2023/2024 School Year Goals

Sample Elementary School has been selected by the Arizona Department of Education to participate in the More Rigorous Intervention project. Over a two-year period, starting with the 2023-2024 academic year, identified schools will systematically implement the key features of school improvement as defined by meta-analysis research. Sample Elementary School will focus on improving student performance in literacy, math, and science by narrowing the focus, leveraging effective instruction, and fostering inclusive collaborative practices across the school.

		Baseline Year 2022-23		Planning Year 2023-24		Year 1 Goal 2024-25			Year 2 Goal 2025-26		
		AASA	AZELLA	AASA	AZELLA	AASA	AZELLA	GOAL	AASA	AZELLA	GOAL
ELA	% Proficient	17%	17%	22%	24%	23%		21.5%			26%
	MGP	44	44	41	42			47.0%			50%
Math	% Proficient	16%	16%	19%	20%	21%		20.5%			25%
	MGP	34	34	34	34			40.0%			46%
Science	% Proficient	12%	12%	17%	19%	17%		18.5%			25%
	MGP	25	25	49	49			37.5%			50%

Focus Area	Appraisal Area	Appraisal Findings 2020-21	Appraisal Findings 2021-22	Year 2 Goal 2022-23
1: Narrow the Focus	Leadership	Sufficient	Sufficient	Substantial
2: Leverage Effective Instruction	Curriculum	Sufficient	Partial	Substantial
	Instruction	Sufficient	Sufficient	Substantial
	Assessment	Partial	Sufficient	Sufficient
3: Fostering Inclusive Collaborative Practice	School Climate and Collaboration	Partial	Sufficient	Sufficient

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Principal Commitment: *My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the school transformation team participated in the development of the plan and supports its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals while addressing priorities and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.*

_____   _____

Principal Signature   *Date*

LEA Commitment: *My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation*

_____   _____

LEA Signature   *Date*

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90-Day Action Plan Term 3

August 2023 - October 2023

The 90-Day Action Plan provides clarity for specific priorities and actions planned for the next 90-days, thereby assisting teams in narrowing the focus of their school transformation work and increasing focus for the efforts of all stakeholders.

	Strategy	Baseline Root Cause Hypothesis	Desired Outcome	Yearly Goal(s) Affected
1	**IMPROVING PRACTICE** Create a state of learning that strives to be growth-oriented and committed to changing practices for the advancement of teaching and learning	Sample's progress monitoring appraisal revealed that teachers recognize the need for consistent scaffolding and intervention in their classrooms. Teachers also reported that they would like more help planning instruction (long-term and short-term) and increasing real-time feedback to students. In addition, decreases in Active Student Engagement across many grade levels reveal that teachers need more support integrating engaging activities for all students throughout the day. Because the staff is made of up both new and veteran teachers, there is wide variety in teachers' understanding of best practices for instructional planning, student engagement strategies, and Evidence-Based Instructional Strategies — including Feedback — the schoolwide EBIS for the 2023-2024 school year.	With six-week instructional cycles in place, grade level teams have a new structure for intentional instructional planning, which includes the identification of learning intentions, rationale, and clearly defined assessments to improve the impact of teaching on student learning. Teachers will use collaborative time more effectively as they plan instructional cycles, collect data, and analyze student data, and instruction will be targeted and in direct response to students' needs. Teachers will consider, on a weekly basis, how to best integrate Feedback into lessons and will place an intentional focus on increasing Active Student Engagement.	Increase in ELA, Math, and Science proficiency and improvement in Instruction
2	**DATA-DRIVEN** Become a data-driven school that is committed to using all types of data to better understand strengths and weaknesses related to high-leverage standards, adjust instruction and improve teaching	The 2022 progress monitoring appraisal showed that Sample is "sufficient" in assessment practices, but data from teacher surveys and interviews revealed that teachers have a lack of clarity about what to do with the data they collect. Teachers also reported that they would like more time to analyze student achievement data with their PLCs. Leadership worked to ensure that all teachers had a clear vision for the assessment plan at Sample, but the data make it clear that more work needs to be done in this area to ensure that teachers—many of whom have limited experience with data collection, collaborative data	Six-week instructional cycles provide the structure for teacher teams to plan and use common short-term assessments and the protocols to support collaborative data analysis and decision-making. Teachers will gain experience using short- and medium-term data to inform instructional planning and will have more frequent opportunities to collaboratively explore medium-term data to better understand where students' strengths and weaknesses lie.	Increase in ELA, Math, and Science proficiency and improvement in Instruction

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		analysis, and data-driven action planning—have the information they need to use data effectively.		
3	**COMMUNICATION** Build the school's collaborative practices by communicating openly and honestly about school improvement priorities and ensuring that all voices are heard	The onsite progress monitoring appraisal, consisting of teacher and school leader interviews and a survey, revealed that communication at a school the size of Sample is challenging. Teachers reported that they have difficulty building relationships with all students and parents. While the area of "school climate and collaborative relationships" showed improvement from the 2021 appraisal to the most recent one, school leaders recognize a need to continue focused efforts in this area to ensure that all teachers understand the Sample vision for transformation and understand the urgency of improving teaching and learning at Sample.	Sample's school leaders are passionate about building a school with inclusive collaborative practice. With support from school leaders and the School Transformation Team, teachers in all grade levels will build capacity to communicate more effectively with students and families. With increased feedback from school leaders, teachers will have a better understanding of their strengths and areas for growth and will, in turn, feel more appreciated for their efforts.	Increase in ELA, Math, and Science proficiency and improvement in Fostering Inclusive Collaborative Practice

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90-Day Action Plan Term 3 – Strategy #1

Strategy:

IMPROVING PRACTICE
Create a state of learning that strives to be growth-oriented and committed to changing practices for the advancement of teaching and learning

School Leader Responsible:
Dr. Sample (Principal), Ed Direction Coach (Ed Direction), and School Transformation Team (STT)

Current State

During the 2023-2024 school year, data related to improving practice (focused on student engagement, feedback, and use of evidence-based instruction) were collected from all teachers. Third-term data revealed that Student Engagement remains an area where teachers can improve their practice. On average, across all grade levels, student engagement was visible (Active Engagement) 46% of the time, students were passively engaged 36% of the time, and were either off-task or not given a specific learning task (Down Time) 17% of the time.

Data from the Monitoring Appraisal conducted in March 2022 revealed the following:
- Classroom instruction and student engagement have moved from a "sufficient" rating (2021) to a "partial" rating (2022)
- Many teachers recognize a need for consistent scaffolding and intervention in their classrooms
- Teachers would like more help to plan instruction and increase effective real-time feedback to students
- Teachers struggle with pacing and are concerned that concepts are being introduced too quickly at times

Desired Outcome:

With the new six-week Instructional Cycle structure in place, teachers will be more intentional about lesson planning and incorporating the regular use of feedback into their lessons. Teachers will also incorporate learnings from a summer training to ensure that there are increased opportunities for Active Student Engagement in the classroom. Monthly trainings on Feedback—the schoolwide Evidence-Based Instructional Strategy—will equip teachers with additional tools for effective use of the strategy. As a result of these efforts, teachers will see increased student engagement; more targeted, responsive lesson planning; and improved student achievement.

Yearly Goal(s) Affected:

ELA, Math, and Science, Improved Instruction

Supporting Actions

To ensure effective implementation of the strategy, we will:	Responsible Party	Timeline	Resources Needed
Provide PD, coaching, and supplemental resources related to student engagement and "tough kids"	School Leaders	June 2023	PD resources
Create and implement 6-week Instructional cycles to ensure intentional planning for instruction	PLCs	August 2023-October 2023	Instructional Cycle Tool, Curricular resources

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Provide PD, coaching, and supplemental resources related to feedback (feedback continuum)	STT and Ed Direction	August 2023-October 2023	PD resources
Collect learning progressions and student exemplars from each grade level	STT	August 2023-October 2023	Instructional Cycle Tool
Connect MTSS to Piaget's research for teachers	School leaders	September 2023	One-page explanation of connection (to be created)
Provide targeted feedback to teachers on their practice	Amber	August 2023-October 2023	Feedback tool
Provide PD, coaching, and supplemental resources related to explicit instruction	School Leaders and STT	August 2023-October 2023	Lesson planning template
Review student achievement data, share findings with staff and provide additional PD in direct response to identified needs	STT and Ed Direction	August 2023-October 2023	Protocol to review data Structure to communicate findings with staff
Continue to monitor PLC progress through observations and debrief including Working Together Survey	PLC Observers	August 2023-October 2023	Data collection template Time to observe PLCs (at least two observations per STT member)

Progress Indicators

To best understand whether we are effectively implementing this strategy, we will:	Responsible Party	Timeline	Resources Needed
Collect feedback from staff	STT	Ongoing	Feedback template, time for discussion in faculty meetings, PLCs
Collect student achievement data from PLCs	STT	Ongoing	Implementation data template, protocol for data analysis, structure for providing feedback to staff
Collect short-term assessment data to monitor student performance	PLCs	Ongoing	Short-term assessments (created by PLCs), Instructional Cycle Tool
Collect evidence of use of 6-week Instructional Cycle tool. Feedback, and Active Student Engagement strategies	STT	Ongoing	Data collection templates

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90-Day Action Plan Term 3 – Strategy #2

Strategy:
DATA-DRIVEN
Become a data-driven school that is committed to using all types of data to better understand strengths and weaknesses related to high leverage standards, adjust instruction and improve teaching and learning

School Leader Responsible:
Dr. Sample (Principal), Ed Direction Coach (Ed Direction), and School Transformation Team (STT)

Current State
Data use has been a priority focus at School Transformation Team meetings as well as PLC meetings in the 2021-2022 school year and will continue to be a focus in 2023-2024. Data displays for each grade level will be updated monthly and teachers will be encouraged to review the data and reflect on areas of growth and areas for improvement. As responsibility continues to be released to the STT, Data Team Managers (DTMs) will create agendas for their PLC meetings and will select protocols to help the team dive into data at each meeting. A yearlong data use calendar for the STT will be created and shared with all DTMs. School leaders will identify additional opportunities to increase transparency about why each test is being administered and what teachers can do with the data from these assessments. Modules for "data dives" will be provided to teachers following each medium-term assessment. Teachers will set goals for DIBELs and engaging students when looking at the DIBELs data. DTMs will continue to collect Learner-Centered Problems (LCP) data and will share the data during STT meetings.

Desired Outcome:
By focusing on high-leverage standards (Learner-Centered Problems) and providing teachers with the tools and training necessary to effectively use data to drive decision-making, teachers will be prepared to make real-time changes to their instructional practices in direct response to identified needs. School leaders (including the STT) will hold all teachers accountable for using data to adjust and improve teaching and learning, resulting in instruction tailored to individual students and groups of learners. Teachers' understanding of the purpose and utility of each assessment will increase.

Yearly Goal(s) Affected:
ELA, Math, and Science, Improved Instruction and Data Use

Supporting Actions

To ensure effective implementation of the strategy, we will:	Responsible Party	Timeline	Resources Needed
Update data display boards monthly	DTMs	August 2023-October 2023	Updated data (MGP, RISE, LCP, DIBELs, GQB)
Identify supports that PLCs need to use data effectively	STT, Ed Direction	August 2023-October 2023	Time to aggregate resources
Provide supports (PD, coaching, and other resources) to ensure staff have the tools to collect, use, and display data effectively	STT	August 2023-October 2023	Data-use resources (collection templates, protocols, etc.) Time in PLCs or full-staff meeting
Monitor implementation of data use practices	Amber, Ed Direction	August 2023-October 2023	Time to observe PLCs Template for collecting data

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Provide coaching and opportunities for practice	Amber, Ed Direction	August 2023-October 2023	Coaching schedule, feedback structure
Provide feedback to PLCs on data use practices	PLC Observers	August 2023-October 2023	Structure for providing feedback Time with PLCs

Progress Indicators

To best understand whether we are effectively implementing this strategy category, we will:	Responsible Party	Timeline	Resources Needed
Collect ongoing feedback from staff	STT	Ongoing	Feedback template, time for discussion in faculty meetings and/or PLCs
Collect data-use implementation data from PLCs	STT	Ongoing	Implementation data template, protocol for data analysis, structure for providing feedback to staff
Collect student performance data and consider how implementation of strategy is impacting student learning	PLCs	Ongoing	Common short-term assessments

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90-Day Action Plan Term 3 – Strategy #3

Strategy:

COMMUNICATION
Build the school's inclusive collaborative practice by communicating openly and honestly about school improvement priorities and ensuring that all voices are heard

School Leader Responsible:
Dr. Sample (Principal), Ed Direction Coach (Ed Direction), and School Transformation Team (STT)

Current State:

Sample prioritized improving lines of communication during the 2021-2022 school year. Sample's leadership team implemented a variety of structures to ensure that all teachers understood the vision for school turnaround, including weekly staff emails, parent newsletters, and regular email updates. Data Team Managers (DTMs) serve as an open line of communication to ensure that messages are shared and understood by all teachers. All teachers are encouraged to provide feedback at any time, and DTMs have prioritized clearly communicating the STT's actions back to the staff in an accessible format.

Desired Outcome:

Inclusive collaborative practices along with clear communication are integral to the success of school transformation efforts. With a continued focus on ensuring that lines of communication are open and clear, teachers, parents, and other community stakeholders will feel an increased sense of ownership over the work that is happening at Sample.

Yearly Goal(s) Affected:

ELA, Math, and Science, Inclusive Collaborative Practice

Supporting Actions

To ensure effective implementation of the strategy, we will:	Responsible Party	Timeline	Resources Needed
Introduce "Narrowed Focus" proposal to staff and ensure that all teachers have a clear understanding of the objectives and path we will take	STT	August 2023	Time with staff, Q&A protocol
Continue "Weekly Update" publications to include a focus on rationale for decisions and updates on school progress on implementation of EBIS and student achievement data in LCPs	Amber, Ed Direction	August 2023- October 2023	Content input from Ed Direction, DTMs, and committee heads (including literacy, PBIS, SST)
Gather feedback on communication loop from staff	Amber, Ed Direction	October 2023	Survey tool
Hold ongoing collaborative meetings and use this time to ensure that communication between STT and PLCs is clear and concise	STTs and PLCs	August 2023- October 2023, weekly meetings	STTs and PLCs meeting regularly in collaborative meetings. Feedback loop documentation form, "key takeaways" summary at the end of each STT meeting.
Provide coaching and feedback to individual teachers based on GQB data and RISE interim data	Coaches, Ed Direction	August 2023- October 2023	Coaching Cycles, Coaching log to document cycles
Continue to communicate transformation efforts to wider community through school newsletter and sharing data with School Community Council	Amber, Ed Direction	August 2023- October 2023	

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Progress Indicators

To best understand whether we are effectively implementing this strategy we will:	Responsible Party	Timeline	Resources Needed
Collect ongoing feedback from staff	Amber, Ed Direction	Ongoing	Feedback template, time for discussion in faculty meetings and/or PLCs
Collect implementation data from PLCs	STT	Ongoing	Implementation data template, protocol for data analysis, structure for providing feedback to staff
Collect student performance data and consider how implementation of strategy is impacting student learning	PLCs	Ongoing	Student assessments

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90-day Plan Term 1 Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2023

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
September 2023						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2023

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	Alignment with Goals on Approved Turnaround Plan	Learning Outcomes for Teachers *What will teachers know and be able to do?*	Format for PL	Implementation Support *How will you provide opportunities for practice, use coaching, and provide additional PL to support teachers' implementation?*	Implementation Data *How will you know?*
August	**Focus Area:** **Priority Practice:**	Teachers will: ●	●	●	●
	Know: **Be able to do:** **Supports:** **Measurement:**				
September	**Focus Area:** **Priority Practice:**	Teachers will: ●	●	●	●

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	Alignment with Goals on Approved Turnaround Plan	Learning Outcomes for Teachers *What will teachers know and be able to do?*	Format for PL	Implementation Support *How will you provide opportunities for practice, use coaching, and provide additional PL to support teachers' implementation?*	Implementation Data *How will you know?*
	Know: **Be able to do:** **Supports:** **Measurement**:				
October	**Focus Area:** **Priority Practice:**	Teachers will: •	•	•	•
	Know: **Be able to do:** **Supports:** **Measurement**:				

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