Lawrence 3-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Zulema Stanbrook
Silverbell Region- Regional Superintendent: Brian Lambert

I.   SCHOOL PROFILE

Vision and Mission: Create and develop the full potential in every student. This is a place where children are encouraged to embrace their culture and find success in academics, personal growth, and life skills, by being involved in teamwork and collaborating with others. Together, the students, families and staff will set high expectations to ensure that learning takes place for all.

Core Values:

We at Lawrence 3-8 Commit to:

- Being respectful to all that enter Lawrence 3-8, including our students, families, community members and staff.

- Being held accountable.

- Consistent communication and open dialogue with families, staff, students, and community, this includes following through.

- Create a cohesive classroom environment that encourages and celebrates progress.

- Reinforce learning in the classroom through cooperation, communication, and consistency.

- Having pride in the academic process.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
3	0	80	90	0	2	175

English Language Learners	Exceptional Education Students
16	42

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	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	47%	47%	47%	41%	34%	29%	53%	47%	47%	43%	36%	31%	51%	48%	46%	41%	38%	32%
District Avg	39%	36%	38%	21%	20%	13%	43%	36%	37%	24%	20%	21%	42%	36%	36%	23%	22%	18%
Lawrence	12%	24%	6%	8%	2%	2%	18%	8%	8%	11%	4%	8%	6%	6%	2%	14%	3%	2%

3 Years of AzMERIT ELA Percent Proficiency by Grade

	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	43%	48%	44%	41%	44%	34%	44%	47%	48%	39%	45%	39%	46%	51%	52%	42%	41%	38%
District Avg	34%	37%	32%	26%	30%	21%	35%	38%	37%	23%	31%	24%	38%	40%	43%	27%	26%	24%
Lawrence	18%	25%	13%	8%	9%	9%	10%	22%	13%	11%	11%	10%	3%	18%	16%	16%	15%	12%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity

USP Ethnicity	Math	ELA
White	0%	25%
African Am.	NA	NA
Hispanic	6%	18%
Native Am.	5%	9%
Asian-PI	NA	NA
Multi-Racial	NA	NA
All	**5%**	**14%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Lawrence 3-8 has identified the following gaps in areas of student outcomes. For each, Lawrence 3-8 provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

1. ELA & MATH

Data Source:

- *TUSD Pre -Test and TUSD Post Test and Arizona State Assessment*

Current Reality (2018-19) AzMerit-ELA:

- *3rd grade: 3 % in comparison to the State average of 46%*
- *4th grade: 18% in comparison to the State average of 51%*
- *5th grade: 16% in comparison to the State average of 52%*
- *6th grade: 16% in comparison to the State average of 42%*
- *7th grade: 15% in comparison to the State average of 41%*
- *8th grade: 12% in comparison to the State average of 38%*

Current Reality (20-21) District Benchmark-ELA:

- *3rd grade: 40% proficient*
- *4th grade: 19.2% proficient*
- *5th grade: 5.6% proficient*
- *6th grade: 20.8% proficient*
- *7th grade: 9.5%, proficient*
- *8th grade: 18.5% proficient*

Desired State:

- To increase Lawrence's ELA proficiency to match or exceed State average in the next ten years.
- Lawrence wants to eliminate gaps between racial and ethnic groups within the next ten years.

Data Source:

- *AZ merit, quarterly benchmarks for Math*

Current Reality(18-19) AzMerit Math:

- *3rd grade: 8% in comparison to the State average of 31%*
- *4th grade: 6% in comparison to the State average of 48%*
- *5th grade: 2% in comparison to the State average of 46%*
- *6th grade: 14% in comparison to the State average of 41%*
- *7th grade: 3% in comparison to the State average of 38%*
- *8th grade: 2% in comparison to the State average of 32%*

Current Reality(20-21) Benchmark-Math:

- *3rd grade: 0%*
- *4th grade: 3.2%,*
- *5th grade: 10%,*
- *6th grade: 30%,*
- *7th grade: 0%,*
- *8th grade: 5.6%*

Desired State: To increase Lawrence's Math proficiency to match or exceed State average in the next ten years.

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

Gap: The majority of Lawrence students are not proficient in ELA and Math. The need increases when reviewing our subgroup data for Native American, Hispanic, Exceptional Education and ELL subgroups.

- The gap between Hispanic and White students in ELA is 7%. There is a 6% gap between White and Hispanic students.
- Lawrence does not have an African American student body at this time.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Lawrence 3-8 developed SMART improvement goals designed to move Lawrence 3-8 students from the current reality to the desired state.

1. *Improvement Goal 1: Lawrence will u*se Short Cycle Assessments to drive instruction and interventions in ELA and Math.
2. *Improvement Goal 2: ELA* scores will improve by at minimum 3% by the end of 2021-2022.
3. *Improvement Goal 3: Math* Scores will improve by at minimum 3% by the end of 2021-2022.
4. *Improvement Goal 4:* Reduce Gaps in proficiency among racial/ethnic groups by 3% in ELA and Math.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Lawrence 3-8 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: In Elementary, daily interventions in each grade level using the results of weekly Benchmark Advance assessments to determine reteach groupings and IXL to reduce student deficits..

Strategy 1b: In Middle School, weekly small group interventions for every student based on IXL groupings to increase overall reading level.

2. *Improvement Goal:*
   Strategy 2a: In Elementary, strategic interventions in each grade level using the results of Eureka mid-module assessments to determine reteach groupings and IXL to reduce student deficits.
   Strategy 2b: In Middle School, weekly small group interventions for every student based on IXL groupings to increase overall reading level and reduce student deficits.

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:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Administer Short Cycle Assessments as per district calendar	All Elementary ELA Teachers	Sep 10 Oct 1 Oct 29 Nov 19 Dec 10 Jan 14 Feb 4 Mar 4 Apr 1 May 13	Access to Benchmark Advance and IXL as provided by district Small group time in daily schedule

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Data digs	All Elementary ELA teachers, CSP	Once per week	Access to results in Benchmark Advance IXL
Plan for reteach groups	All Elementary ELA Teachers	Weekly	Benchmark Advance, IXL

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop schedule to allow interventions every week in every Middle School ELA class	CSP, Reading Interventionist	August 15	Master Schedule
Administer IXL Snapshot	ELA Teachers	Aug 27 Sep 24 Nov 5 Dec 14 Jan 28 Mar 10 May 13	Access to IXL
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**

| Weekly review of IXL groupings to determine small groups | ELA Teachers, Reading Interventionist, CSP | Weekly | Access to IXL |

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Targeted reading interventions for IXL for grades 3-8.	CSP and ELA Teachers	Every 2/3 Weeks- Recommendations given to teachers for student completion	Access to IXL

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review IXL data to determine areas of greatest need	ELA teachers, CSP, Reading Interventionist	Weekly	Access to IXL
Small group schedule based on needs	ELA teachers, CSP, Reading InterventionistW	Weekly	Access to IXL

2. Improvement Goal:

Strategy 2a:

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

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• MPP: Math interventionist will work with students	CSP, Math Interventionist, Teachers: 3-8, and support staff	May 2021	MPP Training and Planning

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create weekly small groups based on highest need	Math Interventionist, CSP	Quarterly	IXL Snapshot results

Strategy 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
• Targeted interventions for IXL for grades 3-8.	CSP and Teachers	Every 2/3 Weeks- Recommendations given to teachers for student completion	Access to IXL
Administer IXL Snapshots	Math Teachers	Aug 27 Sep 24 Nov 5 Dec 14 Jan 28 Mar 10 May 13	Access to IXL

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review IXL data to determine areas of greatest need	Math teachers, CSP, Math Interventionist	Weekly	Access to IXL
Small group schedule based on needs	Math teachers, CSP, Math Interventionist	Weekly	Access to IXL

Strategy 2c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Administer Short Cycle Assessments as per district calendar	All Elementary Math Teachers	Approx bi-monthly as per district assessment schedule	Access to Eureka/Great Minds as provided by district Small group time in daily schedule
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Data digs	All Elementary Math teachers, CSP	Once per month	Access to results in Great Minds, IXL
Plan for reteach groups	All Elementary Math Teachers	Weekly	Great Minds, IXL