

Morgan Maxwell K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Cesar Miranda
Silverbell Region 1, Regional Superintendent: Brian Lambert

I. SCHOOL PROFILE

Vision and Mission: “The purpose of this school is to develop creative leaders for tomorrow, by educating the whole child today in a nurturing environment.

Core Values: “The core values that define our work and who we are as a school include the importance of building relationships with our students and their families in order to better understand how to teach every child. We want to make sure all Morgan Maxwell stakeholders feel a part of our community. By building on school community, we will be able to create a safe learning environment for all students.

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 Morgan Maxwell 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
43	23	356	31	11	8	472
English Language Learners	Exceptional Education Students					
51	92					

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%
Morgan Maxwell	32%	35%	43%	18%	25%	34%	50%	38%	23%	32%	25%	16%	32%	20%	22%	6%	17%	9%

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%
Morgan Maxwell	34%	49%	48%	33%	27%	27%	46%	33%	38%	41%	36%	23%	38%	36%	28%	26%	18%	24%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	29%	36%
African Am.	32%	53%
Hispanic	14%	26%
Native Am.	25%	38%
Asian-Pi	NA	NA
Multi-Racial	13%	11%
All	17%	28%

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Morgan Maxwell K-8 has identified the following gaps in areas of student outcomes. For each, Morgan Maxwell K-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. Student ELA and Math Scores

Data Source: ELA AZMerit Scores

Current Reality:

- ELA benchmark average for all students is 22.5% proficient

AZ MERIT 2018-2019 ELA

	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State	46%	51%	52%	42%	41%	38%
District	38%	40%	43%	27%	26%	24%
Morgan Maxwell	38%	36%	28%	26%	18%	24%

Desired State: Students will demonstrate a rate of proficiency of 72.5% in the next five years.

Morgan Maxwell wants to eliminate gaps between racial and ethnic groups within the next five years.

Gap:

- Gap between desired state and current state for ELA is 50%
- The gap between African American and White Students is -17% with African American students surpassing White students in ELA. In Math, African American students surpass whites by 3%.
- The gap between Hispanics and Whites in ELA is 15% and 10% in Math.

Current Reality: Math Average is 18.8%

AZMERIT 2018-2019 MATH

	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State	51%	48%	46%	41%	38%	32%
District	42%	36%	36%	23%	22%	18%
Morgan Maxwell	32%	20%	22%	6%	17%	9%

Desired State: Students will demonstrate an overall rate of proficiency of 69%

Gap: Gap between desired state and current state in Math 50%

2. Student subgroups

Data Source: ELA AZMerit Scores 2018-19

Current Reality:

- The gap between African American and White Students is 17% with African American students surpassing White students in ELA.
- The gap between Hispanics and Whites in ELA is 15%

Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	19	19	10	52.6%
Asian American	3	3	0	0.0%
Hispanic	263	263	68	25.9%
Multiracial	9	9	1	11.1%
Native American	21	21	8	38.1%
White/Anglo	25	25	9	36.0%
Total	340	340	96	28.2%

- The gap between African American students and White students is 2%.
- The gap between Hispanics and Whites is 14% in Math.

Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	19	20	6	30.0%
Asian American	3	3	0	0.0%
Hispanic	259	277	40	14.4%
Multiracial	8	10	1	10.0%
Native American	20	20	5	25.0%
White/Anglo	24	25	7	28.0%
Total	333	355	59	16.6%

Desired State: African American, Hispanic, and White Students will demonstrate an overall rate of proficiency of 69% in ELA and Math.

B. SMART Improvement Goals

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

- 1. Improvement Goal: Students will increase their ELA scores by 10% as reflected by the 2021-2022 AZMerit scores.*
- 2. Improvement Goal: Students will increase their Math scores by 10% as reflected by the 2021-2022 AZMerit scores.*
- 3. Reduce Gaps in proficiency among racial/ethnic groups by 10% in ELA and Math for Hispanic students when compared to White/African American students.*

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Morgan Maxwell K-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:

- Highly qualified teachers will provide before or after school tutoring sessions through 21st century focused on
 - Academic vocabulary
 - Lexile level (Fluency, Comprehension)
- Using the program IXL that is focused on highly leveraged standards.
- Increased small group instruction with qualified ELD teacher
- Support for struggling students by reading interventionist

2. Improvement Goal: Math

Strategy 2a:

- Regularly checking for understanding so teaching can be adjusted and supplemented in real time.
 - Weekly common formative assessments will be administered to students to check for understanding
 - The reteach and enrich process will be embedded in the master schedule to allow daily time for reteach and enrich process based on CFA results

Strategy 2b:

- Teacher trainings on effective math instruction
 - Utilize professional development time to allow teachers to be trained on targeted math instruction based on student data
 - 1-1 CSP coaching and Lesson Plan review

Strategy 2d:

- Schoolwide Math fluency focus
 - Daily IXL practice
 - Daily/Weekly fluency practice
- Math Pathways & Pitfalls
 - Teachers will utilize the math intervention Math Pathways & Pitfalls in the classroom specifically targeting students who are not at level.

3. Improvement Goal: Subgroup Achievement (Hispanic, ELL and Ex.Ed. students)

- Math Pathways & Pitfalls Implementation
 - 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 with an emphasis on struggling students academically such as 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.

- Materials to Support Teachers and Students with Math Interventions
 - 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 subgroup.
- Tier II and III intervention support for students.
 - Support for struggling students provided by reading interventionist
 - Academic tutoring provided during after-school 21st CCLC program.
 - Middle School RTI/Intervention Class

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
The Reading Interventionist is essential to supporting student achievement by support Tier II and Tier III	Reading Interventionist	July 2021-May 2022	Personnel Hired

interventions. Interventionist will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.			
All student subgroups students have access to 21st CCLC before/afterschool tutoring program.	21 st CCLC Teachers	September 2021-June 2022	Personnel Hired
All 3-8 grade students have access to IXL, an online computer intervention used for both ELA and Math. Research shows that just 15 minutes a day can increase student growth by one grade level. Students take a diagnostic for placement and are monitored by classrooms teachers who are consistently reviewing student data.	Teachers	August 2021-May 2022	IXL
Short Cycle Assessment is disaggregated and distributed to teachers and staff after every assessment by CSP. Bi-weekly ELA & Math CFAs aligned to the curriculum are developed in PLC/Grade Level Teams. Focus on highly leveraged and supporting standards, including Arizona State Standards, TUSD standards, SchoolCity and AzMerit blueprints, is evident in lesson plans, instructional routines and CFAs. PLC grade levels meet regularly to develop, disaggregate and reflect on ELA & MATH CFAs, daily lesson plans, and intervention and enrichment groups.	Teachers	August 2021-May 2022	None
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor & Evaluate-MTSS is consistently revisiting students in the process and monitoring efficacy of the interventions put in place. Classroom/academic interventions such as iXL are monitored with reports demonstrating time usage, standard understanding, and improved scores. We also look to improved benchmark	LEA, Principal, CSP	September 2021-May 2022	None

<p>scores to demonstrate effectiveness of the intervention. Focus on data collection in the classroom is also key to knowing efficacy of interventions put in place by the teacher at a tier 2/3 level.</p>			
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2. Improvement Goal: Math

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
All student subgroups students have access to 21st CCLC before/afterschool tutoring program.	21 st CCLC Teachers	September 2021-May 2022	None
All 3-8 grade students have access to IXL, an online computer intervention used for both ELA and Math. Research shows that just 15 minutes a day can increase student growth by one grade level. Students take a diagnostic for placement and are monitored by classrooms teachers who are consistently reviewing student data.	Teachers	August 2021-May 2022	None
Short Cycle Assessment is disaggregated and distributed to teachers and staff after every assessment by CSP. Bi-weekly ELA & Math CFAs aligned to the curriculum are developed in PLC/Grade Level Teams. Focus on highly leveraged and supporting standards, including Arizona State Standards, TUSD standards, SchoolCity and AzMerit blueprints, is evident in lesson plans, instructional routines and CFAs. PLC grade levels meet regularly to develop, disaggregate and	Teachers, CSP	September 2021-May 2022	None

reflect on ELA & MATH CFAs, daily lesson plans, and intervention and enrichment groups.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor & Evaluate-Monthly walkthrough observations of lessons and ongoing coaching and feedback from leadership teams, as well as quarterly data reflections on subgroup achievement.	LEA, Principal, CSP	September 2021-May 2022	None

3. Improvement Goal: Subgroup Achievement (Hispanic, ELL and Ex.Ed. students)

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Pathways & Pitfalls (MPP) Implementation 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	Teachers and CSP	July 2021-May 2022	West Ed

data, plan, observe, and reflect on lessons in order to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along with book studies and site or regional facilitators.			
Materials to Support with MPP-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	Teachers	July 2021-May 2022	West Ed
All student subgroups students have access to 21st CCLC before/afterschool tutoring program.	21 st CCLC Teachers	September 2021-May 2022	None
The Reading Interventionist is essential to supporting student achievement by support Tier II and Tier III interventions. Interventionist will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.	Reading Interventionist	July 2021-May 2022	Personnel Hired
RTI/Intervention Classes are provided to all middle school students during the academic school day.	Math & ELA teachers	August 2021 – May 2021	IXL
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor & Evaluate- Monthly walkthrough observations lessons and ongoing coaching and feedback from	LEA, Principal, CSP	September 2021-May 2022	None

leadership teams, as well as quarterly data reflections on subgroup achievement.			
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4. Improvement Goal: Other Support Services

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The Curriculum Service Provider is essential in supporting student achievement by assisting in overseeing the 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; trains and supports teachers in reading data and how to use it in planning and driving the district's curriculum and the school's continuous improvement.	CSP	July 2021-June 2022	Personnel Hired
MTSS process is based on the Student Support Team model. Teachers bring in students who have not managed to grasp needed concepts Grade level teams investigate student assets and needs and then review tier 1 interventions already put in place for the student. Team consisting of Dean, CSP, Counselor, and grade level staff meet to brainstorm ideas, analyze data, create goals and set a plan. Plan is reviewed every 4 weeks where fidelity and effectiveness of intervention is analyzed. New interventions are put in place if unsuccessful or left alone	MTSS Facilitator	July 2021-June 2022	Personnel Hired

if demonstrating efficacy. More intensive interventions are put in place as needed.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
MTSS Schedule, Agenda and Notes	MTSS Facilitator	August 2021-May 2022	None

5. 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.

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 Unit 9: by April 1st (optional) Unit 10: by May 13th	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	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	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
2nd Grade Eureka Math: Module 1 : by Aug. 18th	3rd Grade Eureka Math: Module 1 : by Aug. 27th	4th Grade Eureka Math: Module 1 : by Aug. 27th	5th Grade Eureka Math: Module 1 : by Aug. 20th

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	<i>Brian Lambert</i>	12/10/21
Principal	Cesar Miranda	12/10/2021