

Dietz K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21

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This plan was developed in the summer of 2020 for implementation in the 2020-21 school year. However, due to the COVID pandemic and online schooling, the 2021-22 school year will be the first year of full implementation of the Sample plan.

The academic goals in this plan have been set with the expectation that the overall academic performance by students at Dietz K-8 will merit an Arizona state school letter grade of C or better by the end of the third full year of implementation.

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Dietz K-8 has identified the following gaps in areas of student outcomes. For each, Dietz K-8 provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Data Source: DIBELS Next, grades K-3

Desired State:

- To increase the percentage of students proficient to 48.3% on the end of year benchmark.

Current Reality:

- Percentage of students at CORE on DIBELS Next 38.3%
 - Percentage of ELL students at CORE on DIBELS Next: 25%
 - Percentage of ExEd students at CORE on DIBELS Next: 18.2%
 - Percentage of African American Students at CORE on DIBELS Next: 42%

Gap: There is an overall gap of 10 percentage points for all K-3 students between the currently reality and desired state. For the K-3 ELL population the gap is 23.3 percentage points, for the ExEd population the gap is 30.1 percentage points, and for the African American population the gap is 6.3 percentage points.

Data Source: TUSD Math Benchmark Assessment SY 2019-20, grades 2-8

Desired State:

- To increase the percentage of students proficient to 46.7% on the TUSD benchmark assessment.

Current Reality:

- Percentage of students proficient on the TUSD Benchmark Assessment: 36.7%
 - Percentage of ELL students proficient on the TUSD Benchmark Assessment: 21.7%
 - Percentage of ExEd students proficient on the TUSD Benchmark Assessment: 18.9%
 - Percentage of African American students proficient on the TUSD Benchmark Assessment: 35.4%

Gap: There is an overall gap of 10 percentage points for all 2nd-8th grade students between the currently reality and desired state. For the ELL student population the gap is 25 percentage points, for the ExEd population the gap is 27.8 percentage points, and for the African American population the gap is 11.3 percentage points.

Data Source: TUSD ELA Benchmark Assessment SY 2019-20, grades 2-8

Desired State:

- To increase the percentage of students proficient to 43.5% on the TUSD benchmark assessment.

Current Reality:

- Percentage of students proficient on the TUSD Benchmark Assessment: 33.5%.
 - Percentage of ExEd students proficient on the TUSD Benchmark Assessment: 9.3%
 - Percentage of African American students proficient on the TUSD Benchmark Assessment: 36.5%

Gap: There is an overall gap of 10 percentage points for all 2-8 students between the currently reality and desired state. For the ExEd population the gap is 34 percentage points, and for the African American population the gap is 7 percentage points.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Dietz K-8 developed SMART improvement goals designed to move Dietz K-8 students from the current reality to the desired state.

- 1. *Improvement Goal:*** By May 2021, students in grades K-3 will increase the percentage of students at grade level by 10 percentage points as measured by Waterford Assessment of Core Skills.
- 2. *Improvement Goal:*** By May 2021, students in grades 2-8 will increase the percentage of students proficient by 10 percentage points as measured the TUSD quarterly Math benchmark assessment.
- 3. *Improvement Goal:*** By May 2021, students in grades 2-8 will increase the percentage of students proficient by 10 percentage points as measured the TUSD quarterly ELA benchmark assessment.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Dietz K-8 reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. Improvement Goal:

Strategy 1a: Teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results.

Strategy 1b: Teachers review the results of unit assessments to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention.

2. Improvement Goal:

Strategy 2a: Professional development based on classroom observations and self-assessments.

Strategy 2b: Teacher’s that are experts in their area led PD with staff.

3. Improvement Goal:

Strategy 3a: Unit assessments are reviewed by the instructional team.

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. Improvement Goal:

Strategy 1a: Teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Maps with imbedded CFA times	Teacher & CSP	Quarterly	CFAs, Calendars, TUSD Curriculum Maps
CFAs (School City, Benchmark Universe, and Eureka Math) reviewed throughout the quarter in PLC	Teacher	On-going	CFA results
Waterford progress monitoring data reviewed in PLCs	Teacher	Monthly	Waterford Reports
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Maps	Administration & CSP	Quarterly	
CFA results	Administration & CSP	On-going	
Waterford results	Administration & CSP	Monthly	

Strategy 1b: Teachers review the results of unit assessments to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assessment results (benchmark, WACS, NSGRA, Benchmark Universe, Eureka Math, and School City) will be reviewed in PLCs to guide instruction	Teacher	On-going	
PLC calendar	Administration	Aug 2020	District Calendar, master schedule
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assessment results	Administration & CSP	On-going	
PLC Calendar	Administration & CSP	On-going	

2. Improvement Goal:

Strategy 2a: Professional development based on classroom observations and self-assessments.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom Observation Data	Administration	Monthly	Classroom walkthrough and observation data
Teacher Self-Assessment	Teacher	Monthly	Administration notes, and teacher self review
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom Observation Data	Administration	Monthly	
Teacher Self-Assessment	Monthly	On-going	

Strategy 2b: Teacher's that are experts in their area led PD with staff.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify staff members that can led professional development based on area of expertise and/or observation data.	Administration	Sept 2020	Teacher evaluation data
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PD Calendar	Administration	On-going	

3. Improvement Goal:

Strategy 3a: : Unit assessments are reviewed by the instructional team.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC Calendar	Administration	Aug 2020	District Calendar, master schedule
Assessment results (Benchmark Universe, Eureka Math, and School City) will be reviewed in PLCs to guide instruction	teacher	Monthly	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC Calendar	Administration & CSP	On-going	
Assessment results	Administration & CSP	On-going	