

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.

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 F. 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 Lawrence to

increase its letter grade from a F to a C could be one year or two years to move from a F to a D and an additional year to move from a D to a C 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
4	0	100	109	0	3	216
English Language Learners	Exceptional Education Students					
16	42					

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	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.

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."

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, Economically Disadvantaged 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 use 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: Subgroup Achievement Goals**

By 2024-25, the achievement gap between White students and African American students will be reduced by 3% 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 3% 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, 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: ELA*

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: Math*

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.

3. *Improvement Goal: Subgroup Achievement (Native American, Hispanic, ELL, and Ex. Ed. and Economically Disadvantaged Students)*

Strategy 3a: In Elementary, Math Interventionist, CSP, and teachers will participate in Professional Development on the use of West Ed's evidenced-based Math Pathways and Pitfalls lesson and strategies and have time to use data, plan, observe, and reflect on lessons in order to enhance instruction for all students.

Strategy 3b: In Middle School, RTI Math Teachers and CSP will participate in Professional Development on the use of West Ed's evidenced-based Math Pathways and Pitfalls lesson and strategies and have time to use data, plan, observe, and reflect on lessons in order to enhance instruction for all students.

Strategy 3c: In Elementary and Middle School, reading interventionists and CSP participate in professional development provided by Empower, in order to provide quality interventions during the academic school day for targeted students, based on data from short-cycle assessments.

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: ELA

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
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Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The Reading Interventionist is essential to supporting student achievement by supporting Tier II and Tier III interventions.	Reading Interventionist	July 2021-May 2022	Personnel Hired
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
Monitor & Evaluate-Monthly walkthrough observations with ongoing coaching and feedback from leadership teams as well as quarterly data reflections on all students and subgroups.	LEA, Principal, CSP	August 2021-May 2022	
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 Interventionist	Weekly	Access to IXL

2. Improvement Goal: Math

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The Math Interventionist is essential to support student achievement by supporting Tier II and Tier III interventions.	Math Interventionist	July 2021-May 2022	Personnel Hired
Math Pathways & Pitfalls: Math interventionist will work with students	CSP, Math Interventionist, Teachers: 3-8, and support staff	July 2021-May 2022	MPP Training and Planning
Monitor & Evaluate-Monthly walkthrough observations with ongoing coaching and feedback from leadership teams as well as quarterly data reflections on all students and subgroups.	LEA, Principal. CSP	August 2021-May 2022	None
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
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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

3. Improvement Goal: Subgroup Achievement

(Native American, Hispanic, ELL, and Ex. Ed. and Economically Disadvantaged Students)

Strategy 3a,b,c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<p>Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons in order to enhance the instruction of all students including ethnic subgroups with an emphasis on Native American, Hispanic, ELL, and ExEd students. West Ed coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along with book studies and site or regional facilitators.</p>	<p>Teachers, CSP</p>	<p>August 2021-May 2022</p>	<p>West Ed</p>
<p>West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides, and math manipulative kits will be provided so that teachers can plan for differentiated instruction, and targeted math interventions to support struggling students, including those in subgroups.</p>	<p>Teachers, CSP</p>	<p>August 2021-May 2022</p>	<p>West Ed</p>

The Math Interventionist is essential to support student achievement by supporting Tier II and Tier III interventions.	Math Interventionist	July 2021-May 2022	Personnel Hired
Math Pathways & Pitfalls: Math interventionist will work with students	CSP, Math Interventionist, Teachers: 3-8, and support staff	July 2021-May 2022	MPP Training and Planning
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
The Reading Interventionist is essential to supporting student achievement by supporting Tier II and Tier III interventions.	Reading Interventionist	July 2021-May 2022	Personnel Hired
Develop schedule to allow interventions every week in every Middle School ELA class	CSP, Reading Interventionist	August 15	Master Schedule
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 Interventionist	Weekly	Access to IXL

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor & Evaluate- Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement.	LEA, Principal, CSP	August 2021-May 2022	None

4. Improvement Goal: Other Support Services

Strategy 4a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Behavior Intervention Specialist is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating and assisting students to complete computer based intervention modules; gathering information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.	Behavior Intervention Specialist	August 2021-May 2022	Personnel Hired
MTSS process included identifying students with low grades and providing strategic support,	MTSS Facilitator	August 2021-May 2022	Personnel Hired

<p>which allowed for Tier II interventions to be implemented. The MTSS process is supported through the collaborative efforts of the teaching staff, the Reading and Math interventionists, the Behavior Intervention Specialist, as well as the Teacher of Multicultural Integration Education. Through regular collaboration tier 1 instruction, as well as tier 2 and tier 3 interventions and supports are developed and regularly monitored for success. New interventions are assigned to students as needed, based on progress monitoring. Classroom teachers are essential in providing the team with an understanding of the target standards as well as feedback on the success of interventions. Interventionists are essential in providing the team with strategies that allow students to succeed at high levels, increasing teacher expectations. The teacher of Multicultural Integration Education is essential in providing the teams strategies to increase lesson relevance and consequently student engagement. The Behavior Intervention Specialist is essential in providing the team insight into the root cause of student behavior as well as providing strategies for remediation of behavioral issues so that students can remain fully engaged in lessons.</p>			
<p>Tasks to Monitor, Assess, and Adjust</p>	<p>Person(s) to Carry Out Tasks</p>	<p>Timeline/Target Dates</p>	<p>Resources Needed</p>

Monitor & Evaluate- Monthly walkthrough observations of lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement.	LEA, Principal, CSP	August 2021-May 2022	None
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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:</p>	<p>3rd Grade Eureka Math:</p>	<p>4th Grade Eureka Math:</p>	<p>5th Grade Eureka Math:</p>

Module 1 : by Aug. 18th 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 1 : by Aug. 27th 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 1 : by Aug. 27th 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 1 : by Aug. 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 the 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	<i>Brian Lambert</i>	12/10/21
Principal	<i>Zulema Stanbrook</i>	12/10/2021