

Grijalva Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
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

Impact of COVID on instruction

According to Tai et al., (2021), ‘the coronavirus disease 2019 (COVID-19) pandemic has disproportionately affected racial and ethnic minority groups, with high rates of death in African American, Native American, and LatinX communities...Minority groups are disproportionately affected by chronic medical conditions and lower access to healthcare that may portend worse COVID-19 outcomes. Furthermore, minority communities are more likely to experience living and working conditions that predispose them to worse outcomes. Underpinning these disparities are long-standing structural and societal factors that the COVID-19 pandemic has exposed.’

From March 2020 to March 2021, TUSD provided instruction remotely during the height of the COVID-19 outbreak. Although almost all students experienced learning loss, families in economic hardship with fewer available resources such as childcare

and/or adult supervision, a quiet place to study at home, connectivity issues, shared devices, etc. were even more negatively affected academically by remote instruction.

Impact of COVID-19 and Learning Loss: TUSD Students in Grades 3 – 8 Percent Proficient on State Testing Broken by USP Ethnicity							
	ELA				Math		
	2018-19	2020-21	ELA Loss		2018-19	2020-21	Math Loss
African Am.	28%	17%	-11%		24%	9%	-15%
Hispanic	30%	20%	-10%		27%	10%	-17%
White	48%	39%	-9%		46%	27%	-19%

Estimated Time to Reach a C Letter Grade

The current ADE school grade is a D. The state has initiated a new state test and has also adjusted the state accountability model. The impact of these changes is unknown and consequently, the estimated time to improve the state letter grade determination may need some flexibility. The academic goals for subgroups and for the entire school are both realistic and rigorous. With these state considerations in mind, the estimated time for Grijalva to increase its letter grade from a D to a C could be one year or two years depending on changes to the test and the letter grade model.

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					

Limitations of 2020-21 AzM2 data as a comparison to other years

When reviewing the findings from state testing during remote instruction and COVID-19, please note that participation rates among students taking the state assessment were so low, especially in high school, that caution is needed when drawing conclusions about student performance at the district level and statewide. It is recommended against making a simple comparison to prior years’ performance data because of the instructional challenges caused by COVID-19, low student educational engagement/participation rates, and family trauma. Both at the district and the state level, learning loss is evident, especially among our youngest grades. TUSD had only a 57% participation rate for state testing and so the data may or may not be representative of the district as a whole.

AzMERIT Difference in ELA Percent Passing Comparison of TUSD and the State by Grade and Subject						
Grade	ELA 2019		ELA 2021		ELA Loss	
	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	38%	46%	21%	35%	-17%	-11%
4	40%	51%	29%	44%	-11%	-7%
5	43%	52%	32%	45%	-11%	-7%
6	27%	42%	19%	35%	-8%	-7%
7	26%	41%	19%	38%	-7%	-3%
8	24%	38%	17%	35%	-7%	-3%
9						
10			19%	32%		
11						

AzMERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject			
	MATH 2019	MATH 2021	Math Loss

Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	42%	51%	18%	36%	-24%	-15%
4	36%	48%	16%	34%	-20%	-14%
5	36%	46%	16%	31%	-20%	-15%
6	23%	41%	8%	29%	-15%	-12%
7	22%	38%	12%	30%	-10%	-8%
8	18%	32%	9%	26%	-9%	-6%
Alg I						
Geom			13%	26%		
Alg II						

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.

Achievement Gap is heavily influenced by SES

The persistence of the achievement gap between White students compared to African American and Latino students has been an ongoing and perplexing issue in school improvement. Studies such as Reardon & Portilla (2016) and von Hippel et al., (2018) have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling.

Since the 1970's, schools have shown little or no progress in closing the academic gap in test score performance. (Stiefel et al., 2006) The continuing focus on this issue undermines our faith in public education to provide all students with an equitable and quality education. Confounding this issue is the assumption that academic advancement is based primarily on individual ability or achievement. This assumption appears to confirm implicitly that the capability and motivation of students of color, especially African American students, is somehow lacking. To the extent that people assume that the achievement gap is evidence of the limited academic capabilities and outcomes among students of color feeds implicit (and explicit) racism that permeates American society and schooling today. (Hawley & Freitas 2020, unpublished paper.) Many studies over the last two decades have argued that poverty continues to be the primary catalyst for the achievement gap and confirm Sean Reardon's recent statement (2019) that the racial "achievement gap" in standardized-test scores shouldn't be considered a racial gap at all...Instead, it's more accurate to call it a "poverty gap."

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:

The gap between Hispanic and White students in ELA is 26%, in Math 20%. Hispanic, African American and all other subgroups will reduce current gaps in ELA and Math across the board by increasing proficiency by 5%.

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 2022, 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 2022, Kindergarten-5th grade students will increase the percent correct of questions assessing NBT standard by 10% as measured by quarterly benchmark assessments.

By May 2022, 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.

3. Subgroup Achievement Goals*:

By 2024-25, the achievement gap between White students and African American students will be reduced by 5% in ELA and Math as measured on the state assessment

By 2024-25, the achievement gap between White students and Hispanic students will be reduced by 5% in ELA and Math as measured on the state assessment

**Sub-group membership for African American and White students is very low at this school indicating that the scores of a few students in either group could dramatically impact sub-group performance percent on state testing.*

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

3. Subgroup Improvement Goal:

Strategy 3a:

- WestEd's Discussion Builder Posters are provided to all classrooms along with PD on the use of discussion

strategies to support all students in higher order thinking, problem solving, language skills, meta-cognition, questioning, and to increase student engagement.

- Strategy 3b:

Teachers are provided math manipulatives and training on how to use the manipulatives to support students in building increased mathematical concepts, skills, and awareness, and to support differentiation and students in subgroups.

- Strategy 3c:

One teacher participates in the MPP Teacher Leadership Cohort. Math and Ex Ed teachers attend professional development on Math Pathways and Pitfalls, Math Discussion Strategies, and other math focused workshops facilitated by WestEd, district personnel, and school site facilitators.

- Strategy 3d:

Elementary teachers are provided KP Ten Frames to provide students with hands-on experiences in math, problem solving, place value, base-ten concepts, reasoning skills, and fluency. Teachers are provided professional development on the use of these manipulatives and will use the manipulatives in planning interventions for subgroups.

- Strategy 3e:

MTSS process is provided to support target students in both Tier II and III academic and behavioral interventions.

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, 2021	
Conduct Needs Assessment	Principal, CSP	October 9, 2021	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	Ongoing throughout the year	

	Reading Consultant		
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 awareness, phonics, fluency, decoding, and comprehension using	Principal, CSP, MTSSF	As needed, ongoing	

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, 2021	
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	Principal, CSP, MTSSF	As needed, ongoing	

Assessing Goal Attainment			
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Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Interventions Michael Haggerty lessons are used to support phonemic awareness gaps, NSGRA leveled word lists are used to support word knowledge, Phonics for Reading lessons are used to support phonics instruction	Principal, CSP, MTSSF,	Ongoing throughout the year	Math Pathways and Pitfalls helps develop student discourse and understanding math concepts KP Tiles are used to build place value needs, Imagine Learning is used to support reading needs, ST Math is used to support math needs. Community Liaison and Attendance Technician supports interventions for students with chronic attendance issues.

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, 2021	
Conduct Needs Assessment	Principal, CSP	October 9, 2021	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	

<p>Evidence to be Collected for Monitoring and Assessing Strategy Implementation:</p> <p>Lesson Plans Feedback sheets Observation Sheets Observation of Staff during PD/CTT</p>	<p>Principal, CSP, MTSSF</p>	<p>As needed, ongoing</p>	
<p>Evidence to be Collected for Monitoring and Assessing Goal Attainment:</p> <p>Observation of teachers teaching phonemic awareness, phonics, fluency, decoding, and comprehension using district curricula including Benchmark, Cengage, Heggerty Phonemic Awareness, Scholastic Guided Reading</p>	<p>Principal, CSP, MTSSF</p>	<p>As needed, ongoing</p>	

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, 2021	
MTSSF attend cognitive coaching training	MTSS Facilitator	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
	Math Consultant	Ongoing throughout the year	

Immediate Feedback from Co-Teaching			
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 Assessing Strategy Implementation: Lesson Plans	Principal, CSP, MTSSF	As needed, ongoing	

Subgroup Improvement Goal:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Pathways and Pitfalls	Principal, CSP and District Math Dept.	Ongoing throughout the year	MPP Framework Grade Level Books, Ten Frames
MTSS focused on Targeted student needs Intervention for Tier II and III	MTSS facilitator Teachers	Ongoing throughout the school year	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Pathways and Pitfalls helps develop student discourse and understanding math concepts, KP Tiles are used to build place value needs.	Principal, CSP, MTSSF	Ongoing throughout the year	MPP Framework Grade Level Books, Ten Frames
Monitored by walkthroughs by district coordinator and principal with an approved MPP Walkthrough Instrument.	Principal, CSP and Program Coordinator	Ongoing throughout the year	Walkthrough instrument

Improvement Goals – Support Systems

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Implement High Quality Curriculum with Fidelity, Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	Principal, CSP and District Math Dept.	On going throughout the year	MPP Framework Grade Level Books, Ten Frames
Schoolwide implementation of PBIS	Principal, Staff	On going throughout the year	PBIS Framework
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Curriculum Service Provider (CSP) is essential in supporting student achievement by assisting in overseeing the	CSP	7/2021 to 6/2022	Position

<p>district's curriculum and instruction; linking teachers and other instructional staff with the resources and support they need including interventions to help students achieve in a standards based system.</p>			
<p>Instructional Tech Liaison</p> <p>To work with teachers to develop and administer common formative assessments aligned with the district curriculum and assists teachers to access the School City reports that they use to analyze student learning to plan for, implement and support Tier II and Tier III interventions and promote student success.</p>	<p>Liaison</p>	<p>7/2021 to 6/2022</p>	<p>Position</p>
<p>Culturally Responsive Classroom</p> <p>SPARKS elements are incorporated into daily</p>	<p>Principal, CSP, Culturally Responsive Depart.</p>	<p>7/2021 to 6/2022</p>	<p>SPARKS framework and curriculum</p>

plans. Teachers will integrate student centered curricular resources into their teaching such as ST Math and Thinking Maps.			
Monitor Using Weekly CTT, Analyzing lesson plans for alignment and walkthroughs.	Principal	7/2021 to 6/2022	Walkthrough tends and data, Feedback
All teachers will implement Buddy Board, Restorative Practices, and Social Emotional Lessons contained in the Sanford Harmony Social Emotional / Trauma Informed Practice Resource Kit. Unexpected behavior is tracked through our referral system and entered into SWIS. Our PBIS Team analyze data to provide tier 2 and 3 interventions for students.	Principal	7/2021 to 6/2022	PBIS Implementation
Active PBIS Team which offers weekly data to see	Principal	7/2021 to 6/2022	PBIS Implementation

<p>the effectiveness of interventions provided to students. On-going professional development for teachers and staff. Principal and CSP have been trained in the Neurosequential Model of Education and are providing on-going training for teachers and staff. School-wide training on Conscious Discipline. Piloting program to identify the executive functioning skills of our youngest learners with interventions to support their development.</p>			
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Progress Monitoring

During the 2021-2022 School Year, TUSD is strategically utilizing short cycle assessments from the following curricular adoptions: *Benchmark Advance*, *Eureka*, and *IXL*. These assessments are expected to be implemented at designated sites.

Short cycle assessments are designed to provide teachers with immediate feedback on students' performance towards standards mastery during the instructional cycle. By having set timeframes for providing short cycle assessments, teachers can engage in meaningful dialogue using actionable data during PLC/CTTs regarding students' growth and performance over time, and plan instruction to ensure students are on target to meet grade level standards. The schedule below shows the points at which the short cycle assessments take place.

<p>2nd Grade Benchmark Advanced: Unit 1 : by Sept. 24th Unit 2: by Oct. 7th Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th</p> <p>Unit 9: by April 1st (optional) Unit 10: by May 13th</p>	<p>3rd Grade Benchmark Advanced: Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th</p>	<p>4th Grade Benchmark Advanced: Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th</p>	<p>5th Grade Benchmark Advanced: Unit 1 : by Sept. 10th Unit 2: by Oct. 1st Unit 3: by Oct. 29th Unit 4: by Nov. 19th Unit 5: by Dec. 10th Unit 6: by Jan. 14th Unit 7: by Feb. 4th Unit 8: by March 4th Unit 9: by April 1st (optional) Unit 10: by May 13th</p>
<p>2nd Grade Eureka Math: Module 1 : by Aug. 18th</p>	<p>3rd Grade Eureka Math: Module 1 : by Aug. 27th</p>	<p>4th Grade Eureka Math: Module 1 : by Aug. 27th</p>	<p>5th Grade Eureka Math: Module 1 : by Aug. 20th</p>

Module 2: by Aug. 27th Module 3: by Sept. 24th Module 4: by Nov. 19th Module 5: by Jan. 21st Module 6: by Feb. 18th Module 7: by April 14th (optional) Module 8: by May 13th	Module 2: by Sept. 21st Module 3: by Nov. 12th Module 4: by Jan. 7th Module 5: by Feb. 11th Module 6: by April 1st (optional) Module 7: by May 7th	Module 2: by Sept. 17th Module 3: by Oct. 22nd Module 5: by Jan 21st Module 6: by March 10th Module 4: by April 22nd (optional) Module 7: by May 20th	Module 2: by Oct. 1st Module 3: by Nov. 19th Module 4: by Jan. 14th Module 5: by March 10th Module 6: by April 22nd (optional)
6-11 IXL Continuous Diagnostic Assessments: Window #1: Aug. 16 – 27 Window #2: Sept. 13 – 24 Window #3: Oct. 25 – Nov. 5 Window #4: Dec. 1 – 14 Window #5: Jan. 18 – 28 Window #6: Feb. 28 – Mar. 10 Window #7: May 2 – 13			

Next Steps

Project Elevate and TUSD Goals for Short Cycle Assessment

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment or effective recruitment, on-going support, and retention; (2) Culture: to cultivate a strong culture where high expectations for all learners are evident and embraced by school; and (3) Instructional Infrastructure: to implement high quality curriculum and instruction, including an observation and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.

This program is sponsored by the Arizona Department of Education and will provide ongoing mentoring for the principal, professional learning for the site's leadership team, and collaboration with district leadership. The Short-term goals are:

- Develop equitable instructional infrastructure that includes high-quality curriculum and instruction, observation and feedback, and a cohesive assessment system focused on data driven instruction
- Improve culture of equity, learning and high expectations for all
- Establish effective talent management systems

The long-term goals are:

- Improve equity-focused leadership competencies
- Improve teacher practices
- Achieve significant gains in student achievement
- Reduce achievement gaps between student subgroups
- Sustain highly effective equitable LEA and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in SY 2021-22. Concurrently, these 18 schools have shifted their assessment protocol to administer short cycle assessments to be more responsive to 'in the moment' instructional practices. This shift away from deficit-oriented strategies such as benchmark testing toward authentic, formative assessments will improve student learning. TUSD's goals in collaboration with Project Elevate are:

- To transform assessments districtwide to an ongoing formative cycle that teachers are in control of
- To utilize assessments as a strategy for learning rather than of learning.
- To shift current assessment and instructional practices for Project Elevate schools to a formative assessment model.
- To utilize short-cycle assessments with Project Elevate

Review & Approval

This plan has been reviewed and approved by the following.

Title	Signature	Date
Assistant Superintendent	Mark Alvarez	12/10/2021
Principal	Megan Chavez	12/10/2021