

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

Principal: Clarisa Nido

School: Morgan Maxwell K-8

Region: Silverbell/1

Date Plan Revised: July 20, 2022

Planning Team:

Name	Position	Name	Position
Erin McAllister	CSP	Katie Eddleman	MTSS
Kathryn Lukow	Intervention		

Sign Off:

Position	Name	Signature	Date
Principal	Clarisa Nido	 <small>Clarisa Nido (Sep 15, 2022 07:38 PDT)</small>	Sep 15, 2022
Regional Superintendent	Brian Lambert	 <small>Brian Lambert (Sep 15, 2022 13:04 PDT)</small>	Sep 15, 2022

Table of Contents

Contents

I. School Profile	2
A. Mission	2
B. School Summary	2
C. Vision	2
D. Core Values	2
E. School Profile	3
F. Achievement Data	4
II. Overall Student Achievement	6
A. Gaps in Student Achievement	6
B. SMART Goals for Student Achievement	10
C. Goal Attainment	11
1. Strategies to Achieve SMART Goals	11
2. Action Steps to Implement Strategies	12
III. Academic Performance for African American, Latino, Native American, ExEd and ELL Subgroups: Gap Analyses	16
A. Gaps in USP Subgroup Performance	16
B. SMART Goals for Reducing Achievement Gaps	18
C. Goal Attainment	19
1. Strategies to Achieve SMART Goals	19
2. Action Steps to Implement Strategies	19

I. School Profile

A. Mission

Ensure that the mission is supportive of equity and diversity. This is not only a magnet requirement but requirement of the ADE. This may require a mission revision.

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

D. Core Values

Schoolwide Expectations

Align school wide expectations to site PBIS expectations.

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)
5.74%	82.02%			14.10%	20%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
53	18%	22	8%	195	67%	15	5%	2	1%	5	2%
20%		10%		60%		4%		2%		4%	

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 Geo m	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%
Morgan Maxwell	32%	20%	22%	6%	17%	9%	18%		9%	4%	4%	4%	4%	3%	28%	0%	7%	9%	3%	15%

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%	
Morgan Maxwell	38%	36%	28%	26%	18%	24%	6%	7%	35%	13%	15%	11%	25%	3%	11%	24%	20%	23%	

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	*	*	*	*	*	*	32.4	*	19.2	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	40.5	4.3	3.6	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	25	34.8	12.5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	22.4	13.9	26									
Grade 7	*	*	*	*	*	*	15.4	13.8	16.7									
Grade 8	*	*	*	*	*	*	26.3	8	18.5									

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	*	*	*	*	*	*	29.7	0	26.9	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	19	0	0	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	15	8.7	0	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	5.6	4.9	8.2	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	15.8	0	3.2	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	11.7	0	11.1	*	*	*	*	*	*	*	*	*

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement

Overall, Morgan Maxwell K8 students are not meeting proficiency expectations on the state assessment in either reading or math. ELL and Ex Ed students did not pass any of the state tests in 2022. 3rd grade should be celebrated and highlighted as this was the grade level that showed the most improvement in reading and math over the previous year. Other grade levels also showed improvement, but 3rd grade was the highlight and leaders of the school.

Possible reasons these gaps and issues exist are the following, lack of consistent curriculum implementation and assessments. CTT's and PLTs were not in place due to scheduling issues and staff required to cover for other staff who were ill.

Lack of consistent use of CFAs.

Lack of cultural representation of students throughout campus.

Lack of understanding of short cycle assessments.

No clear pacing guides.

Lack of understanding of UDL. Staff have received basic training/professional development of UDL, but need repetition and follow through. "Look fors" should also be established in walk throughs and for teachers to have in the classroom.

During the 2021-2022 SY, our site was a pilot school for the Short Cycle Assessments focusing on Benchmark Advance for 2-5 ELA, Eureka for 2-5 math, DIBELS for K-1 ELA, and IXL snapshots for 6-8 ELA and Math. We did not take quarterly benchmark assessments, therefore 2022-2023 School City quarterly benchmark data for 2-8 math and 6-8 ELA will not be comparable. However, Benchmark Advance 2-5 ELA and DIBELS K-3 will be comparable to 2022-2023 data as the measurements are the same.

4th Quarter Data 2021-2022 SY:

Struggles

0% of our ex ed students in grade K-3 made enough growth to move into the benchmark level on end of the year DIBELS.

On the 5th grade Benchmark Advance unit 8 assessments, student's overall scores decreased from week one to week two by 7%.

Strengths

Between the beginning and end of the year DIBELS, Kindergarten students at or above Benchmark increased from 10% to 24%.

Between the beginning and end of the year DIBELS, 3rd grade students at or above benchmark increased from 27.5% to 64%.

On the 3rd grade Benchmark Advance unit 10 assessments, student's overall scores increased from week one to week two by 27%.

Comparing Average Scaled Scores between Math Snapshot 1 and Math Snapshot 7, 6th grade average Math scale scores improved from 352.0 to 401.1, 7th grade average Math scale scores improved from 495.1 to 452.3 and 8th grade average Math scale scores improved from 378.7 to 548.9.

Comparing Average Scaled Scores between ELA Snapshot 1 and ELA Snapshot 7, 6th grade average ELA scale scores improved from 366.5 to 432.5, 7th grade average ELA scale scores improved from 386.3 to 462.1 and 8th grade average ELA scale scores improved from 400.1 to 528.6.

8th grade IXL Math scores improved from Snapshot 1 to Snapshot 7 in the categories of Far Below and On grade level: from 94.9% falling far below to 87.9% and from 0% On grade level to 4.5%.

6th grade IXL ELA scores improved from Snapshot 1 to Snapshot 7 in the categories of Far Below and On grade level: from 76.5% falling far below to 71.9 and from 5.9% on grade level to 10.9%.

Despite seeing scale score improvements in 7th grade math averages, 7th grade math scores showed an increase in the number of students falling in the category of Far Below on Snapshot 1 compared to Snapshot 7: 86.5% of students were Far Below on Snapshot 1 compared to 97.3% on Snapshot 7.

Despite seeing scale score improvements in 7th grade ELA averages, 7th grade ELA scores showed an increase in the number of students falling in the category of Far Below on Snapshot 1 compared to Snapshot 7: 71.4% of students were Far Below on Snapshot 1 compared to 80% on Snapshot 7.

53% of students in the "Growth" subgroup who completed ELA state testing in 2021 and 2022 improved their score on the 2022 AASA ELA test by at least one statistical point or more.

83.3 % of students in the “Growth” subgroup who completed Math state testing in 2021 and 2022 improved their score on the 2022 AASA Math test by at least one statistical point or more.

Third grade AASA ELA scores improved from 5.9% on the 2021 AzM2 assessment to 25% on the 2022 AASA assessment.
 Sixth grade AASA ELA scores improved from 13% on the 2021 AzM2 assessment to 24% on the 2022 AASA assessment.
 Eighth grade AASA ELA scores improved from 11.1% on the 2021 AzM2 assessment to 23% on the 2022 AASA assessment.
 Eighth grade AASA Math scores improved from 2.7% on the 2021 AzM2 assessment to 15% on the 2022 AASA assessment.

5/12 AASA test results showed negative growth on 2022 AASA ELA or Math assessments as compared to 2021 AzM2 assessments.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. 2.3 Our teachers do not intentionally plan instruction that supports every student including exceptional education and English language learners in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.</p>	<p>1. Lack of background knowledge of lesson planning and curricular implementation.</p>	<p>1. Planning</p> <ul style="list-style-type: none"> • No standardized lesson plan format • Lack of understanding of students’ cultural backgrounds and academic needs. • Teachers do not understand how to differentiate the content of lessons or support struggling learners or subgroups <p>Professional Development</p> <ul style="list-style-type: none"> • No training in Universal Design for Learning • Difficulty applying training to real-life circumstances/lack of follow-up

		so new information is not retained or utilized
2. 4.6 Our school staff does not systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students including our Exceptional Education Students and English Language Learners as evidenced by site subgroup data.	2. There remains a lack of knowledge by teaching staff of effective curricula implementation and CFAs.	<p>2. Assessment</p> <ul style="list-style-type: none"> CFAs are not being done, so minimal monitoring of student achievement is taking place until district and state high-stakes testing occurs <p>Curriculum</p> <ul style="list-style-type: none"> Teachers struggle with aligning CFAs to curriculum Pacing guides and Short Cycle assessment calendar move beyond the capacity of the students Middle school curricula are either outdated and not easily accessed by students and teachers or too advanced and teachers don't know how to scaffold <p>Instruction</p> <ul style="list-style-type: none"> Lack of UDL in planning No use of CFAs means minimal reteach, teachers don't know how to adequately progress-monitor their students or understand who needs reteach for which standards
3. 5.3 Our school does not ensure physical and emotional safety for all students, nor does it demonstrate our understanding of and appreciation for	1. Lack of understanding of what multiculturalism entails and how to incorporate it.	<p>3. Climate/Culture</p> <ul style="list-style-type: none"> Our campus does not reflect the cultures represented by our student population

all cultures, identities, and communities.		<p>School Environment</p> <ul style="list-style-type: none"> • Students do not respond to conflict in correct ways, which many times leads to physical altercations • Burn-out by staff and students has led to a challenging learning environment
--	--	--

B. SMART Goals for Student Achievement

<p align="center">SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p align="center">Evidence to Be Used to Assess Progress and Accomplishment</p>
<p>By June 2023, student proficiency levels on the AASA ELA Assessment will increase by 3% as compared to 2022 ELA results.</p> <p>By June 2023, ELL student proficiency levels on the AASA ELA Assessment will increase by 3% as compared to 2022 ELA results.</p> <p>By June 2023, ExEd student proficiency levels on the AASA ELA Assessment will increase by 3% as compared to 2022 ELA results.</p> <p>By June 2023, student proficiency levels on the AASA Math Assessment will increase by 3% as compared to 2022 Math results.</p> <p>By June 2023, Ex Ed student proficiency levels on the AASA Math Assessment will increase by 3% as compared to 2022 Math results.</p>	<ul style="list-style-type: none"> • AASA Test Results • Quarterly Benchmarks (using Benchmark Advance and School City) • iReady • DIBELS K-3 (ELA) • Discipline report • Minor incident report

<p>By June 2023, ELL student proficiency levels on the AASA Math Assessment will increase by 3% as compared to 2022 Math results.</p> <p>By May 2023, minor incidents will decrease from 180 per school year to 90 per school year as measured by monthly discipline reports.</p>	
---	--

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal	
Strategies: General approach to accomplishing the goal	Strengths and Obstacles
<p>Provide UDL PD/Trainings</p> <p>Support teachers through observations and feedback in regards to UDL Strategies</p>	<p>Strength: The CSP/MTSS/Principal will do observations and provide follow-up feedback.</p> <p>Obstacles: Not all staff is trained in UDL strategies.</p>
<p>Teachers will take culturally relevant classes during the second PLT.</p> <p>Admin team will work to create anchor charts for highly culturally valuable items, such as cell phones, hats, hoodies. The purpose is to help teachers manage with dignity, mission to improve student relationships.</p>	<p>Strengths: Counselor Support, Dean support, Character Strong curriculum, Ms. Ash.</p> <p>Obstacles: Not clear vision in regard to code of conduct, Character Strong.</p>

<p>The professional development calendar will reflect continuous attention on the following items: UDL, PBIS, Mission/Vision, cultural relevance, Character Strong, Code of Conduct.</p>	<p>Strengths: Task analyzing our PD needs for staff.</p> <p>Obstacles: Multitude of trainings and pinpointing the trainings that are of most need. Staff out due to illness and missing important trainings.</p>
<p>K5 teachers were provided pacing calendars including curriculum, including imbedded district assessments, and state assessments to guide daily classroom instruction. Middle 6-8 have access to Common Lit, supplemental resources, Newsela, to provide modern culturally relevant curriculum.</p>	<p>Strengths: Establishing a consistent pacing calendar.</p> <p>Obstacles: Staff not adhering to the pacing calendar, not understanding the pacing calendar, and not being able to find the resources to support the daily instruction.</p>
<p>Exceptional education students in 7th & 8th grades were not making adequate yearly progress, therefore we created math classes with their case manager in order to provide targeted math instruction for these students.</p>	<p>Strengths: Providing targeted math instruction/intervention with their IEP case manager.</p> <p>Obstacles: Curricular expertise by teachers is developing.</p>

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Goal 2					
Strategy 1: Effective teachers and Instruction/Enhance teacher ability in Tier 1 Instruction					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
<p>Develop an ongoing schedule for professional development to scaffold the implementation of UDL, differentiated instruction and assessments that teachers can</p>	<p>Principal, CSP, MTSS</p>	<p>7/2022-5/2023</p>	<p>PD Materials</p>	<p>Sign In Sheets/Agendas Principal Newsletter focus reminder</p>	<p>Sign In Sheets/Agendas</p>

immediately put into practice within the classroom environment.					
Support and coaching will be provided via monthly CTT meetings.	Principal, CSP, MTSS	8/2022 - 5/2023 Weekly with teams/grade levels	PD Materials	Notes, student data Principal Newsletter focus reminder Calendar reminders	Notes and student data
Review of weekly lesson plans.	Principal, CSP	8/2022 - 5/2023	Morgan Maxwell Teams folder, lesson plan criteria	Principal and CSP Feedback Principal Newsletter focus reminder	Completed lesson plans
Classroom Observations	Principal, CSP, MTSS, Title 1 Team	8/2022 - 5/2023	Walk through form	In School Walk throughs Principal Newsletter focus reminder	Walk through feedback

Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 2: Effective Organization of time

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Implementing effective PLCs, teachers will need to work withing their PLCS to ensure alignment of curriculum and accountability outcomes.	Principal, CSP, MTSS, Dean.	8/2022 - 5/2023	Agendas, timelines	Principal, CSP, MTSS, Dean through agendas and guided notes	Guided notes from PLCS and sign in sheets, data analysis
Teachers are required to document PLC meetings and submit agendas to CSP.	Principal, CSP, MTSS, Dean.	8/2022 - 5/2023	Agendas, timelines	Principal, CSP, MTSS, Dean through agendas and guided notes	Guided notes from PLCS and sign in sheets, data analysis
Monitor and evaluate the PLCs	Principal, CSP, MTSS, Dean.	8/2022 - 5/2023	Agendas, timelines, data	Principal, CSP, MTSS, Dean through agendas and guided notes	PLC team agenda, MTSS, CSP, observations
Teacher instructional time reflects efficient delivery of curriculum and effective support for struggling students	Principal, CSP, MTSS, Dean.	8/2022 - 5/2023	Lesson plans	Principal, CSP, MTSS through lesson plans & walk throughs	Observations, walk throughs

<p>Administrators will cover classes at least once per week to ensure teachers get adequate planning time and to show our support for coverage of absent staff.</p>	<p>Principal, CSP, MTSS, Dean.</p>	<p>8/2022 - 5/2023</p>	<p>Frontline substitute teacher requests by classroom teachers</p>	<p>Organizing coverage via office manager</p>	<p>Teacher/staff coverage log for absent classroom teachers</p>
---	------------------------------------	------------------------	--	---	---

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
<p>Our data indicates our sub groups: ELL and ExEd, made little or no progress.</p> <p>We will address these gaps through professional development, walk throughs, and coaching to teachers; as well as providing time for review of data and adjustments to curriculum to respond to learning.</p> <p>Our Ex Ed and ELD subgroups will be supported throughout the school year through Tier 1 curricular instruction, Tier 1-3 curricular interventions, data analysis during PLCs and CTTs, the MTSS process, and intentional scheduling to support student learning.</p>

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. 2.3 Our teachers do not intentionally plan instruction that supports every student including exceptional education and English language learners in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.</p>	<ul style="list-style-type: none"> • No standardized lesson plan format • Lack of understanding of students' cultural backgrounds and academic needs. • Teachers do not understand how to differentiate the content of lessons or support struggling learners or subgroups • Teachers have difficulty planning instruction on a day-to-day and week- 	<ul style="list-style-type: none"> • No training in Universal Design for Learning • Difficulty applying training to real-life circumstances/lack of follow-up so new information is not retained or utilized • The number of curricula teachers are required to cover makes it difficult to constantly adjust for student levels (Esp in math) • Teachers do not understand how to

	<p>to-week basis because they are not doing CFAs/assessing students on at least a weekly basis to make sure student understanding is driving on-going instruction</p> <ul style="list-style-type: none"> • Short Cycle testing demands in Eureka Math necessitate pacing beyond the abilities of the students and usurps reteach time. 	<p>give all students access to grade-level curriculum or scaffold content to meet the instructional levels of their students.</p>
<p>2. 4.6 Our school staff does not systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students including our Exceptional Education Students and English Language Learners as evidenced by site subgroup data.</p>	<ul style="list-style-type: none"> • Poor use of classroom time/management of transitions leads to a reduced amount of instruction which leads to less robust monitoring and reviewing of curricula. • Teachers don't have enough contract time to adequately perform gap analysis between curriculum and academic standards & instruction • Teachers struggle with aligning CFAs to curriculum • Eureka sucks! • Pacing guides and Short Cycle assessment calendar move beyond the capacity of the students • Middle school curricula are either outdated and not easily accessed by students and teachers or too advanced and teachers don't know how to scaffold 	<ul style="list-style-type: none"> • Lack of collaboration between classroom teacher and subgroup teacher • Lack of differentiated instruction to meet the needs of subgroups • Students have extremely low starting points and teachers struggle to adapt to student needs and align lessons with grade-level curriculum
<p>3. 5.3 Our school does not ensure physical and emotional safety for all</p>	<p>Our campus does not reflect the cultures represented by our student</p>	<p>Priority needs to be placed on incorporating a multicultural lens across</p>

<p>students, nor does it demonstrate our understanding of and appreciation for all cultures, identities, and communities.</p>	<p>population</p> <ul style="list-style-type: none"> • Our staff do not treat students who identify as LGBTQ without bias • Staff prefer a punitive focus for misbehavior, over a restorative focus which does not always serve students emotional well-being • Students do not respond to conflict in correct ways, which many times leads to physical altercations • Burn-out by staff and students has led to a challenging learning environment • Campus is large and outdoors, increasing risk of injuries • High staff and student absenteeism rates 	<p>school systems with a focus on teacher planning, PD, and student leadership opportunities.</p> <ul style="list-style-type: none"> • Our staff do not cultivate leadership skills in our students. Student council was started late in the year and does not have a presence on campus. • We do not have a systematic plan in place to provide students with leadership opportunities • Subgroups are sometimes overlooked when looking for student leaders
---	--	--

B. SMART Goals for Reducing Achievement Gaps

<p align="center">SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p align="center">Evidence to Be Used to Assess Progress and Accomplishment</p>
<p>By June 2023, reading achievement for Ex Ed students will increase by 3 percentage points on Arizona’s State Standardized assessment compared to the previous year, as measured by AASA results.</p>	<p>Evidence to be used will be:</p> <ul style="list-style-type: none"> • AASA Test Results • IXL Data • I-Ready Data • Quarterly Benchmarks • AZELLA Data

<p>By June 2023, reading achievement for ELL students will increase by 3 percentage points on Arizona’s State Standardized assessment compared to the previous year, as measured by AASA results.</p>	<p>Evidence to be used will be:</p> <ul style="list-style-type: none"> • AASA Test Results • IXL Data • I-Ready Data • Quarterly Benchmarks • AZELLA Data
---	--

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal	
Strategies: General approach to accomplishing the goal	Strengths and Obstacles

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Goal 2					
Strategy 1: Effective teachers and Instruction/Enhance teacher ability in Tier 1 Instruction					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
<p>Develop an ongoing schedule for professional development to scaffold the implementation of UDL, differentiated instruction and assessments that teachers can immediately put into practice within the classroom environment.</p>	<p>Principal, CSP, MTSS</p>	<p>7/2022-5/2023</p>	<p>PD Materials</p>	<p>Sign In Sheets/Agendas Principal Newsletter focus reminder</p>	<p>Sign In Sheets/Agendas</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 2: Effective Organization of time

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Implementing effective PLCs, teachers will need to work withing their PLCS to ensure alignment of curriculum and accountability outcomes.	Principal, CSP, MTSS, Dean.	8/2022 - 5/2023	Agendas, timelines	Principal, CSP, MTSS, Dean through agendas and guided notes	Guided notes from PLCS and sign in sheets, data analysis

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.









Morgan Maxwell SAAP 22-23

Final Audit Report

2022-09-15

Created:	2022-09-15
By:	Rachel Sanchez (rachel.sanchez@tUSD1.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA4JV6nKa5R_Tf6ZzVC9i1ilphE1TYs9yE

"Morgan Maxwell SAAP 22-23" History

-  Document created by Rachel Sanchez (rachel.sanchez@tUSD1.org)
2022-09-15 - 0:57:44 AM GMT- IP address: 168.174.252.2
-  Document emailed to Clarisa Nido (clarisa.nido@tUSD1.org) for signature
2022-09-15 - 0:58:54 AM GMT
-  Email viewed by Clarisa Nido (clarisa.nido@tUSD1.org)
2022-09-15 - 1:17:42 AM GMT- IP address: 104.28.111.138
-  Document e-signed by Clarisa Nido (clarisa.nido@tUSD1.org)
Signature Date: 2022-09-15 - 2:38:29 PM GMT - Time Source: server- IP address: 168.174.252.48
-  Document emailed to Brian Lambert (brian.lambert@tUSD1.org) for signature
2022-09-15 - 2:38:31 PM GMT
-  Email viewed by Brian Lambert (brian.lambert@tUSD1.org)
2022-09-15 - 8:04:16 PM GMT- IP address: 104.47.74.126
-  Document e-signed by Brian Lambert (brian.lambert@tUSD1.org)
Signature Date: 2022-09-15 - 8:04:30 PM GMT - Time Source: server- IP address: 168.174.252.2
-  Agreement completed.
2022-09-15 - 8:04:30 PM GMT