

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

**Principal:** Jesus Vasquez

**School:** Dietz K-8

**Region:** Pantano

**Date Plan Revised:**

**Planning Team:**

Name	Position	Name	Position
Jesus Vasquez	Principal	Eileen Gow	Assistant Principal
Stephanie Werner	MTSS facilitator	Jessica Shupe	Teacher

**Sign Off:**

Position	Name	Signature	Date
Principal	Jesus Vasquez		
Regional Superintendent	Holly Leman Hammel		

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## I. School Profile

### A. Mission

At Dietz K-8, our mission is to create a safe and successful learning environment where we empower students to be life-long learners.

### B. School Summary

The School Profile section of the SAAP should include specific narrative writing that provides an overview of the school. This section should include information on the A-F label, integration status, enrollment, initiatives, awards, and any other specific information about key issues and recent history that helps the reader understand the school and its community context.

### C. Vision

We strive to provide a diverse curriculum to meet the academic, cultural, and social needs of our community.

### D. Core Values

#### **School Wide Expectations**

Align school wide expectations to site PBIS expectations.

**E. School Profile**

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

<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>
58%	92%			10%	16%

<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>
81	20%	74	18.27%	213	52.59%	*		10	2.47%	24	5.93%

**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%
Dietz	28%	15%	29%	11%	13%	8%			14%	0%	13%	3%	13%	8%	36%	14%	10%	11%	9%	11%

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%
Dietz	20%	28%	33%	10%	20%	19%	14%	27%	21%	10%	17%	20%	28%	25%	15%	13%	26%	11%

**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>	30%*	0%*	33%*	0%*	n/a	25%*	22%	8%	5.6%	100%*	0%*	67%*	0%*	b.a	n/a	17%	29%	50%*
<b>Grade 4</b>	11%*	33%*	9.1%	0%*	100%*	0%*	37%	11%	11%	67%*	50%*	0%*	0%*	n/a	n/a	8%	50%*	57%
<b>Grade 5</b>	17%	17%*	8.3%	n/a	50%*	0%*	27%	16%	11%	67%*	100%*	0%*	n/a	n/a	0%*	50%	20%*	43%*
<b>Grade 6</b>	0%*	13%*	10%*	33%*	0%*	0%*	10%	10%*	7%	0%*	25%*	50%*	0%*	0%*	n/a	0%	0%*	18%
<b>Grade 7</b>	0%*	0%*	17%*	33%*	0%*	n/a	20%	21%	37%	33%*	20%*	20%*	0%*	n/a	0%*	18%	50%*	17%
<b>Grade 8</b>	14%*	0%*	7%	0%*	50%*	0%*	22%	20%	9%	40%*	0%*	0%*	0%*	n/a	0%*	11%*	29%*	22%*
<b>Total</b>	13%	11%	12%	19%	38%*	10%*	22%	15%	13%	40%	27%	19%	0%*	0%*	0%*	17%	25%	35%

**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
<b>Grade 3</b>	40%*	0%*	33%*	0%*	n/a	25%*	30%	7%	17%	100%*	0%*	67%*	0%*	n/a	n/a	33%	33%	60%*
<b>Grade 4</b>	22%*	0%*	10%*	0%*	0%*	0%*	17%	0%	0%	67%*	0%*	0%*	0%*	n/a	n/a	0%	0%*	33%

<b>Grade 5</b>	8%*	13%*	8%	n/a	0%*	0%*	21%	9%	7%	67%*	100%*	0%*	n/a	n/a	100%*	42%	23%	13%*
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<b>Grade 6</b>	0%*	9%	0%*	0%*	0%*	0%*	5%	0%	11%	20%*	0%*	50%*	0%*	0%*	n/a	21%	0%*	9%*
<b>Grade 7</b>	0%*	0%*	14%*	67%*	n/a	n/a	10%	14%	11%	0%*	0%*	0%*	0%*	n/a	0%*	12%	50%*	8%
<b>Grade 8</b>	0%*	0%*	0%	50%*	0%*	0%*	8%	9%	9%	20%*	0%*	0%*	0%*	n/a	0%*	11%*	13%*	30%*
<b>Total</b>	13%	4%	8%	27%	0%*	10%*	14%	7%	9%	35%	5%	14%	0%*	0%*	33%*	21%	20%	26%

## II. Overall Student Achievement

### A. Gaps in Student Achievement

#### Interpretive Summary - Student Achievement

Dietz K8 mobility rate for the 2021-22 school year was 58% and the absenteeism rate was 92%. 10% of our student population is comprised of EL Student and 16% Ex Ed students.

The Spring 2022, AzM2 Math data indicates the following:

- 3<sup>rd</sup> grade outperformed the district by 8 percentage points and underperformed the state by 3 percentage points.
- 4<sup>th</sup> grade underperformed the district by 13 percentage points and underperformed the state by 25 percentage points.
- 5<sup>th</sup> grade underperformed the district by 14 percentage points and underperformed the state by 27 percentage points.
- 6<sup>th</sup> grade underperformed the district by 2 percentage points and underperformed the state by 21 percentage points.
- 7<sup>th</sup> grade underperformed the district by 2 percentage points and underperformed the state by 18 percentage points.
- 8<sup>th</sup> grade underperformed the district by 1 percentage points and underperformed the state by 6 percentage points.

The Spring 2022, AzM2 ELA data indicates the following:

- 3<sup>rd</sup> grade underperformed the district by 1 percentage point and underperformed the state by 13 percentage points.
- 4<sup>th</sup> grade underperformed the district by 8 percentage points and underperformed the state by 19 percentage points.
- 5<sup>th</sup> grade underperformed the district by 12 percentage points and underperformed the state by 24 percentage points.
- 6<sup>th</sup> grade underperformed the district by 11 percentage points and underperformed the state by 26 percentage points.
- 7<sup>th</sup> grade aligned with the district scores and underperformed the state by 15 percentage points.
- 8<sup>th</sup> grade underperformed the district by 12 percentage points and underperformed the state by 25 percentage points.

Dietz will increase Math and Reading scores by 5 percentage points school-wide as measured by IXL end of the year snapshot 21-22 to 22-23. Students will take a monthly IXL snapshot to monitor their progress towards making adequate progress towards meeting their yearly goal. Dietz will increase Reading achievement, for students in grades 1-3, by 5 percentage points for students scoring “At” or “Above benchmark,” as measured by the DIBELS NEXT EOY 21-22 to EOY 22-23 diagnostic assessment.

Dietz staff will address learning gaps by conducting monthly data talks focused on DIBELS data and IXL snapshot data in grade level teams and vertical teams. Data talks will identify students that are not making adequate progress and then the team will create a



plan of action to support the students' learning needs.

During the 21-22 school year many of our teachers received training through Eureka Math to strengthen math instruction in the classroom and DOK training to increase rigor in instruction. During the 22-23 school year teachers will deepen their DOK knowledge through additional training and walkthrough feedback. Teachers will also receive walkthrough feedback based on targeted math attributes that support high quality instruction in the math classroom.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
2.2 Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices	(2.2) Depth of knowledge is not evident in lessons and is not being used to serve targeted subgroups.	<ul style="list-style-type: none"> <li>• Benchmark Advance does not allow for the flexibility in pacing of lessons to include the higher level DOK</li> <li>• Eureka Math instruction needs to be modified to include higher levels of DOK.</li> <li>• Teachers need training in DOK, how to design questions and learning opportunities for students</li> <li>• A belief that young people cannot do higher DOK.</li> </ul>
2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.	(2.4) Teachers do not intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge, to meet the needs of identified subgroups.	<ul style="list-style-type: none"> <li>• Administration needs to outline lesson plan expectations regarding DOK.</li> <li>• PLC time used for enriching teacher planning.</li> <li>• Need for UDL training</li> <li>• Fear of falling behind or not sticking to the curriculum.</li> <li>• Build community in the classroom to support student discourse.</li> </ul>

<p>3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.</p>	<p>(3.4) There are no opportunities for peer-to-peer observation and feedback and other collaboration, limiting teachers' ability to learn how colleagues serve targeted subgroups.</p>	<ul style="list-style-type: none"> <li>• Teachers need training on how to conduct peer to peer observation.</li> <li>• A school wide common, practiced used language.</li> <li>• Teachers need to have positive relationships with their peers.</li> </ul>
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**B. SMART Goals for Overall Student Achievement**

<p><b>SMART Goal Statement</b> <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p><b>Evidence to Be Used to Assess Progress and Accomplishment</b></p>
<p>Reading and Math achievement will increase by 5 percentage points school-wide, as measured by IXL end of the year snapshot 21-22 to 22-23.</p> <ul style="list-style-type: none"> <li>• 1st grade will move from 50% to 55% in Math and 37% to 42% in ELA</li> <li>• 2nd grade will move from 46% to 51% in Math and 35% to 40% in ELA</li> <li>• 3rd grade will move from 32% to 37% in Math and 35% to 40% in ELA</li> <li>• 4th grade will move from 38% to 43% in Math and 14% to 19% in ELA</li> <li>• 5th grade will move from 9% to 14% in Math and 14% to 19% in ELA</li> <li>• 6th grade will move from 8% to 13% in Math and 16% to 21% in ELA</li> <li>• 7th grade will move from 16% to 21% in Math and 31% to 36% in ELA</li> <li>• 8th grade will move from 2% to 7% in Math and 21% to 26% in ELA</li> </ul>	<p>IXL Benchmark reports (BOY, MOY, EOY)</p>

<p>Reading achievement, for students in grades 1-3 will increase by 5 percentage points, for students scoring “at” or “above benchmark”, as measured by the DIBELS NEXT EOY 21-22 to EOY 22-23 diagnostic assessment.</p> <ul style="list-style-type: none"> <li>• 1st grade will move from 20% to 25%</li> <li>• 2nd grade will move from 32% to 37%</li> <li>• 3rd grade will move from 44% to 49%</li> </ul>	<p>DIBELS NEXT Data (BOY, MOY, EOY)</p>
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**C. Goal Attainment**

**1. Strategies to achieve SMART goals**

Strategies that help School Achieve Improvement Goal 2	
Strategies:	Strengths and Obstacles
<p>DOK Training will be scheduled for teachers.</p>	<p>Strengths: Some teachers have received this training during the 21-22 school year.</p> <p>Obstacles: Due to the teacher shortage we do not have certified teachers in all classrooms. Any staff members that get hired at Dietz will need additional training set up for them.</p>
<p>All new staff will receive IXL training, students will take IXL diagnostic snapshot #1, and PLC schedule will be created outlining days that teachers will conduct data talks.</p>	<p>Strengths: Some teachers have received this training during the 21-22 school year. TUSD has personnel to walk teachers through data analysis.</p> <p>Obstacles: Dietz still needs to hire a CSP and 3 teachers.</p>
	<p>Strengths: Some teachers have received this training during the 21-22 school year. Teachers in grades 1-2, will have support in data analysis from the MTSS-R team.</p>

All new staff will receive DIBELS NEXT training in assessment, DIBELS NEXT progress monitoring expectations will be created and reviewed with all K-3 teachers.	Obstacles: We need to train the new kinder teacher, 1 <sup>st</sup> grade teacher, and 3 Teacher assistance in the administering of DIBELS NEXT. We need to hire and train a 3 <sup>rd</sup> grade teacher. Dietz does not have a CSP to support testing and data analysis.
Eureka Math “Core Implementation Actions” will be reviewed with teachers and a classroom walkthrough schedule will be created.	<p>Strengths: Some teachers have received this training during the 21-22 school year in the components of a Eureka Math Lesson and they understand the attributes for each section of the lesson.</p> <p>Obstacles: K-5 teachers will need to receive training in the new Eureka squared curriculum. We need to hire and train a 3<sup>rd</sup> grade teacher, 6<sup>th</sup> grade math teacher, and math interventionist (who also teaches 6<sup>th</sup> and 7<sup>th</sup> accelerated math). Dietz does not have a CSP to support classroom walkthroughs and training.</p>

**2. Action Steps to implement strategies**

<b>Action Steps to Implement Improvement Strategies for Improvement Goal 2</b>					
<b>Strategy 1:</b> <i>Eureka Math “Core Implementation Actions” will be reviewed with teachers and a classroom walkthrough schedule will be created.</i>					
<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>
Create classroom walkthrough form using the “Core Implementation Actions” and walkthrough schedule	Administration	8/1/22	Eureka “Core Implementation Actions”	Weekly	Walkthrough notes

<b>Action Steps to Implement Improvement Strategies for Improvement Goal 2</b>					
<b>Strategy 2:</b> <i>All new staff will receive IXL training, students will take IXL diagnostic snapshot #1, and PLC schedule will be created</i>					

*outlining days that teachers will conduct data talks.*

<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>
IXL Snapshot windows	TUSD District	8/15/22	IXL Technology	Admin	Data Reports
IXL Testing Schedule	Admin	8/15/22	Calendar and Snapshot windows	Admin	Calendar
PLC Schedule	Admin	8/15/22	Master Calendar Testing Calendar	Admin	PLC Schedule

### 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

Dietz K8 mobility rate for the 2021-22 school year was 58% and the absenteeism rate was 92%.

Dietz K8 School USP Ethnicity Profile and other subgroups for the 2021-22 school year.

- African American 18.27%
- Asian American 2.47%
- Hispanic 52.59%
- Multi Racial 5.93%
- Native American 0%
- White 20%
- EL 10%
- ExEd 16%

The Spring 2022, AzM2 Math data indicates the percentage of students scoring proficient by subgroup:

(\* indicates subgroups smaller than 10 students)

- African American 8%
- Asian American 10%\*
- Hispanic 9%
- Multi Racial 14%
- Native American 33%\*
- White 26%
- EL 6.7%

- ExEd 4.8%

The Spring 2022, AzM2 ELA data indicates the percentage of students scoring proficient by subgroup:

(\* indicates subgroups smaller than 10 students)

- African American 12%
- Asian American 10%\*
- Hispanic 13%
- Multi Racial 19%
- Native American 0%\*
- White 35%
- EL 3.6%
- ExEd 5%

Dietz will increase Math and Reading scores by 5 percentage points school-wide as measured by IXL end of the year snapshot 21-22 to 22-23. Students will take a monthly IXL snapshot to monitor their progress towards making adequate progress towards meeting their yearly goal. Dietz will increase Reading achievement, for students in grades 1-3, by 5 percentage points for students scoring “At” or “Above benchmark,” as measured by the DIBELS NEXT EOY 21-22 to EOY 22-23 diagnostic assessment.

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Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
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2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.	(2.4) Teachers do not intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge, to meet the needs of identified subgroups.	<ul style="list-style-type: none"> <li>• Administration needs to outline lesson plan expectations regarding DOK.</li> <li>• PLC time used for enriching teacher planning.</li> <li>• Need for UDL training</li> <li>• Fear of falling behind or not sticking to the curriculum.</li> <li>• Build community in the classroom to support student discourse.</li> </ul>
3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.	(3.4) There are no opportunities for peer-to-peer observation and feedback and other collaboration, limiting teachers' ability to learn how colleagues serve targeted subgroups.	<ul style="list-style-type: none"> <li>• Teachers need training on how to conduct peer to peer observation.</li> <li>• A school wide common, practiced used language.</li> <li>• Teachers need to have positive relationships with their peers.</li> </ul>



## 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>Reading and Math achievement will increase by 5 percentage points school-wide, as measured by IXL end of the year snapshot 21-22 to 22-23.</p> <ul style="list-style-type: none"> <li>• 1st grade will move from 50% to 55% in Math and 37% to 42% in ELA</li> <li>• 2nd grade will move from 46% to 51% in Math and 35% to 40% in ELA</li> <li>• 3rd grade will move from 32% to 37% in Math and 35% to 40% in ELA</li> <li>• 4th grade will move from 38% to 43% in Math and 14% to 19% in ELA</li> <li>• 5th grade will move from 9% to 14% in Math and 14% to 19% in ELA</li> <li>• 6th grade will move from 8% to 13% in Math and 16% to 21% in ELA</li> <li>• 7th grade will move from 16% to 21% in Math and 31% to 36% in ELA</li> <li>• 8th grade will move from 2% to 7% in Math and 21% to 26% in ELA</li> </ul>	<p>IXL Benchmark reports (BOY, MOY, EOY)</p>
<p>Reading achievement, for students in grades 1-3 will increase by 5 percentage points, for students scoring “at” or “above benchmark”, as measured by the DIBELS NEXT EOY 21-22 to EOY 22-23 diagnostic assessment.</p> <ul style="list-style-type: none"> <li>• 1st grade will move from 20% to 25%</li> <li>• 2nd grade will move from 32% to 37%</li> <li>• 3rd grade will move from 44% to 49%</li> </ul>	<p>DIBELS NEXT Data (BOY, MOY, EOY)</p>

**C. Goal Attainment**

**1. Strategies to achieve SMART goals**

<b>Strategies that help School Achieve Improvement Goal 2</b>	
<b>Strategies:</b>	<b>Strengths and Obstacles</b>
DOK Training will be scheduled for teachers.	<p>Strengths: Some teachers have received this training during the 21-22 school year.</p> <p>Obstacles: Due to the teacher shortage we do not have certified teachers in all classrooms. Any staff members that get hired at Dietz will need additional training set up for them.</p>
All new staff will receive IXL training, students will take IXL diagnostic snapshot #1, and PLC schedule will be created outlining days that teachers will conduct data talks.	<p>Strengths: Some teachers have received this training during the 21-22 school year. TUSD has personnel to walk teachers through data analysis.</p> <p>Obstacles: Dietz still needs to hire a CSP and 3 teachers.</p>
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<b>Action Steps to Implement Improvement Strategies for Improvement Goal 2</b>					
<b>Strategy 1:</b> <i>Eureka Math “Core Implementation Actions” will be reviewed with teachers and a classroom walkthrough schedule will be created.</i>					
<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>
Create classroom walkthrough form using the “Core Implementation Actions” and walkthrough schedule	Administration	8/1/22	Eureka “Core Implementation Actions”	Weekly	Walkthrough notes

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

**Strategy 2:** *All new staff will receive IXL training, students will take IXL diagnostic snapshot #1, and PLC schedule will be created outlining days that teachers will conduct data talks.*

<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>
IXL Snapshot windows	TUSD District	8/15/22	IXL Technology	Admin	Data Reports
IXL Testing Schedule	Admin	8/15/22	Calendar and Snapshot windows	Admin	Calendar
PLC Schedule	Admin	8/15/22	Master Calendar Testing Calendar	Admin	PLC Schedule

## **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.