

Mission View Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Sandra Calkins
Santa Cruz Region 2, Regional Superintendent: Mark Alvarez

I. SCHOOL PROFILE

Vision and Mission: Mission View is committed to promoting a deep understanding in a safe environment. We work in collaboration for diversity, empowering students to become life-long learners, and productive members of society.

Core Values: At Mission View every student will achieve to their full potential in a safe, inspiring, and challenging learning environment.

Staff Collective Commitments:

1. We will be a Professional Learning Community in all ways, including respect, diversity, and trust for all.
2. We will fulfil our roles in implementing PBIS and Restorative Practices
3. We will seek new ways to keep improving
4. We will advocate for and engage all students with meaningful learning activities that challenge them to problem solve and think critically.

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 Mission View

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
5	1	184			1	199
English Language Learners	Exceptional Education Students					
35	40					

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%
Mission View	57%	18%	43%	24%	58%	21%	46%	17%	32%

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%
Mission View	50%	43%	43%	33%	50%	26%	31%	29%	45%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	NA	NA
African Am.	NA	NA
Hispanic	34%	37%
Native Am.	0%	22%
Asian-PI	NA	NA
Multi-Racial	NA	NA
All	30%	34%

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Mission View has identified gaps in areas of student outcomes. A description of the gaps is provided, including the desired state, the current reality, and an explanation of the identified gaps.

In SY 2020-21, Mission View’s Hispanic student population accounted for 93% of the school population and all other subgroups in the school comprised a very low N count. For example, only 5 White students and 1 African American student were enrolled in the school. Such a small N count can produce dramatic shifts up or down in achievement among this target subgroup of students.

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: AZMerit 2020-2021

Current Reality: 3rd grade Mission View students performed at a rate of 15% passing in ELA, as measured by the AZMerit 2020-2021, whereas district-wide, TUSD students performed at a rate of 21% passing in ELA, as measured by AZMerit 2020-2021. 4th grade Mission View students performed at a rate of 25% passing in ELA, as measured by the AZMerit 2020-2021, whereas district-wide, TUSD students performed at a rate of 29% passing in ELA, as measured by AZMerit 2020-2021. 5th grade Mission View students performed at a rate of 32% passing in ELA, as measured by the AZMerit 2020-2021, whereas district-wide, TUSD students performed at a rate of 31% passing in ELA, as measured by AZMerit 2020-2021.

Desired State: We would like our students to achieve a 5% growth in 21-22 and continue a 5-10% growth each subsequent year for ELA, as measured by state summative assessment.

Gap: 5% growth in proficiency between where we are and our desired state, with continued growth each subsequent year.

Sub-header 2

Data Source: *AZMerit 2020-2021*

Current Reality: 3rd grade Mission View students performed at a rate of 15% passing in Math, as measured by the AZMerit 2020-2021, whereas district-wide, TUSD students performed at a rate of 18% passing in Math, as measured by AZMerit 2020-2021. 4th grade Mission View students performed at a rate of 10% passing in Math, as measured by the AZMerit 2020-2021, whereas district-wide, TUSD students performed at a rate of 17% passing in Math, as measured by AZMerit 2020-2021. 5th grade Mission View students performed at a rate of 10% passing in Math, as measured by the AZMerit 2020-2021, whereas district-wide, TUSD students performed at a rate of 16% passing in Math, as measured by AZMerit 2020-2021.

Desired State: We would like our Mission View students to achieve a 5% growth in 20-21 and continue a 5-10% growth each subsequent year for Math, as measured by state summative assessment, AZMerit2.

Gap: 5% growth in proficiency between where we are and our desired state, with continued growth each subsequent year.

B. SMART Improvement Goals

Based on gaps identified in section A, above, [School] developed SMART improvement goals designed to move [School] students from the current reality to the desired state. (specific, measurable, achievable, reasonable and timely)

1. *ELA Improvement Goal*:*

By the end of 21-22 our students at Mission View will have moved from 24% passing to 29.4% passing, as measured by Spring 2021 Arizona state assessment.

2. *Math Improvement Goal*:*

By the end of 21-22 our students at Mission View will have moved from 12% passing to 17% passing, as measured by Spring 2021 Arizona 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, [School] 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: 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: Data Notebooks

- Increase student accountability, goal setting, action step planning
- Students will track progress on common formative assessments, mid-module assessments, and reading levels/sight word mastery.
- Share data binders at Parent conferences, student led conferences

2. *Improvement Goal:*

Strategy 2a: Common Formative 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 Engage; Follow TUSD's short-term assessment cycle
- Master schedule to include job-embedded, 90 minutes per week for each grade-level Collaborative Teacher Teams.
- Work with Math consultant from Associates for Educational Success to provide site-based professional development, follow up work days for modeling and debriefing.

Strategy 2b: Data Notebooks

- Increase student accountability, goal setting, action step planning
- Students will track progress on common formative assessments, mid-module assessments, and math fact fluency sprints.
- Share data binders at Parent conferences, student led conferences

3. Subgroup Improvement Goal for ELL and ExEd students:

Strategy 3a:

- School-wide intervention system to provide individualized instructional support.
- 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.

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 and 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teams meet during PLC meeting times to review subgroup data	Principal, CSP	Weekly	-Agendas -Access to SchoolCity, Engage, and Benchmark student data reports
Professional Development training for data analysis , creating assessments in SchoolCity and Benchmark .	Principal CSP Teachers	1 per semester	Professional Develop Wednesday calendar dates- site based PD

Professional Development for Tier 2 and Tier 3 support	Principal CSP Teachers	1 per semester	Professional Develop Wednesday calendar dates- site based PD
2 Reading Interventionists to work with small groups for differentiated lessons, based on student need.	Reading Interventionists Teachers CSP Principal	Daily	Reading Interventionists schedules ; student data; MTSS progress monitoring data , PLC agendas
Provide onsite math professional development for all teachers; working with Associates for Educational Success.	Principal CSP Teachers Math consultant	1 site-based PD / quarter; 2 site-based walkthrough/modeling/fee dback per quarter	Funding for math consultant Math curriculum Poster charts for anchor charts Student notebooks for math journals
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
CTT submit agendas and CFA student data to admin for review	CSP Admin	Weekly	-SchoolCity and Benchmark student data reports -CTT agendas
CTT conduct data analysis to determine student mastery of skills taught- plan for intervention or enrichment ; admin reviews lesson plans	CSP Teachers Principal Reading Interventionists	Weekly	Lesson plans

Strategy 1b and 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Purchase 3 ring binders	Office manager	August 2021-June 2022	Title I funds to purchase
Add formatting of data notebooks to CTT agenda	CSP CTT facilitator	August 2021-June 2022	Sample data notebooks for each grade level
Create data tracking templates	CSP Teachers Reading Interventionists	August 2021-June 2022	Tracking sheet templates
Teachers and students will create and maintain data binders	Teachers Students	Start date September- updated weekly with CFA data;	Student data- School City, Benchmark Universe, Engage, IXL, Imagine Learning data reports, 3 ring binders
Professional Development on student led, parent teacher conferences	CSP Principal	January 2022	Professional Develop Wednesday calendar dates- site based PD
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Admin. walkthroughs- checking student data binders; data chats with students	Principal	Ongoing	Walkthrough schedule Student data binders
Student data binders brought to CTT meetings for updating and review	CSP Teachers	Ongoing	Student data binders; updated student data reports

2. Improvement Goal – Support Systems

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Improving Culture for All - Multiple methodologies are used to address the climate and culture and develop interpersonal relationships between students: Restorative circles, data based decision making is utilized to determine interventions; communication is ongoing and transparent to further improve the climate and culture and enhance classroom interactions	Principal, CSP, Counselor, Teacher	August 2021-June 2022	
Implementation Social Emotional Learning (SEL)	Principal and Counselor	August 2021-June 2022	SEL Curriculum
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PBIS will be supported and practiced throughout Mission View's campus. PBIS models and practice will be used throughout the	Principal, Counselor	Ongoing	PBIS System

<p>instructional day and PD opportunities will be provided to review and discuss implementation.</p>			
<p>Counselor is essential in supporting student achievement through academic and behavior intervention practices. Aligns with PBIS and MTSS, including participating in MTSS meetings, gathering of information regarding student academic and behavior and documenting to support Tier 2 and Tier 3 interventions. Counselor will also continue to implement PBIS model schoolwide.</p>	<p>Counselor</p>	<p>August 2021-June 2022</p>	<p>Position</p>
<p>Our full-time school counselor and Multi-Tier System of Supports Coordinator provide weekly lesson to every class Kinder - 5th grade. Lessons focus on a variety of social emotional strategies. SEL lesson curriculum comes from</p>	<p>Principal and Counselor</p>	<p>August 2021-June 2022</p>	<p>SEL Curriculum PBIS-KOI Educational Principles</p>

<p>Second Step, Choose Love, and PBIS KOI Educational Principles. Our school counselor also works with identified students in small groups for additional support, as well as 1:1 meetings with students in greater need of social/emotional support.</p>			
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Subgroup Improvement Goal for ELL and ExEd students: School-wide intervention system

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<p>Development and design of a school-wide intervention system (includes master schedule alignment)</p>	<p>Principal, leadership team, CSP and Reading Interventionist</p>	<p>Jan 2022</p>	
<p>Identification of staff to facilitate grade level groups, highly qualified</p>	<p>Principal, CSP</p>	<p>August 2021</p>	

staff to work with at-risk groups.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional development to support interventions.	Principal, CSP, MTSSF	Ongoing throughout the year	
Analysis of academic data to identify students for interventions, create goals, and progress monitor.	Principal, CSP, MTSSF, CTT	Ongoing throughout the year	Benchmark Data, SCA Data,
Development of a progress monitoring tool for specific subjects, content, and grade levels.	Principal, CSP	Ongoing throughout the year	Progress monitoring tools
Development of action plans based on weekly student data.	Teachers	Ongoing throughout the year	
Monthly MTSS Team Meeting to monitor intervention progress	Principal, Reading Interventionists, Ex Ed Resource Teacher, Teachers, Counselor, MTSSF	Ongoing throughout the year	Student Data

<p>Teachers use curriculum maps aligned with the adopted curriculum and implement the S.P.A.R.K.S. (TUSD/Universal Design for Learning) strategies. These instructional strategies include project-based learning, inquiry learning, opportunities for student dialogue, and opportunities for students to voice opinion and ideas to challenge students to think critically and deeply (SPARKS: Student-centered, Positive Learning, Academic development, Rigorous, Knowledge co-creation, Social Justice).</p>	<p>Principal, CSP and Teachers</p>	<p>Ongoing throughout the year</p>	<p>SPARKS Framework and Curriculum</p>
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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.

<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 of 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	Mark Alvarez	12/10/21
Principal	<i>Sandra Calkins</i> Electronic signature	12/10/21