**Countdown to AzM2 Plan**

Principal Cover Page

I’ve reviewed the attached grade level, content area plans and school data. Below, I have outlined the detailed schoolwide plan for additional supports to enhance the grade level plans (i.e. flooding grade levels, passports to success schoolwide system, rotations of all students through practice AzM2 assessments, schoolwide student strategies implemented, flexible scheduling to ensure Tier III, progress monitoring, etc.).

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Principal Signature Date

\*Countdown to AzM2 Plans are in place during Quarter 3. Once BM 3 is completed, an AzM2 Triage Plan will be implemented.

**TEAM DATA ANALYSIS PROTOCOL**

**Benchmark 2, DIBELS/SRI, Rolling Assessments**

Team:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teachers:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 1. **This analysis is based on the following data points:** |

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|  | **Reading** | **Math** |
| **Students Who Met Proficiency** |  |  |
| **Students Who Did Not Meet Proficiency** |  |  |

**List students in rank order by DL score in each quadrant.**

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|  | **Reading** | |
| **GROWTH** | **Students who grew but not proficient** | **Students who grew and met proficiency** |
| **Students who did not grow or meet proficiency** | **Students who did not grow but met proficiency** |
|  | **PROFICIENCY** | |

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| --- | --- | --- |
|  | **Math** | |
| **GROWTH** | **Students who grew but not proficient** | **Students who grew and met proficiency** |
| **Students who did not grow or meet proficiency** | **Students who did not grow but met proficiency** |
|  | **PROFICIENCY** | |

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| 1. **What do you notice about the data? Any common trends? What about with diverse populations (Gifted, ELL, SpEd)?** |

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| 1. **Based on the data, these students need additional time and support to achieve proficiency on this/these learning target(s) and standards. Mark students by Essential Standard if they got it or need additional support.**  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Student Name | Essential Standard 1 | Essential Standard 2 | Essential Standard 3 | Essential Standard 4 | Essential Standard 5 | Essential Standard 6 | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |

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| 1. **What is an area where our team’s students struggled? What is the cause?** |

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| 1. **What strategies were used by my teammates whose students performed well?** |

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| 1. **What celebrations do we have as a team and what is our plan to extend the learning for those that have shown mastery?** |

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| 1. **What is our new incremental goal for Reading and for Math (PP+P+HP and cannot be lower than previous goal)?** |

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| 1. **Does the data support the grade level’s problem of practice? Is our solution to our problem of practice making a difference?** |

***Countdown to AzM2 Plan for ELA and Math (FYI…Triage Plans are after BM 3)***:

* To begin after January 6th Data Dig **-** about 6-8 weeks **-** Remember that students need time on AzM2 Practice Tests

**The COUNTDOWN plan is a targeted and specific School-Wide Relevant Review;** Revisiting the standards that are highly tested on AzM2 on a spiraling basis, rather than crash-course studying. This does not replace the 3rd quarter first best Instruction plan, yet can work in tandem with the proficiency plan, created by the team.

**Team Actions/Decisions/Considerations:**

\*Review the essential standards

\*Select standards that need revisiting using various data points

\*Determine 2-3 plans of action to support students in the needed standards

\*Narrow down the focus by target to create target-based data trackers

\*This plan should be reflected on the Proficiency Maps to ensure that we are using the days wisely.

\*Determine differentiation needs for students based on data and needs for each student on the selected standards/targets.

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| **What is the Grade Level or Content Area Team’s approach to ensuring relevant review on Essential Standards from Quarters 1 and 2?** |