

# **APPENDIX II - 5**

**TUCSON UNIFIED**  
SCHOOL DISTRICT



# Student Achievement Action Plan

*Prepared for School Year:*

*School:*

*Type of School:*

*Subdistrict:*

*Date Plan Completed:*

*Persons Who Lead Planning:*

*Sign Off:*

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## Introduction to the Planning and Improvement Process

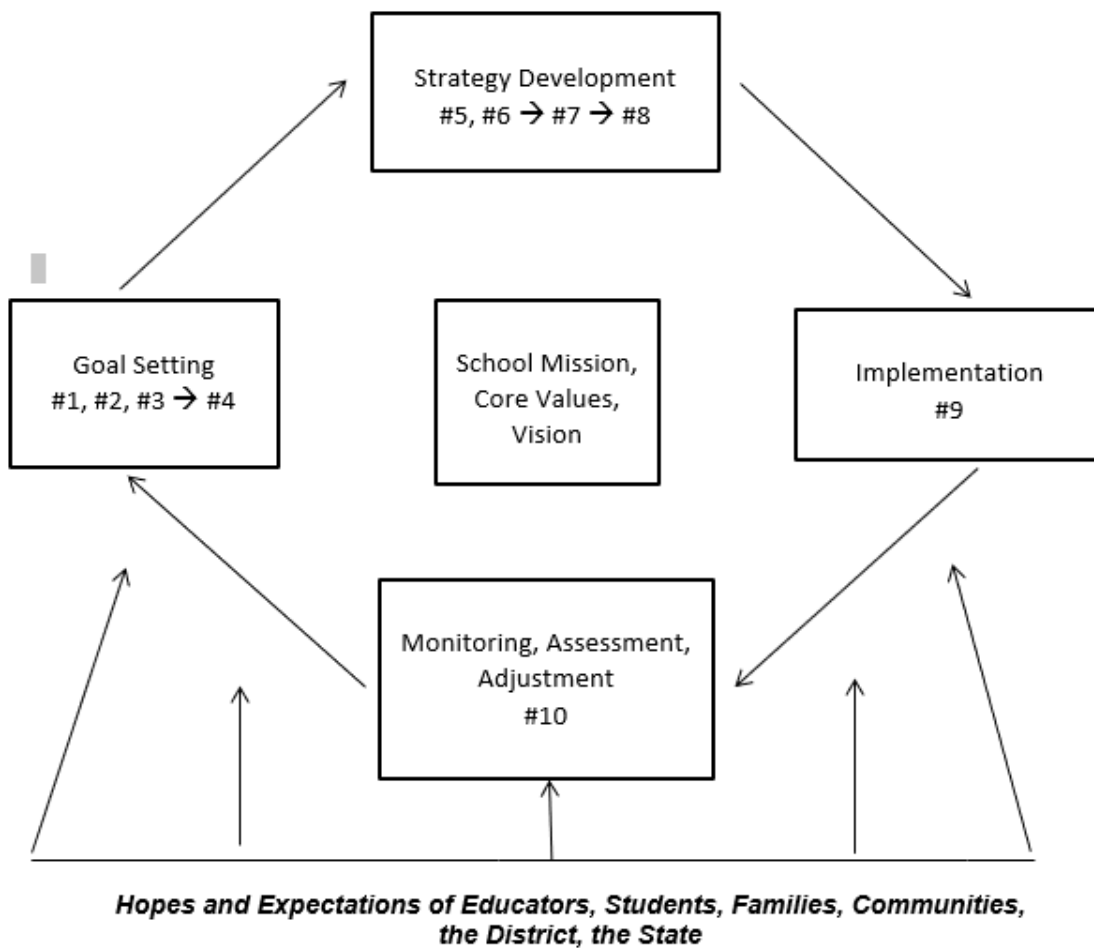
This planning process revolves around a 10-step cycle for continuous school improvement. The steps are as follows:

- Step 1.** Describe the School You Aspire to Be
- Step 2.** Perform Gap Analyses
- Step 3.** Conduct Root Cause Analyses
- Step 4.** Identify Primary Needs and Set SMART Improvement Goals
- Step 5.** Identify Evidence-Based Strategies
- Step 6.** Undertake Feasibility Analyses
- Step 7.** Select Most Efficacious, Feasibility Strategies
- Step 8.** Develop Action Steps
- Step 9.** Implement Strategies Via Action Steps
- Step 10.** Monitor, Assess, and Adjust

The cycle begins by articulating a vision for the future of what a school would be doing and achieving if it were living by its core values and achieving its mission. The cycle continues as the school gathers and examines data to take stock of its “current realities” and compares those realities to the school’s vision, hopes, and expectations - its “desired states”. Difference or gaps between current realities and desired states become the basis of identifying primary needs and setting specific goals for improvement. These goals are pursued through the identification, selection, and implementation of feasible, evidence - based strategies, executed through specific action steps. Implementation and progress toward goal attainment are then monitored and assessed, and adjustments to strategies and action steps are made accordingly. The process ends with an overall assessment of goal attainment, which leads back to the beginning of the cycle to identify new gaps and needs and set new goals for improvement.

Figure 1 presents a visual model of this planning cycle in which Steps 1, 2, 3, and 4 can be grouped together in a phase of goal setting. Steps 5, 6, 7, and 8 comprise of phase of strategy development. Step 9 is the phase of strategy implementation. Finally, Step 10 is the phase of monitoring, assessing, and adjusting and a return to the beginning of the cycle.

This figure shows the steps of the planning and improvement process revolving around a school’s mission, core values, and vision for the future for improvement work. These elements give direction to improvement work and how it is pursued. The bottom of the figure shows the importance and influence of the hopes and expectations of educators, students, families, and communities, as well as the district and the state.



**Figure 1.** Model of the Planning Process

This package contains worksheets that will guide you through each step of process. A set of instructions is provided at the top of each worksheet. As shown on Table 1, some worksheets are required to complete steps of the process now, while others are recommended, and others are to be completed during the course of the school year.

The primary focus of planning for the 2020-21 school year is improvement of student academic achievement. Additional planning foci will be introduced at later dates.

**Table 1. Planning Steps, Worksheets, and Actions Required or Recommended**

<b>Steps</b>	<b>Worksheets</b>	<b>Actions</b>
Step 1. Describe the School You Aspire to Be	A. Summaries of School Mission and Core Values	Required
	B. Hopes and Expectations of Teachers, Staff, and Administrators	Recommended
	C. Hopes and Expectations of Students, Parents, Community Members	Recommended
	D. Documentary Sources Reviewed	Recommended
	E. A Vision for the Future	Required *
	F. Participation Log	Recommended
Step 2. Perform Gap Analyses	G. Gaps in Student Outcomes	Required *
	H. Gaps in Integration	Not Required Now
Step 3. Conduct Root Cause Analyses	I. Gaps in School Conditions, Programs, and Practices	Recommended
	J. Fishbone Diagrams	Required
	K. 5 Whys Analysis	Required
	L. Key Strengths and Assets	Recommended
Step 4. Identify Primary Needs and Set SMART Improvement Goals	M. Five Primary Needs and Rationales	Required
	N. SMART Improvement Goals	Required
Step 5. Identify Evidence-Based Strategies	O. Evidence-Based Strategies	Required
Step 6. Undertake Feasibility Analyses	P. Supports, Constraints, and Assessment of Feasibility	Required
Step 7. Select Most Efficacious, Feasible Strategies	Q. Most Efficacious, Feasible Strategies	Required
Step 8. Develop Action Steps	R. Action Steps to Implement Improvement Strategies	Required
	S. Action Steps to Address Supports and Constraints	Required
	T. Action Steps to Monitor, Assess, and Adjust Strategies	Required
Step 9. Implement Strategies/ Action Steps	There are no worksheets for this step	NA
Step 10. Monitor, Assess, Adjust	U. Assessment of Strategy Implementation	Required during the year
	V. Assessment of Progress Toward Goals	Required during the year

**Step 1.****Worksheet A: Summaries of School Mission and Core Values**

**Instructions:** In the right-hand column, write brief but clear statements of your school's mission and core values. The mission of your school is its purpose, the things it seeks to achieve. Core values are those values and beliefs you wish to define the way your school works and by which it wishes to be known. In the left-hand column, write the sources from which you drew these statements (e.g., your school's handbook, website, other documents).

<p><b><u>Mission.</u></b> “The purpose of this school is to....”</p>	<p>Source(s):</p>
<p><b><u>Core Values.</u></b> “The core values that define our work and who we are as a school are....”</p>	<p>Source(s):</p>

**Step 1.****Worksheet B:** Hopes and Expectations of Teachers, Non-Teaching Staff, and Administrators

**Instructions:** Use this worksheet to summarize the hopes and expectations teachers, non-teaching staff, and administrators express for this school and what it is to accomplish in the near future. Make note of the strength of and variations among hopes and expectations that are expressed.

<b>Group</b>	<b>Hopes and Expectations</b>	<b>Notes</b>
Teachers		
Non-Teaching Staff		
Administrators		



**Step 1.****Worksheet C: Hopes and Expectations of Students, Parents and Non-Parent Caregivers, and Community Members**

**Instructions:** Use this worksheet to summarize the hopes and expectations students, parents and non-parent caregivers, and community members for this school and what it is to accomplish in the near future. Make note of the strength of and variations among hopes and expectations that are expressed.

Group	Hopes and Expectations	Notes
Students		
Parents and Non-Parent Caregivers		
Community		

**Step 1.**

**Worksheet D: Documentary Sources Reviewed**

**Instructions:** In the cells provided, check the sources that you used to identify hopes, expectations, and desired states for your school. Make notes about how these sources might be helpful as you move into Steps 2 and 3 of this process, perhaps flagging particular sections or subject matter that especially relevant to your school and students. If you used sources that are not on this list, please identify them at the end of the worksheet. Insert more rows if necessary.

Source	Check if used	Notes
TUSD mission, values, vision statements		
TUSD Strategic Plan 2014-2019		
TUSD Equity and Diversity: Achieving Excellence Through the Lens of Equity (2020)		
TUSD Unitary Status Plan (2013) and Completion Requirements		
TUSD Professional Learning Communities Guide (rev. 2019)		
AZ Academic Standards		
AZ Principles of Effective Schools (also CNA, IAP)		
AZ Professional Teacher Standards		
AZ Professional Administrative Standards		
Other:		

**Step 1.**

**Worksheet E: A Vision for the Future**

**Instructions:** Restate mission and core values of your school from Worksheet A. Write a descriptive summary of the vision for your school 3 years into the future. A vision statement is more than a slogan. It should paint a portrait of what your school will look like, what it will be doing, and what it will be accomplishing if it is living by its core values and achieving its mission. Be sure that hopes and expectations for student learning, development, and well-being are a clear part of your vision.

**Mission:**

**Core Values:**

**Vision for the Future:**

**Step 1.****Worksheet F: Participation Log**

**Instructions:** Use this worksheet to keep track of the opportunities you provide for others to participate in Step 1, the dates on which these opportunities were provided, and the numbers of people in different groups who participated.

<b>Groups</b>	<b>Opportunities for Participation</b>	<b>Dates</b>	<b>Ns of Participants</b>
Teachers			
Non-teaching staff			
Administrators			
Students			
Parents and non-parent caregivers			
Community members			
Others:			

**Step 2.**

**Worksheet G: Gaps in Student Outcomes**

**Instructions:** Gather and review evidence of the “current realities” of student outcomes at your school. Compare these outcomes for different groups of students and different grade levels. Also compare them to your school’s mission and vision (Step 1) and to other expectations for your school (e.g., Unitary Status Plan and Completion Requirements). Use this worksheet to describe the gaps you find between the current realities of student outcomes and your school’s mission and vision for different groups of students and grade levels. Describe gaps you find when you compare different groups and grade levels of students. In the left column of this worksheet, write the area of student outcome where the gap was found (e.g., student academic achievement). In the middle column, write the data sources you used to identify this gap. In the right column, provide a short description of the desired state of this outcome, a summary of the current reality, and a description of the gap. Your description should note the student groups for which the gap exists, how large the difference is between the desired state and the current reality, comparisons among student groups, and any particular characteristics of the gap that may be important to addressing it. You may add more rows to Worksheet A as may be needed.

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p> <p><u>Gap:</u></p>
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p> <p><u>Gap:</u></p>
		<p><u>Desired State:</u></p>

		<u>Current Reality:</u> <u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>

**Step 2.**

**Worksheet H: Gaps in Integration**

**Instructions:** Gather and review evidence on “current realities” of integration at your school. Consider the current realities of the racial/ethnic composition of student enrollments, academic programs and tracks, special education enrollment, extra-curricular participation, teaching faculty and non-teaching staff, and administrative leadership. Compare these current realities to expectations found in different relevant sources (e.g., Unitary Status Plan and Completion Requirements). Use this worksheet to describe the gaps you find when you compare the current realities of integration to expectations for integration. Complete this worksheet the same way that you completed Worksheet A—writing the area of integration where the gap was found, noting the data sources you used, describing the desired state, the current reality, and the gap and its characteristics.

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p> <p><u>Gap:</u></p>
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p> <p><u>Gap:</u></p>
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p> <p><u>Gap:</u></p>

		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>



**Step 3.**

**Worksheet I: Gaps in School Conditions, Programs, and Practices**

**Instructions:** Gather and review evidence of the “current realities” of organizational conditions, programs, and practices at your school (e.g, CNA data). Compare these current realities to characteristics of effective schools, programs, and practices reflected in your school’s vision statement and other relevant sources (e.g., CNA, Unitary Status Plan and Completion Recommendations, PLC Guide, AZ 6 Principles of Effective Schools, research, etc.). Use this worksheet to describe the gaps you find between expectations and current realities at your school. In the left column, write the area of school conditions, programs, and practice where the gap was found (e.g., teaching, use of time, curriculum, etc.). In the middle column, write the data sources you used to identify this gap. In the right column, provide a short description of the desired state of this condition, a summary of the current reality, and a description of the gap. Your description should note differences in access and experiences for different groups of students with regard to this condition, how large the difference is between the desired state and the current reality, and any characteristics of the gap that may be important to addressing it. You may add more rows to this worksheet as you need them.

Area of School Condition	Data Source(s)	Descriptions of Gaps
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p> <p><u>Gap:</u></p>
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p> <p><u>Gap:</u></p>
		<p><u>Desired State:</u></p> <p><u>Current Reality:</u></p>

		<u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>
		<u>Desired State:</u> <u>Current Reality:</u> <u>Gap:</u>

### Step 3.

#### Worksheet J: Fishbone Diagrams

**Instructions:** Conduct a separate fishbone analysis for each gap that you identified on Worksheet G (Student Outcomes) and Worksheet H (Integration). Use information recorded on Worksheet I on gaps you found in school conditions, programs, and practices as well as data available to you from other sources (e.g., CNA). Record your analyses on separate Fishbone Diagrams, being sure to write the gap you are analyzing above each one.

Gap Analyzed: \_\_\_\_\_

**INSERT TEMPLATE OF FISHBONE DIAGRAM HERE**

**Step 3.**

**Worksheet K: 5 Why's Analysis**

**Instructions:** Conduct a separate 5 Whys analysis for each gap that you identified on Worksheet G (Student Outcomes) and Worksheet H (Integration). Use information recorded on Worksheet I of gaps you found in school conditions, programs, and practices, as well as data available to you from other sources (e.g., CNA). Record your analyses on separate 5 Whys charts, being sure to write the gap you are analyzing above each one.

Gap Analyzed: \_\_\_\_\_

**INSERT TEMPLATE OF 5 WHYS CHART HERE**

**Step 3.**

**Worksheet L: Key Strengths and Assets**

**Instructions:** While performing Steps 1, 2, and 3, you will have identified a number of positive things about your school, about your students, families, teachers, non-teaching staff, and administrative leadership, and about the community surrounding your school, Use this worksheet to record strengths and assets you identified. Write these strengths and assets in the left column. In the middle column, write the data sources from which you identified these strengths and assets. If you discerned a strength for which there are no data, make a note about what you used to identify this strength. In the right column, make note of how you think each strength and asset may be helpful in your improvement work.

Key Strengths and Assets	Data Source(s)	How Strengths and Assets May Help Improvement Work

**Step 4.****Worksheet M: Five Primary Needs and Rationales**

**Instructions:** From the gap and root cause analyses you performed in Steps 2 and 3, identify on the table below 5 primary needs for improving student learning and achievement. Provide a rationale explaining why each need is important to address.

Primary Needs	Rationales
1.	
2.	
3.	
4.	
5.	

**Step 4.**

**Worksheet N: SMART Improvement Goals**

**Instructions:** Prepare a separate copy of this worksheet for each primary need identified on Worksheet M. On each copy, write the primary need that is being addressed. Then, develop and write one or more SMART goal statements to address this need. After writing each goal statement, identify the evidence (data) you will use to assess progress and accomplishment of this goal. A SMART goal statement should be “specific” (S) as well as simple and straightforward, “measurable” (M) with clear concrete indicators of accomplishment, “achievable” (A), “relevant” (R) to an identified need, and “time-bound” (T) with an indicator of when it might be achieved.

Primary Need: \_\_\_\_\_

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment

**Step 5.**

**Worksheet O: Evidence-Based Strategies**

**Instructions:** Prepare a copy of this worksheet for each improvement goal identified in Step 4. Write the SMART goal in the space provided. In the left column, describe the 2 or 3 strategies you believe will allow to achieve this goal. In the right column, list the sources of evidence you have found that indicate that each strategy is likely to be effective. At the bottom of the table, write a summary explanation of how and why you think these strategies will help you achieve this particular goal (i.e., why you think that if you do “x” you will accomplish “y”).

Improvement Goal: \_\_\_\_\_

Strategy	Sources of Evidence of Potential Effectiveness
1.	
2.	
3.	
<p><i>Summary Explanation:</i> How and why will these strategies achieve the stated improvement goal?</p>	



**Step 6.**

**Worksheet P: Supports, Constraints, and Assessment of Feasibility**

**Instructions:** Prepare a separate worksheet for each strategy identified in Step 5. Write the strategy whose feasibility is being assessed in the blank below. Use information from Steps 1, 2, and 3, as well as other relevant information to identify and record as many as 5 of the most influential supports available for this strategy. Consider the strengths and assets you recorded on Worksheet L. Then, identify and write as many as 5 of the most influential constraints. Then, considering both supports and constraints, complete an “on balance” determination of the feasibility of the strategy. Be sure to consider how and why the supports and constraints you list are likely to affect the feasibility of your strategies.

Strategy: \_\_\_\_\_

Supports	Constraints
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
“On balance” assessment of feasibility:	

**Step 7.**

**Worksheet Q: Most Effective and Feasible Strategies**

**Instructions:** Prepare a separate copy of this worksheet for each SMART improvement goal you recorded on Worksheet N. On the top of each sheet, write the SMART goals you are addressing. Using Worksheet P, select the strategy(ies) you believe will be most effective AND feasible to accomplish this goal. Write this strategy(ies) in the right column of this worksheet. From Worksheet P record the supports you may wish to draw upon and the constraints that you will need to address to increase the effectiveness and feasibility of these strategies and their prospects of achieving this improvement goal.

Improvement Goal: \_\_\_\_\_

Strategy(ies) Selected	Supports and Constraints to Address
1.	Supports:  Constraints:
2.	Support:  Constraints:
3.	Supports:  Constraints:

**Step 8.**

**Worksheet R: Action Steps to Implement Improvement Strategies**

**Instructions:** Use this worksheet to develop the action steps to implement each strategy you listed on Worksheet Q. Prepare a separate worksheet for each strategy. In the spaces below, write the improvement goal and the strategy for which you are developing action steps. Then, list the tasks you will undertake to enact the strategy, the person(s) to carry out each task, the timeline with target completion date, and resources required for the task.

Improvement Goal: \_\_\_\_\_

Strategy: \_\_\_\_\_

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

**Step 8.**

**Worksheet S: Action Steps to Address Supports and Constraints**

**Instructions:** Use this worksheet to develop the actions steps you will take to engage the assets and supports and reduce the constraints you identified in Step 7. Prepare a separate worksheet for each strategy. Write the improvement goal and strategy in the spaces provided. Then list the tasks you will undertake to engage the supports and reduce constraints, the persons who will carry out each task, the timeline with target completion date, and resources required for the task.

Improvement Goal: \_\_\_\_\_

Strategy: \_\_\_\_\_

Tasks to Engage Supports and Reduce Constraints	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

**Step 8.**

**Worksheet T: Action Steps to Monitor, Assess, and Adjust Strategies**

**Instructions:** Use this worksheet to develop the action steps you will take to monitor and assess implementation of strategies and progress toward goals, adjust strategies and action steps accordingly. Use a separate sheet for each strategy. List the improvement goal and strategy in the spaces below. Then list tasks, persons who will carry them out, timelines and target completion dates, and resources required. At the bottom of each of these worksheets, list the evidence that will be collected and used to monitor, assess, and adjust strategies and progress toward goals. Include the persons responsible for collecting this evidence, the timeline and target completion dates, and resources required.

Improvement Goal: \_\_\_\_\_

Strategy: \_\_\_\_\_

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:			

Evidence to be Collected for Monitoring and Assessing Goal Attainment:			

**Step 10.**

**Worksheet U: Assessment of Strategy Implementation**

**Instructions:** Use this worksheet to conduct periodic assessments of how successfully you are implementing your improvement strategies. Prepare a separate worksheet for each improvement goal and strategy. Write the improvement goal and strategy used to achieve that goal. Then, by the designated dates, indicate whether implementation of this strategy is “on track” or “off track. If “off track”, describe how much and in what ways it is so. Then, describe adjustment(s) that are needed to get the strategy back on track. You should adjust these dates if other dates are more appropriate to your improvement plan. However, plan to perform quarterly implementation check-ups.

Improvement Goal: \_\_\_\_\_

Strategy: \_\_\_\_\_

Check-Up Date	On-Track or Off-Track?	If off-track, how much and how so?	Adjustment(s) needed to get back on track
October 31			
January 31			
March 31			
End of School Year			

**Step 10.**

**Worksheet V: Assessment of Progress Toward Goals**

**Instructions:** Use this worksheet to assess your progress toward achieving your SMART improvement goals. Prepare a separate worksheet for each improvement goal. In the blanks below, write the improvement goal and the evidence you are using to assess its attainment. At the mid-point and the end of the school year, according to the evidence you are using, summarize your level of goal attainment. List the primary explanations why you were successful in achieving this goal or why your work may have fallen short.

Improvement Goal: \_\_\_\_\_

Evidence Used to Assess Goal Attainment: \_\_\_\_\_

Check-Up Date	Level of Attainment	Primary Explanations
January 31		
End of School Year		