID implementation and culturally responsive practices, all students' needs are met universally.

Davidson is a full inclusion school and all students' needs are met in the general education classrooms. Exceptional education teachers push in for reading and math to work with both students with and without IEPs. There are also reading and math interventionists to support struggling learners. Additionally, paraprofessionals support students with IEPs throughout the school day.

English learners participate in SEI instruction daily. Students in grades 1-5 participate in EL instruction with a certified EL teacher using the REACH curriculum daily. EL students are clustered with a highly qualified teacher who includes language goals in instruction. Teachers utilize visuals, call and response, repetition, vocabulary, and movement to increase language learning. In addition to flexible/adaptive seating arrangement, teachers regularly use signals and gestures to scaffold communication among students.

Davidson is an OMA Gold school. All students receive 30-60 minutes of fine arts instruction weekly. The OMA Arts Integration Specialist supports classroom objectives in ELA and Math. He utilizes Universal Design so that all students regardless of ability or language can participate in instruction.

Identify Top Three Causes of these Gaps

Identify the Root of these Causes

Identify Foundational Causes

Davidson is a full inclusion school. Fifteen percent of enrollment in grades K-5 for the 2022-2023 SY is identified as special education. During the 2021-2022 SY, zero students with IEPs demonstrated proficiency on the AASA in ELA or Math.	While students with IEPs are making considerable growth, it is still not to the level of grade level proficiency on a state test.	Students with IEPs need specially designed instruction at their ability level, in addition to exposure to grade level curriculum, to be successful with standardized testing.
Thirteen percent of Davidson students are English Learners	While students learning English make considerable gains in language goals, they are not yet to the level of grade level proficiency on a state test.	Students learning English need SEI instruction and consistent modeling of language to pass the AASA.

B. SMART Goals for Reducing Achievement Gaps

SMART Goal Statement (All Academic Goals <u>must</u> Focus on Subgroups)	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.</p> <p>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.</p>	<p>E.g.: Examples of evidence could include:</p> <ul style="list-style-type: none"> ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams
<p>Teachers and staff will increase stamina and rigor for all students in grades 3 through 5 as measured by an increase of at least 10% in ELA and Math from the 2022 AASA to the 2023 AASA.</p>	<p>AASA Test Results Short Cycle Assessments Quarterly Benchmark Exams</p>

Students with IEPs will increase student achievement on the AASA as measured by an increase of 10% in ELA and Math from the 2022 AASA to the 2023 AASA.	<i>AASA Test Results</i> <i>Short Cycle Assessments</i> <i>Quarterly Benchmark Exams</i>
Students with limited English will increase language learning as measure by a 10% increase in proficiency levels on the 2022 AZELLA to the 2023 AZELLA.	<i>AZELLA Results</i> <i>REACH Unit Tests</i>

C. Goal Attainment

1. Strategies to achieve SMART goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	Strengths and Obstacles
Staff will work to increase the quality of Tier I instruction through certification of all teachers in AVID Elementary.	Strengths: The AVID framework supports rigorous academic opportunities for all students. Through professional development, all staff will be trained using AVID professional development. Obstacles: We will need to provide feedback in classrooms on implementation of AVID Strategies to ensure fidelity.
Three interventionists (1-3 Reading, 4-5 Reading, and K-5 Math) will work with students to support Tier 2 intervention strategies.	Strengths: Tier 2 students will have additional support and instruction to close learning gaps. Obstacles: We will need to ensure that students who are pulled for intervention are not missing core instruction.
Continue with ECRI (Enhanced Core Reading Instruction) for grades 1 and 2.	Strengths: Rachel Simmons is the coach and able to provide continuous feedback and support of ECRI. ECRI supports

	<p>phonics and phonemic awareness which is lacking in the Benchmark Universe curriculum.</p> <p>Obstacles: We have two new teachers who are being trained but will not have as much experience as the returning teachers.</p>
Continue with AES for math support with embedded PD and co-teaching.	<p>Strengths: Teachers schoolwide will implement the strategies of anchor charts, math journal, talk moves, etc. to standardize Tier 1 math instruction. AES provides us with a coach who is an expert in the field and high-quality instructor.</p> <p>Obstacles: We will need to bring new teachers up to date. Some primary age teachers struggle with logistics</p>

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: Staff will work to increase the quality of Tier I instruction through certification of all teachers in AVID Elementary.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
PD 2-3 times monthly	AVID Site Team	2-3 times/monthly as noted on PD calendar	AVID Powerpoints from Myavid.org Binders for teachers to collect resources	Principal-completion of PD	Sign-in sheets, Teacher feedback forms, agendas
Create Peer Observation Schedule for monthly observations	Sarah Andricopoulos	August 2022	Excel	Sarah Andricopoulos	Staff Handbook

Create Feedback Forms for Monthly Peer Observations	Sarah Andricopoulos	August 2022	Office 365 Forms	Sarah Andricopoulos	Staff Handbook; Feedback Forms
WICOR strategies will be included in daily lesson plans	All teachers	On-going, daily	AVID Implementation Folder in Teams	Sarah Andricopoulos	Lesson Plans

Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 2: Three interventionists (1-3 Reading, 4-5 Reading, and K-5 Math) will work with students to support Tier 2 intervention strategies.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Create master schedule	Sarah Andricopoulos	August 2022	Excel	Sarah Andricopoulos	Master Schedule
Identify students for Tier 2 instruction based on data from DIBELS, Short Cycle Assessments, and AASA.	Alice Dobb (1-3 RI), Susan Allard (4-5 RI), Jeanette Mihill (MI) and Tracy Dorgan (MTSS)	August 2022	Master Schedule, Data Sources: SCA, AASA, DIBELS	Tracy Dorgan	Student Groupings

Progress monitor students for flexible groupings and evidence of growth	Alice Dobb (1-3 RI), Susan Allard (4-5 RI), Jeanette Mihill (MI) and Tracy Dorgan (MTSS)	Monthly September thru May	DIBELS, Short Cycle Assessments, Benchmark Assessments	Tracy Dorgan	Student Data, Data Folders
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Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 3: Continue with ECRI (Enhanced Core Reading Instruction) for grades 1 and 2.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Differentiated training for teachers previously trained in ECRI and new to ECRI	Kathy Helgesen (Rogue Education Consulting)	July 18-21, 2022	Phonics and Comprehension ECRI materials- Google Drive	Sarah Andricopoulos	Teacher Observation, Lesson Plans
Provide weekly coaching and feedback to teachers implementing ECRI	Rachel Simmons, CSP and ECRI Coach	On-going, weekly	Observation forms	Sarah Andricopoulos	ECRI Dictation journals, student work, teacher observations, lesson plans
Monthly ECRI meetings to analyze progress data	Rachel Simmons and 1 st and 2 nd grade teachers	Monthly	ECRI PLC form and agenda	Rachel Simmons and Sarah Andricopoulos	ECRI PLC form

Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 4: Continue with AES for math support with embedded PD and co-teaching.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
AES System Refresh PD to review systems implemented 2021-2022 before the beginning of the school year	Valerie Seldon and Teachers of Math	August 3, 2022	Math journals, Anchor chart paper	Sarah Andricopoulos	Math wall in classrooms, student work, SCA, BM assessments, AASA
Whisper coaching in classrooms	Valerie Seldon and Sarah Andricopoulos	1 Wednesday morning every 4-6 weeks starting in August	Teaching material	Sarah Andricopoulos	Teacher observations, lesson plans
Professional Development in math concepts: Lesson Studies, Beginning with the End in Mind, Problem Solving, Vertical Alignment of Priority Standards, and Data Logs	Valerie Seldon and Teachers of Math	1 Wednesday afternoon every 4-6 weeks starting in August	Math materials	Sarah Andricopoulos	Teacher observations, lesson plans, student work, SCA, BM Assessments, AASA
Modeling and Co-teaching of math strategies and concepts	Valerie Seldon	1 day per grade level every 4-6 weeks following PD on the previous Wednesday	Math materials	Sarah Andricopoulos	Teacher observations, lesson plans, student work, SCA, BM Assessments, AASA

Index and Support

- I. **Gap Analyses:** While looking at site based data, make sure to perform an effective gap analysis by disaggregating data by the following subgroups:
 - A. African American
 - B. Anglo
 - C. Hispanic
 - D. Exceptional Education
 - E. English Learners

In addition to this data set, make sure to investigate additional data that includes mobility rate, attendance rate, and promotion/retention rates.

Ensure that SMART goals, strategies and action steps are created to address the gaps in data that are found. For example, if data indicates that

Hispanic students are not performing as well on state standardized tests as their Anglo counterparts, then create a plan to effectively address

that need. Ensure that this is thread throughout the entire magnet plan. Ensure that this is also tied to a root cause analysis. This will likely be aligned to the same root causes one will find in a Title I Integrated Action Plan.

II. **SMART Goal Examples:**

- A. By June, 2023, reading achievement for African American students will increase by 10 percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.
- B. By June 2023, math achievement for Hispanic students will increase by 10percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.
- C. By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.
- D. By June 2023, the school will increase the enrollment of African American and Anglo students by five percentage points to ensure integration, as measured by 100th day enrollment reports.










Davidson SAAP 22-23

Final Audit Report

2022-09-15

Created:	2022-09-15
By:	Rachel Sanchez (rachel.sanchez@tusd1.org)
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