

Robison Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Kristy Esquerra
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

I. SCHOOL PROFILE

Vision and Mission: “The purpose of this school is to empower and provide a high quality comprehensive and meaningful education to all students of our global community.”

Core Values:

- Student achievement meets the needs of the whole child
- Follow through in the classroom
- Reflective professional growth
- Be open to change and growth

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 Robison 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
22	15	198	3	3	6	247
English Language Learners	Exceptional Education Students					
24	47					

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						
Grade	MATH 2019		MATH 2021		Math Loss	
	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 AZ MERIT Percent Proficiency by Grade

3 Years of AZ MERIT 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%
Robison	29%	30%	32%	22%	21%	14%	30%	6%	3%

3 Years of AZ MERIT 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%
Robison	16%	35%	25%	14%	15%	19%	23%	23%	14%

2018-19 AZ MERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	5%	19%
African Am.	8%	15%
Hispanic	13%	19%
Native Am.	NA	NA
Asian-PI	NA	NA
Multi-Racial	NA	NA
All	11%	19%

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Robison Elementary School has identified the following gaps in areas of student outcomes. For each, Robison Elementary School 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. Grade 3 ELA

Data Source: ELA Benchmark Advance Unit Assessments

Current Reality: Overall mastery with ELA benchmark SY19-20 is 22%.

Ethnicity (USP)	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery
African American	4	9	44.6%	0	0.0%
Hispanic	36	105	42.8%	25	23.8%
White/Anglo	3	9	39.9%	2	22.2%
Total	43	123	42.7%	27	22.0%

Desired State: By the end of 20-21 35% percent of our student population will score proficient on school ELA benchmark assessments and short cycle assessments. Additionally, the achievement gap between African American students and White/Hispanic students will be reduced. (No specific percent is provided because of low N size for AA students).

2. Grade 3 Math

Data Source: Math SchoolCity Benchmark Assessment

Current Reality: Overall mastery with Math benchmark SY19-20 is 25%.

USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:
African American	4	11	34.2%	0	0.0%
Asian American	1	3	33.3%	0	0.0%
Hispanic	42	120	37.4%	32	26.7%
White/Anglo	3	9	48.9%	4	44.4%
Total	50	143	37.8%	36	25.2%

Desired State: By the end of 20-21, 35% percent of our student population will score proficient on school math benchmark assessments and short cycle assessments. Additionally, the achievement gap between African American students and White/Hispanic students will be reduced. (No specific percent is provided because of low N size for AA and White students).

3. Grade 4 ELA

Data Source: ELA Benchmark Advance Unit Assessments

Current Reality: Overall mastery with ELA benchmark SY19-20 is 15%.

Ethnicity (USP)	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery
African American	2	6	58.0%	3	50.0%
Hispanic	34	89	35.5%	10	11.2%
Multiracial	1	1	63.0%	1	100.0%
Total	37	96	37.2%	14	14.6%

Desired State: By the end of 20-21, 30% percent of our student population will score proficient on school ELA benchmark assessments and short cycle assessments. Additionally, the achievement gap between African American students and Hispanic students will be reduced. (No specific percent is provided because of low N size for AA students).

4. Grade 4 Math

Data Source: Math SchoolCity Benchmark Assessments

Current Reality: Overall mastery with Math benchmark SY19-20 is 12%.

USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:
African American	3	8	43.3%	3	37.5%
Asian American	1	3	24.4%	0	0.0%
Hispanic	37	99	34.0%	10	10.1%
Multiracial	1	1	23.3%	0	0.0%
White/Anglo	1	2	20.0%	0	0.0%
Total	43	113	34.1%	13	11.5%

Desired State: By the end of 20-21, 25% percent of our student population will score partially proficient or proficient on school math benchmark assessments and short cycle assessments. Additionally, the achievement gap between African American students and White/Hispanic students will be reduced. (No specific percent is provided because of low N size for AA and White students).

5. Grade 5 ELA

Data Source: ELA Benchmark Advance Unit Assessments

Current Reality: Overall mastery with ELA benchmark SY19-20 is 27%.

Ethnicity (USP)	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery
African American	1	3	55.0%	1	33.3%
Hispanic	22	60	45.7%	15	25.0%
White/Anglo	5	14	54.6%	5	35.7%
Total	28	77	47.6%	21	27.3%

Desired State: By the end of 20-21, 35% percent of our student population will score proficient on school ELA benchmark assessments and short cycle assessments. Additionally, the achievement gap between African American students and White/Hispanic students will be reduced. (No specific percent is provided because of low N size for AA and White students).

6. Grade 5 Math

Data Source: Math SchoolCity Benchmark Assessments

Current Reality: Overall mastery with ELA benchmark SY19-20 is 24%.

USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:
African American	2	6	36.7%	0	0.0%
Hispanic	25	68	42.8%	13	19.1%
White/Anglo	5	14	55.4%	8	57.1%
Total	32	88	44.4%	21	23.9%

Desired State: By the end of 20-21 35% percent of our student population will score proficient on school math benchmark assessments and short cycle assessments. Additionally, the achievement gap between African American students and White/Hispanic students will be reduced. (No specific percent is provided because of low N size for AA and White students).

2018-19 AzMERIT ELA Data for Grades 3 - 5

Robison wants to eliminate gaps between racial and ethnic groups within the next three years. Some caution is needed when reviewing this data because of the small N size of tested students.

Gap: The difference between current reality and desired state 4%

- The gap between African American and White students in ELA based on 2018-19 AZ Merit data is 4%
- The gap between Hispanic students and White students in ELA based on 2018-19 AZ Merit data is 0%

Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	13	13	2	15.4%
Asian American	2	2	2	100.0%
Hispanic	110	110	21	19.1%
Multiracial	3	3	0	0.0%
Native American	1	1	0	0.0%
White/Anglo	21	21	4	19.0%
Total	150	150	29	19.3%

2018-19 AzMERIT Math Data for Grades 3 - 5

Robison wants to eliminate gaps between racial and ethnic groups within the next three years. Some caution is needed when reviewing this data because of the small N size of tested students.

Gap: The difference between current reality and desired state 8%

- The gap between African American and White students in Math based on 2018-19 AZ Merit data is 3%
- The gap between Hispanic students and White students in Math based on 2018-19 AZ Merit data is 8%

Ethnicity (USP)	# Students Tested	# Tests taken	# Achieving Mastery	% Achieving Mastery
African American	13	13	1	7.7%
Asian American	2	2	1	50.0%
Hispanic	110	110	14	12.7%
Multiracial	3	3	0	0.0%
Native American	1	1	0	0.0%
White/Anglo	20	20	1	5.0%
Total	149	149	17	11.4%

B. SMART Improvement Goals

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

Specific, measurable, achievable, reasonable and timely

1. *Improvement Goal:* By May 2022, students in grades 3-5 will increase the percentage of students proficient by 10 percentage points as measured by the AzM2 SY 2021-22, ELA assessment.
2. *Improvement Goal:* By May 2022, students in grades 3-5 will increase the percentage of students proficient by 10 percentage points as measured by the AzM2 SY 2021-22, Math assessment.
3. *Achievement Gap Goal:*
 - a. By 2024-25, the achievement gap between Hispanic students when compared to African American students and White students will be reduced by 5% in Math as measured on the state assessment (AASA)
 - b. By 2024-25, the achievement gap between White and Hispanic students when compared to African American students will be reduced by 3% in ELA as measured on the state assessment (AASA)

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Robison Elementary 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:*** Overall Mastery SY19-20 for two quarters is **31%**. *By the end of 20-21 41% percent of our student population will score partially proficient or proficient on school Benchmark Advance Assessment*

Strategy 1a: Teachers will deliver specific strategies according to the specific ELA and math needs for the students based on CFA data and analysis and need for intervention.

Strategies to Monitor 1a: Teachers along with the leadership team will create a plan to intentionally meet during PLC's focusing on data analysis and online platform reports to evaluate student needs and interventions.

Strategy 1b: Robison’s staff and leadership will participate in professional development opportunities that will enhance the instructional practices of Robison.

Strategies to Monitor 1b: Robison’s staff and leadership team will be accountable for their learning from PD through observation and self-reflections.

Strategy 1c: With intentionality Robison’s Teachers and staff will analyze data collected from Common Formative Assessments and online platform reports such as IXL to understand the needs of students and the interventions that may be needed to implement.

Strategies to Monitor 1c: Teachers, CSP, and support staff will purposefully develop specific assessments to monitor and define specific needs of students.

Strategy 1d: Robison monitors curriculum implementation through the use and review of grade Level common lesson plans to support intentionality in instruction and student growth.

Strategies to Monitor 1d: Robison’s leadership and staff use lesson plans, assessments and observations in order to develop a needs assessment to support students.

2. Improvement Goal: Overall Mastery SY21-22 for two quarters is 29%.

By the end of 20-21 39% percent of our student population will score partially proficient or proficient on school math benchmark assessment and short cycle assessments.

Strategy 2a: Teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results, by using teacher and student data binders.

Strategy 2b: Teachers review the results of unit assessments to make decisions about the curriculum and instructional plans and to create intervention and enrichment student groups as needed for intervention.

Teachers will create Anchor Charts with students to support the understanding of the standard and students will use as support for application of learning and will in the classroom for student reference.

3. Improvement Goal: Subgroup Achievement, Reduce Gaps in proficiency among racial/ethnic groups by 3% in ELA. *(ELLs, ExEd, Hispanic*

and African American)

Strategy 3a: After analyzing gaps and goals, Robison reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility creating supports focusing on minority groups. Leadership, teachers, and support staff work closely in PLC data analysis to target students who need additional intervention or support students.

Strategies to Monitor 3a:

Strong Tier I Instruction, Tier II and Tier III Interventions; MTSS Process; Teacher PD and the daily use of Equitable Practices

Interventions – Math Interventionist for Tier 2 and Tier 3

MTSS Discussions

Targeted support for subgroup students (ELLs, ExEd, Hispanic and African American) based on their CFA and intervention data

Interventions for ELA – Tier 2 and Tier 3

Math Pathways and Pitfalls

Family Liaison targets subgroup families to ensure equal access

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: CFA's- ELA Focus

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Robison's Leadership will meet regularly to review PLC notes, CFAs, and Benchmark results to determine successes and refinements.	Teacher	Quarterly	District Curriculum Map, State Standards, Benchmark Advance, Short Cycle Assessments (math)

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assessments are used to guide and inform instruction at Robison within PLCs: <ul style="list-style-type: none"> - Quarterly Benchmarks - School City Grades 2-5 - Grade Level Common Math & ELA Lesson Plans as evidenced in Lesson plans and observations - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams 	Teachers/CSP	Quarterly	Benchmark Advance Unit Assessments Lesson plans PLC Notes MTSS notes Other formative data
Imbedded Data Analysis at Robison supports high quality implementation of grade/content level curriculum PLC structures to support and extend teacher acquisition of content and curriculum standards requirements. PLCs create Common Formative Assessments, PLCs meet weekly, by grade level, for 90 minutes.	CSP/ Teachers/MTSSF	Weekly	Benchmark Advance Unit Assessments Lesson plans PLC Notes MTSS notes Other formative data

Strategy 1b: PD- ELA Focus

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
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Site leadership will determine the curriculum needed to promote growth of our teachers using a skill inventory and promoting a professional growth plan.	Principal	Weekly	Danielson Rubric
Teachers at Robison participate in the following PD opportunities to strengthen their teaching practices: - Weekly Wednesday Professional Development for all Certified Staff - Job-Embedded Professional Development, Data, Coaching and Feedback provided to all certified staff	Teachers Principal Support Staff	Monthly	Self-reflection Lesson plans Participation in Wednesday PD Coaching
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
By the end of the first quarter there will be a PD menu of professional development Wednesday opportunities for teachers to select from each week. Feedback will be given from principal during classroom walkthroughs.	Principal/CSP	weekly	Curriculum Map, Danielson Rubric
Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback	Teachers CSP	- PLC's meet regularly - Curriculum Training as available	Danielson rubric Lesson plans Other observation notes Other supportive data

Strategy 1c: PLC's- ELA Focus

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<p>The following assessments are used to guide and inform instruction at Robison within PLCs</p> <ul style="list-style-type: none"> - Quarterly Benchmarks - School City Grades 2-5 - Grade Level Common Math & ELA Lesson Plans as evidenced in Lesson plans and observations. Grade Level Common Formative Assessments for units developed in PLC 	<p>Grade level teams CSP</p>	<p>At each PLC meeting -Quarterly (BM)</p>	<p>Quarterly benchmarks Common Formative assessments (CFA's) Lesson plans Observation notes</p>
<p>Robison supports high quality implementation of grade/content level curriculum PLC structures to support and extend teacher acquisition of content and curriculum standards requirements. PLCs create Common Formative Assessments.</p>	<p>Teachers CSP</p>	<p>Weekly 90 minutes</p>	<p>PLC Structures Grade level curriculum Knowledge on how to build CFA's</p>
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<p>teachers will create a calendar during PLC of pre/post assessments for students. Teachers will create</p>			

in PD and PLC a framework to scaffold grade level standard and scaffold the learning to meet the needs of various abilities.			
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Strategy 1d: Planning- ELA

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Site leadership will determine the curriculum needed to promote growth of our teachers using a skill inventory and promoting a professional growth plan by reviewing common lesson plans.	Principal Teachers	Year round	Daily lesson plans Observation notes
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
School will conduct regular needs assessments and create plans to support students. Leadership will meet monthly to review goal, process, and modify as needed and celebrate success.	Teacher Support Staff MTSS CSP	Year Round Monthly	Assessments Lesson plans Intervention plan
Assessment's guide and inform instruction at Robison at quarterly benchmarks Common Math & ELA Lesson	Teacher Support Staff MTSS CSP	Year Round Daily During PLC's	Assessments Lesson plans

Plans as evident in Lesson plans and observations.			
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2. Improvement Goal:

Strategy 2a: CFA's- Math Focus

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Robison's Leadership will meet regularly to review PLC notes, CFAs, and Benchmark results to determine successes and refinements.	Teacher	Quarterly	District Curriculum Map, State Standards, Benchmark Advance, Short Cycle Assessments (math)
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assessments are used to guide and inform instruction at Robison within PLCs - Quarterly Benchmarks - School City Grades 2-5 - Grade Level Common Math & ELA Lesson Plans as evidenced in Lesson plans and observations -Grade Level Common Formative Assessments for units developed in PLC.	Teachers/CSP	Quarterly	Benchmark Advance Unit Assessments Lesson plans PLC Notes MTSS notes Other formative data
Imbedded Data Analysis at Robison supports high quality implementation of grade/content level curriculum	CSP/ Teachers/MTSSF	Weekly	Benchmark Advance Unit Assessments Lesson plans PLC Notes MTSS notes

PLC structures to support and extend teacher acquisition of content and curriculum standards requirements. PLCs create Common Formative Assessments, PLCs meet weekly, by grade level, for 90 minutes.			Other formative data
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Strategy 2b: PD- Math Focus

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Site leadership will determine the curriculum needed to promote growth of our teachers using a skill inventory and promoting a professional growth plan.	Principal	Weekly	Danielson Rubric
Teachers at Robsion participate in the following PD opportunities to strengthen their teaching practices: - Weekly Wednesday Professional Development for all Certified Staff - Job-Embedded Professional Development, Data, Coaching and Feedback provided to all certified staff	Teachers Principal Support Staff	Monthly	Self-reflection Lesson plans Participation in Wednesday PD Coaching
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

By the end of the first quarter there will be a PD menu of professional development Wednesday opportunities for teachers to select from each week. Feedback will be given from principal during classroom walkthroughs.	Principal/CSP	weekly	Curriculum Map, Danielson Rubric
Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback	Teachers CSP	- PLC's meet regularly - Curriculum Training as available	Danielson rubric Lesson plans Other observation notes Other supportive data

Strategy 2c: PLC's- Math Focus

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assessments are used to guide and inform instruction at Robison within PLCs: - Quarterly Benchmarks - School City Grades 2-5 - Grade Level Common Math & ELA Lesson Plans as evidenced in Lesson plans and observations. -Grade Level Common Formative Assessments for units developed in PLC	Grade level teams CSP	At each PLC meeting -Quarterly (BM)	Quarterly benchmarks Common Formative assessments (CFA's) Lesson plans Observation notes
Robison supports high quality implementation of grade/content level curriculum PLC structures to	Teachers CSP	Weekly 90 minutes	PLC Structures Grade level curriculum Knowledge on how to build CFA's

support and extend teacher acquisition of content and curriculum standards requirements. PLCs create Common Formative Assessments.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will create a calendar during PLC of pre/post assessments for students. Teachers will create in PD and PLC a framework to scaffold grade level standard and scaffold the learning to meet the needs of various abilities.			

Strategy 2d: Planning- Math

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Site leadership will determine the curriculum needed to promote growth of our teachers using a skill inventory and promoting a professional growth plan by reviewing common lesson plans.	Principal Teachers	Year round	Daily lesson plans Observation notes

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
School will conduct regular needs assessments and create plans to support students. Leadership will meet monthly to review goal, process and modify as needed and celebrate success.	Teacher Support Staff MTSS CSP	Year Round Monthly	Assessments Lesson plans Intervention plan
Assessment's guide and inform instruction at Robison at quarterly benchmarks Common Math & ELA Lesson Plans as evident in Lesson plans and observations.	Teacher Support Staff MTSS CSP	Year Round Daily During PLC's	Assessments Lesson plans

3. Improvement Goal: Subgroup Achievement (ELLs, ExEd, Hispanic and African American Students)

Strategy 3a: Interventions

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Robison's Leadership will meet regularly to review PLC notes, CFAs, and Benchmark results to determine successes and refinements.	Teacher	Quarterly	District Curriculum Map, State Standards, Benchmark Advance, Short Cycle Assessments (math)
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Standards by grade levels and focused interventions based on formative assessment data results (i.e. MTSS) student academic success for all students is our collective school target. Students are grouped by needs for targeted instruction.	Teachers/CSP	Quarterly	Benchmark Advance Unit Assessments Lesson plans PLC Notes MTSS notes Other formative data
Imbedded Data Analysis at Robison supports high quality implementation of grade/content level curriculum PLC extend teacher acquisition of content and curriculum standards to further develop intentional interventions.	CSP/ Teachers/MTSSF	Weekly	Benchmark Advance Unit Assessments Lesson plans PLC Notes MTSS notes Other formative data
Strong Tier I Instruction, Tier II and Tier III Interventions using the MTSS Process	CSP/ Teachers/MTSSF	Daily	
Teacher PD and the daily use of Equitable Practices	CSP, Teachers, Principal	Weekly and as needed	PD
Interventions – Math Interventionist for Tier 2 and Tier 3	CSP/ Teachers/MTSSF	Daily	Data reports
MTSS Discussions Support for subgroup students Interventions for ELA – Tier 2 and Tier 3	CSP/ Teachers/MTSSF	At least weekly	MTSS reports and interventions
Math Pathways and Pitfalls	CSP/ Teachers/MTSSF	During math instruction	MPP-West Ed
Family Liaison targets subgroup families to ensure equal access	Family Liaison	As needed	Needs survey and relationships between families

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 Module 2: by Aug. 27th</p>	<p>3rd Grade Eureka Math: Module 1 : by Aug. 27th Module 2: by Sept. 21st</p>	<p>4th Grade Eureka Math: Module 1 : by Aug. 27th Module 2: by Sept. 17th</p>	<p>5th Grade Eureka Math: Module 1 : by Aug. 20th Module 2: by Oct. 1st</p>

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 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 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 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>Richard Sanchez</i>	12.11.21
Principal	Kristy Esquerra	12.10.2021