

Grijalva Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Megan Chavez
Santa Cruz Region 2, Regional Superintendent: Mark Alvarez

I. SCHOOL PROFILE

Vision and Mission: Vision-Inspiring curiosity while developing independence in thought and action

Mission-Quality experiences, every student, every day. Quality teaching, every teacher, every day. Quality leaders, every person, every day.

Core Values:

Collaboration, Problem Solving, Relationships, Risk Taking, Kindness

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
30	6	477	21	4	4	542
English Language Learners	Exceptional Education Students					
82	62					

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Grijalva	21%	17%	14%	28%	17%	12%	31%	15%	12%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Grijalva	27%	20%	9%	22%	31%	15%	27%	33%	28%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	0%	55%
African Am.	NA	NA
Hispanic	20%	29%
Native Am.	10%	35%
Asian-PI	NA	NA
Multi-Racial	11%	11%
All	19%	29%

A. GAPS IN STUDENT OUTCOMES

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

1. Sub-header 1

Data Source: AZ Merit 18-19

Current Reality:

ELA

3rd Grade: 27% (Proficient or Highly Proficient) in comparison to the State average of 46%.

4th Grade: 33% (Proficient or Highly Proficient) in comparison to the State average of 51%.

5th Grade: 28% (Proficient or Highly Proficient) in comparison to the State average of 52%.

Math

3rd Grade: 31% (Proficient or Highly Proficient) in comparison to the State average of 51%.

4th Grade: 15% (Proficient or Highly Proficient) in comparison to the State average of 48%.

5th Grade: 12% (Proficient or Highly Proficient) in comparison to the State average of 46%.

Desired State:

ELA

3rd Grade 30 % by 2021

4th Grade 36% by 2021

5th Grade 31% by 2021

MATH

3rd Grade 34 % by 2021

4th Grade 18% by 2021

5th Grade 15% by 2021

Grijalva wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: 3%

The gap between Hispanic and White students in ELA is 26%, in Math 20%

B. SMART Improvement Goals

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

1. ELA Improvement Goal:

By May 2021, 90% of 3rd-5th graders will increase reading skills, fluency, and comprehension by two levels as measured by NSGRA.

By May 2021, Kindergarten-5th Grade Teachers will develop knowledge of 5 core areas of reading (Phonemic awareness, phonics, fluency, vocabulary, and comprehension) and understanding how to teach each area as evidenced by lesson plans and observations.

2. Math Improvement Goal:

By May 2021, Kindergarten-5th grade students will increase the percent correct of questions assessing NBT standard by 1 0% as measured by quarterly benchmark assessments.

By May 2021, 90% of teacher's lesson planning and delivery will provide students with opportunities to build

math conceptual understanding through inquiry and problem-solving, as evidenced by teacher lesson plans and math observations.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Grijalva 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. ELA Improvement Goal:

Strategy 1a:

- Science of Reading
- Instructional Rounds
- Curriculum Service Provider, MTSSF, and Principal will provide targeted Professional Development for teachers to focus on:
 - Phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Assessing comprehension through NSGRA identify specific comprehension needs
 - Comprehension skills and strategies: Self-monitoring, summarizing, paraphrasing, inferring, evaluating, asking and answering questions
- **Strategy 1a:** Common Formative, Short-term Assessment cycle
 - Every week our teacher teams will meet with their Collaborative Teacher Teams, along with our Curriculum Service Provider ;
 - Analyzing student data
 - -Planning tier 2/3 support
 - -Using guided reading lesson plans, coaching with Curriculum Service Provider (CSP)
 - Creating CFAs for mastery and understanding, using Benchmark Universe ; Follow TUSD's short-term assessment cycle

- Master schedule to include job-embedded, 90 minutes per week for each grade-level Collaborative Teacher Teams.

Strategy 1b:

- Scholastic Reading Coach, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

2. Math Improvement Goal:

Strategy 2a:

- Strategy 1a: Common Formative, Short-term Assessment cycle
- Eureka Strong Start for Leaders/Teacher PD and Coaching
- Instructional Rounds
- Monthly professional development with Math Consultant Melissa Hosten to increase conceptual understanding through:
 - Use of manipulatives in daily lessons, Number Talks, Student Discourse
- Curriculum Service Provider will provide targeted professional development to support strategies and skills taught by Math Consultant

Strategy 2b:

- Math Consultant, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

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. ELA Improvement Goal:

Strategy 1a:

- Curriculum Service Provider, MTSSF, and Principal will provide targeted Professional Development for teachers to focus on:
 - Phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Assessing comprehension through NSGRA identify specific comprehension needs
 - Comprehension skills and strategies: Self-monitoring, summarizing, paraphrasing, asking and answering questions

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule CTTs and PD	Principal	August 28, 2020	
Conduct Needs Assessment	Principal, CSP	October 9, 2020	Needs Assessment
Plan PD based on needs	Principal, CSP, MTSSF	Ongoing throughout the year	
Conduct PD/CTTs	Principal, CSP, MTSSF	Ongoing throughout the year	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Scholastic Reading Consultant	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans Feedback sheets Observation Sheets Observation of Staff during PD/CTT	Principal, CSP, MTSSF	As needed, ongoing	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Observation of teachers teaching phonemic	Principal, CSP, MTSSF	As needed, ongoing	

awareness, phonics, fluency, decoding, and comprehension using district curricula including Benchmark, Cengage, Heggerty Phonemic Awareness, Scholastic Guided Reading			
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Strategy 1b:

- Scholastic Reading Coach, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Observe Lessons and give feedback/ask questions	Principal, CSP, MTSSF	Ongoing throughout the year	
Develop Microsoft Team for teachers to upload lesson plans and create lesson plan tracker	MTSS Facilitator	August 31, 2020	
MTSSF attend cognitive coaching training	MTSSF	When available	CC training to be held in person or a virtual option available

Schedule debriefing sessions	Principal, CSP	Ongoing throughout the year	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Scholastic Reading Coach	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans Feedback sheets Observation Sheets Observation of Staff during PD/CTT	Principal, CSP, MTSSF	As needed, ongoing	

Evidence to be Collected for Monitoring and Assessing Goal Attainment	Principal, CSP, MTSSF	As needed, ongoing	
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Math Improvement Goal:

Strategy 2a:

- Monthly professional development with Math Consultant Melissa Hosten to increase conceptual understanding through:
 - Use of manipulatives in daily lessons, Number Talks, Student Discourse
- Curriculum Service Provider will provide targeted professional development to support strategies and skills taught by Math Consultant

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule CTTs and PD	Principal	August 28, 2020	
Conduct Needs Assessment	Principal, CSP	October 9, 2020	Needs Assessment
Plan PD based on needs	Principal, CSP, MTSSF	Ongoing throughout the year	
Conduct PD/CTTs	Principal, CSP, MTSSF	Ongoing throughout the year	

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Math Consultant	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans Feedback sheets Observation Sheets Observation of Staff during PD/CTT	Principal, CSP, MTSSF	As needed, ongoing	
Evidence to be Collected for Monitoring and Assessing Goal Attainment:	Principal, CSP, MTSSF	As needed, ongoing	

Observation of teachers teaching phonemic awareness, phonics, fluency, decoding, and comprehension using district curricula including Benchmark, Cengage, Heggerty Phonemic Awareness, Scholastic Guided Reading			
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Strategy 2b:

- Math Consultant, Principal, Curriculum Service Provider will provide targeted feedback on weekly lesson plans and after walk-throughs

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Observe Lessons and give feedback/ask questions	Principal, CSP, MTSSF	Ongoing throughout the year	
Develop Microsoft Team for teachers to upload lesson plans and create lesson plan tracker	MTSS Facilitator	August 31, 2020	
MTSSF attend cognitive coaching training	MTSSF	When available	CC training to be held in person or a virtual option available

Schedule debriefing sessions	Principal, CSP	Ongoing throughout the year	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Immediate Feedback from Co-Teaching	Math Consultant	Ongoing throughout the year	
Grijalva staff recognize needs and provide feedback to math consultant	Principal, CSP, MTSSF	Ongoing throughout the year	
Implementation of strategies observed in walkthroughs	Principal, CSP, MTSSF, Math Consultant	Ongoing throughout the year	
Administration team follow up with teachers who need more support with increased feedback cycle and observation	Principal, CSP	As needed throughout the year	
Evidence to be Collected for Monitoring and	Principal, CSP, MTSSF	As needed, ongoing	

Assessing Strategy Implementation: Lesson Plans			
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