

**2022-2023 Tucson Unified School District Student Achievement Action Plan
Improvement**

Principal: Megan Chavez

School: Grijalva Elementary

Region: Santa Cruz/2

Date Plan Revised: 7/20/2022

Planning Team:

Name	Position	Name	Position
Yvonne Torres	Assistant Principal	Danitza Tanori	Teacher
Jhonna Petrancosta	CSP	Himani Dutta	Teacher
Ade Silva	MTSSF	Andrew Shelton	Teacher
Anisa Lee Morado	Teacher	Polly Schinstock	Teacher
Julia Wilson	Teacher	Derian Gutierrez Garcia	Counselor

Sign Off:

Position	Name	Signature	Date
Principal	Megan Chavez		
Regional Superintendent	Mark Alvarez		

Table of Contents

Contents

I. School Profile	2
A. Mission	2
B. School Summary	2
C. Vision	3
D. Core Values	3
E. School Profile	4
F. Achievement Data	5
II. Overall Student Achievement	7
A. Gaps in Student Achievement	7
B. SMART Goals for Overall Student Achievement	9
C. Goal Attainment	10
1. Strategies to Achieve SMART Goals	10
2. Action Steps to Implement Strategies	12
III. Academic Performance for African American, Latino, Native American, ExEd and ELL Subgroups: Gap Analysis	15
A. Gaps in USP subgroup performance	15
B. SMART Goals for Reducing Achievement Gaps	17
C. Goal Attainment	17
1. Strategies to Achieve SMART Goals	17
2. Action Steps to Implement Strategies	19

I. School Profile

A. Mission

Quality experiences, every student, every day.

Quality teaching, every teacher, every day.

Quality leaders, every person, every day.

B. School Summary

Grijalva is a large K-5 school with an enrollment of about 550 students. Demographic risk factors include: mobility (34.44%*) and poverty (85.79% FRL), as well as significant numbers of EL (15.65%) and ExEd (13.00%) students. Additionally, Grijalva has been challenged with recruiting qualified staff. Over the last three years, the school has welcomed, on average, about 8 new teachers per year, about half of whom are new to the profession. In other words, about a quarter (27%) of our teachers each year have been new to the school. In addition to our new teachers, we also have about 2-4 classrooms each year that have started the school year with substitute teachers over the past few years. In the span from 2016-17 to 2019-20, Grijalva had three different principals which impacted the overall consistency and management of the school.

For 3 years prior to the pandemic, Grijalva showed a growth in performance based on AzMERIT. In ELA, Grijalva has improved from 19.4% school wide proficiency in 2016-17 to 29.1% proficiency in 2018-19, a gain of 9.7%. In math, Grijalva has improved from 17.5% school wide proficiency in 2016-17 to 19.2% in 2018-19, a gain of 1.7%. Grijalva increased from an overall score of 55.58% in 2016-17 to 58.16% in 2018-19 on the A-F model. In 2018-19, Grijalva was only -1.95 points away from a 'C' letter grade. If given the chance to assess students in the spring of 2020, our team is confident we would have earned the C rating. Since the 2-19-20 SY, we implemented job-embedded Collaborative Teacher Team (CTT) time with the support of our Curriculum Service Provider for the first time. Teachers meet for 70 minutes each week to unwrap and stack standards, create curriculum maps, create Common Formative Assessments (CFAs), explore district resources, and analyze data. The Curriculum Service Provider (CSP) works very closely with the principal. During the 2021-22 SY we implemented Instructional Rounds schoolwide. Teams of teachers systematically visited classrooms and worked together to identify schoolwide trends and a problem of practice we can address together.

This school year we have an assistant principal who supports walk-throughs, coaching, discipline, so effective instructional leadership strategies can be implemented. We also have support from Higher Ground through their Restart Smart community

school approach. Restart Smart personnel are on campus full time supporting with all non-academic needs such as social emotional supports, connecting families with resources, training for staff, parent education, etc.

C. Vision

Inspiring curiosity while developing independence in thought and action.

Grijalva aspires to provide all students with an environment where all students can explore ideas, interests, and challenge their assumptions with the support from trauma informed practitioners. Soon, Grijalva students will show proficiency in reading and math skills which will support their social and academic development as they continue to grow. Visitors to our campus will see students thriving in learning environments rich in experiences, discussions, risk-taking, and collaboration. Students will show their knowledge and understanding of grade level concepts and skills during out of classroom settings like the garden, makerspace, and during music/visual arts classes.

D. Core Values

Collaboration, Problem Solving, Relationships, Risk Taking, Kindness

School Wide Expectations

Respectful, Responsible, Safe, and Kind

E. School Profile

School Profile		
2018-19 Letter Grade		
D		

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
40.9	17.0	100	100	24.7	11.8

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
53	18%	22	8%	195	67%	15	5%	2	1%	5	2%
20%		10%		60%		4%		2%		4%	

F. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade									
School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	202 Gr. 4	2022 Gr. 5
District Avg	42%	36%	36%	18%	16%	16%	28%	27%	24%
State Avg	51%	48%	46%	36%	34%	31%	39%	39%	37%
Grijalva	31%	15%	12%	4%	5%	7%	15%	7%	3%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
District Avg	38%	40%	43%	21%	29%	32%	29%	33%	27%
State Avg	46%	51%	52%	35%	44%	45%	41%	44%	39%
Grijalva	27%	33%	28%	6%	7%	17%	14%	8%	6%

Three Year AZ Merit/AASA by Subgroup

*When student subgroup is smaller than 10, please place an asterisk to ensure student privacy

*Ensure to disaggregate data by cohort and by grade level

ELA

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	28.2	6.4	11.9	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	30.7	4	6.5	*	*	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	25.6	19.4	1.8	*	*	*	*	*	*	*	*	

Math

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	34.5	4.8	14.7	*	*	*	*	*	*	*	*	
Grade 4	*	*	*	*	*	*	13.5	3.8	7.9	*	*	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	12	7.6	1.7	*	*	*	*	*	*	*	*	
Total																		

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement

As a result of remote instruction and the stress our families experienced through the pandemic. Families were disconnected throughout the pandemic, students did not attend classes regularly and remote instruction was not effective for our students. Many families worked throughout the pandemic and were not home to provide supports for students during their learning time.

When we returned to in person learning during the 21-22 SY, ongoing student and teacher absenteeism due to quarantining, illnesses, and being a close contact prevented students from engaging in continuous instruction. Teachers struggled to assess students and respond to student needs in a timely manner due to frequent absences. The national substitute shortage plagued our district; when teachers were absent we rarely had a certified sub to fill in. Classes were split up and teachers absorbed other students into their class many times throughout the month.

We also noticed the extreme social and emotional needs of our students when we returned to in person learning. Many of our youngest learners lacked the ability to regulate in a school setting and engage with peers appropriately in the classroom and during unstructured time.

Younger students displayed deficits in writing and foundational literacy skills which had to be addressed before current grade level content could be addressed. Students in fourth grade lacked a conceptual understanding of topics like multiplication and fractions from the 20-21 school year (virtual teaching), which lead to large gaps in their knowledge and ability to solve more complex, grade level appropriate, problems.

Scores had been slowly increasing prior to the pandemic. As seen across the country, scores dropped dramatically during the 20-21 school year. Last year our school showed statistically no improvement in ELA or Math scores.

Our school staff is working to shift instructional practices to ensure students are taught at the level they are currently working and learning at. We are actively removing barriers to the learning and creating conditions where all students can show growth towards their learning goals.

ELA Scores

- 3rd Grade- 14.29%
- 4th Grade- 8.45%
- 5th Grade- 5.88%

Math Scores

- 3rd Grade- 15.38%
- 4th Grade- 6.94%
- 5th Grade- 2.82%

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ul style="list-style-type: none"> • Lack of understanding of how to respond to needs (i.e. which strategy to use.) • No intentional professional development around UDL • Teachers lack understanding of the instructional needs of students 	<ol style="list-style-type: none"> 1. Staff lacks an understanding of UDL and how available data informs instructional decisions. 	<ul style="list-style-type: none"> • Multiple data points with little or no guidance on how to use data • District has not trained administrators or made UDL a priority • Little or no supporting has been provided to teachers to address academic needs of students performing lower than grade level standards
<ul style="list-style-type: none"> • Lack of knowledge and understanding of students • Gaps in adult understanding of language and learning progression which leads to gaps in student knowledge • Discouraged by students 1 or more years below grade level 	<ol style="list-style-type: none"> 2. School staff lacks the knowledge and skills to meet students where they are and tailor instruction, so students show meaningful growth. 	<ul style="list-style-type: none"> • Teachers have not been provided time to dig into data • Ongoing staff turnover has lead to gaps in knowledge of staff. The two and a half years of covid lead to stressed teachers who were not ready to engage in new learning and shifts in their instruction.

		<ul style="list-style-type: none"> • Large gaps in student knowledge is overwhelming when you are unsure how to support students. • Ongoing planning time for teachers to respond to students achieving more than one year behind has not been provided
<ul style="list-style-type: none"> • Lack of communication regarding student performance and expected performance to families on regular basis. • Lack the understanding of what they are expected to learn and how they can improve their learning outcomes • Lack of stakeholder shift from performance/celebrations to bringing stakeholders together to collaborate around student learning. 	3. Lack of family engagement and interactions that communicate expected performance levels and individual progress.	<ul style="list-style-type: none"> • Teachers and students have not had a clear understanding of success criteria and the rigor at which standards must be taught and learned. • Teachers have not had multiple engagement strategies to use • The school has not historically given the community ownership in the learning. • School goals and expectations for learning are not communicated to families.

B. SMART Goals for Overall Student Achievement

<p align="center">SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p align="center">Evidence to Be Used to Assess Progress and Accomplishment</p>
<p>1. ELA achievement for all students will increase by 10% 3rd grade, by 13% in 4th grade, and 12% in 5th grade as measured by ASSA.</p>	<p>CTT Agendas CFA Data Lesson plans Intervention plans Walk-through data</p>

<p>2. Math achievement for all students will increase by 10% 3rd grade, by 13% in 4th grade, and 12% in 5th grade as measured by ASSA.</p>	<p>CTT Agendas Walk through data Lesson plans Analysis of student work CFA data AASA test scores</p>
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C. Goal Attainment

1. Strategies to Achieve SMART Goals

<p>Three – Five Strategies that help School Achieve Improvement Goals</p>	
<p>Strategies:</p>	<p>Strengths and Obstacles</p>
<p>Increase in meaningful Writing opportunities for students</p>	<p>Strengths: -more exposure will give them more opportunities to write -deeper connection to the things they are reading/ doing in math if they are writing about</p> <p>Obstacles: -Lack of vocabulary and prior knowledge -Writing takes time -handwriting, typing, spelling skills are roadblocks (also dexterity, stamina, vocabulary) - writing gets chopped from schedule most often -knowing how to teach writing is an obstacle - students understanding what is expected of them</p>
<p>Use of Sound Walls in all Grade Levels</p>	<p>Strengths: +fills gaps of missing phonics +give students confidence to spell on their own Visuals of what their mouth should look like</p>

	<p>Rules help students with spelling</p> <p>Obstacles: New- learning curve to implement Not knowing what it is and not wanting to it Transitions are hard</p>
Use of KP Tiles	<p>Strengths: +many sets available for use +training from one of the creators +collaboration time with colleagues</p> <p>Obstacles: New- learning curve to implement</p>
Follow new math curriculum resources	<p>Strengths: +well created curriculum rich with opportunities for manipulative use</p> <p>Obstacles: New- learning curve to implement Waiting for some manipulatives to arrive</p>
Effective 2-way communication	<p>Strengths include multiple methods of communication, planning to overcome barriers, starting early with scheduling, including staff beyond classroom teachers, families feeling more involved in their child's education</p> <p>Obstacles include: Families have difficulty with the technology and are not able to sign up. Families have availability in their schedule to come. Families the purpose and importance of parent teacher conferences. Staff expect families to be in charge of scheduling and reminders.</p>

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goals					
Strategy 1:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
<p>Reflecting on Teaching and Learning</p> <p>Teacher Teams will work with the administration team to develop student success criteria for each subject area, share success criteria with students and guide students to use the success criteria to reflect on their progress.</p>	<p>K-5th grade teachers, Principal, Assistant Principal, CSP, MTSS Facilitator</p>	<p>Math Success Criteria will be developed and used with students by the end of 1st quarter, writing and reading success criteria will be developed and used by the end of 3rd quarter, Criteria will be refined throughout the school year.</p>	<p>Teachers will work together to define success criteria using curriculum resources weekly during planning time and CTTs and use these criteria to reflect with students and help students understand what “done” looks like.</p>	<p>Action step is ongoing, math completed by October 7th, writing and reading by March 17th.</p> <p>Administration Team will review CTT agendas on a bi-weekly basis and classroom and teacher data binders at least quarterly.</p> <p>We will be using success criteria from our new math curriculum first so teachers can develop an understanding of what students</p>	<p>CTT Agendas, visuals in classrooms, teacher data binders</p>

				<p>need to be able to do. When analyzing student writing, the teacher will be creating a shared understanding of what writing success criteria is. During professional development, teachers and administration will have opportunities to share and model reflection strategies.</p>	
<p>Strategy: Data Analysis within Instructional Cycle During weekly CTTs and at least once a month during PD, staff will use student work and data to analyze performance and determine UDL strategies that will support student growth.</p>	<p>K-5th grade teachers, Principal, Assistant Principal, CSP, MTSS Facilitator</p>	<p>Review Data and Teaching strategies on Bi-weekly basis during CTT, and Monthly during Professional Development</p> <p>Action step is ongoing and will occur</p>	<p>School Leadership Team will identify strategies to create culture of sharing and feeling of safety including group norms, celebrating both mistakes and successes, and community</p>	<p>Administration Team will review CTT agendas on a bi-weekly basis</p>	<p>CTT Agendas, Analyzing Student Work (ASW) Documents</p>

		weekly beginning 8/12/22 through 5/19/22.	building activities during professional development. CTT agendas will include dedicated time to share teaching experiences and team give ideas on how to refine strategy and look in curriculum to identify UDL strategies. Clear roles during CTT so that team follows agenda and has time for reflection.		
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III. Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analysis

A. Gaps in USP subgroup performance

Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses
<p>Our subgroups are small and do not differ greatly from the performance of the rest of the student body. Performance overall is low and strategies will support all learners. As strategies are implemented and outcomes improve, we know learning will increase for all sub groups.</p>

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ul style="list-style-type: none"> • Lack of knowledge and understanding of students • Gaps in adult understanding of language and learning progression which leads to gaps in student knowledge • Discouraged by students 1 or more years below grade level 	<ol style="list-style-type: none"> 1. School staff lacks the knowledge and skills to meet students where they are and tailor instruction, so students show meaningful growth. 	<ul style="list-style-type: none"> • Teachers have not been provided time to dig into data • Ongoing staff turnover has led to gaps in knowledge of staff. The two and a half years of covid lead to stressed teachers who were not ready to engage in new learning and shifts in their instruction. • Large gaps in student knowledge is overwhelming when you are unsure how to support students. • Ongoing planning time for teachers to respond to students achieving more than one year behind has not been provided

<ul style="list-style-type: none"> • Lack of understanding of how to respond to needs (i.e. which strategy to use.) • No intentional professional development around UDL • Teachers lack understanding of the instructional needs of students 	<p>2. School staff lacks the knowledge and skills to meet students where they are and tailor instruction, so students show meaningful growth.</p>	<ul style="list-style-type: none"> • Teachers have not been provided time to dig into data • Ongoing staff turnover has lead to gaps in knowledge of staff. The two and a half years of covid lead to stressed teachers who were not ready to engage in new learning and shifts in their instruction. • Large gaps in student knowledge is overwhelming when you are unsure how to support students. • Ongoing planning time for teachers to respond to students achieving more than one year behind has not been provided
<ul style="list-style-type: none"> • Lack of communication regarding student performance and expected performance to families on regular basis. • Lack the understanding of what they are expected to learn and how they can improve their learning outcomes • Lack of stakeholder shift from performance/celebrations to bringing stakeholders together to collaborate around student learning. 	<p>3. Lack of family engagement and interactions that communicate expected performance levels and individual progress.</p>	<ul style="list-style-type: none"> • Teachers and students have not had a clear understanding of success criteria and the rigor at which standards must be taught and learned. • Teachers have not had multiple engagement strategies to use • The school has not historically given the community ownership in the learning. • School goals and expectations for learning are not communicated to families.

B. SMART Goals for Reducing Achievement Gaps

SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	Evidence to Be Used to Assess Progress and Accomplishment
1. During the 22-23 SY, 90% of our families will attend Parent/Teacher Conferences within the scheduled conference week in September 2022.	Parent attendance at fall conference
2. During the 22-23 school year, teacher teams will analyze diagnostic, common formative, and summative assessments routinely. Teams will use this	CTT Agendas Walk through data Lesson plans Analysis of student work CFA data AASA test scores
3. During the 22-23 school year, 100% of teachers will create success criteria with learning targets based on district curriculum and adopted resources, as measured by walk-through data and data collected during instructional rounds.	CTT Agendas Walk through data Lesson plans Analysis of student work CFA data AASA test scores

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Three – Five Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles
Increase in meaningful Writing opportunities for students	Strengths: -more exposure will give them more opportunities to write

	<p>-deeper connection to the things they are reading/ doing in math if they are writing about</p> <p>Obstacles:</p> <ul style="list-style-type: none"> -Lack of vocabulary and prior knowledge -Writing takes time -handwriting, typing, spelling skills are roadblocks (also dexterity, stamina, vocabulary) - writing gets chopped from schedule most often -knowing how to teach writing is an obstacle - students understanding what is expected of them
Use of Sound Walls in all Grade Levels	<p>Strengths:</p> <ul style="list-style-type: none"> +fills gaps of missing phonics +give students confidence to spell on their own Visuals of what their mouth should look like Rules help students with spelling <p>Obstacles:</p> <ul style="list-style-type: none"> New- learning curve to implement Not knowing what it is and not wanting to it Transitions are hard
Use of KP Tiles	<p>Strengths:</p> <ul style="list-style-type: none"> +many sets available for use +training from one of the creators +collaboration time with colleagues <p>Obstacles:</p> <ul style="list-style-type: none"> New- learning curve to implement
	Strengths:

Follow new math curriculum resources	<p>+well created curriculum rich with opportunities for manipulative use</p> <p>Obstacles: New- learning curve to implement Waiting for some manipulatives to arrive</p>
Effective 2-way communication	<p>Strengths include multiple methods of communication, planning to overcome barriers, starting early with scheduling, including staff beyond classroom teachers, families feeling more involved in their child's education</p> <p>Obstacles include: Families have difficulty with the technology and are not able to sign up. Families have availability in their schedule to come. Families the purpose and importance of parent teacher conferences. Staff expect families to be in charge of scheduling and reminders.</p>

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goals					
Strategy 1:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
<p>Reflecting on Teaching and Learning</p> <p>Teacher Teams will work with the administration team to develop student success criteria for each subject area, share success criteria</p>	<p>K-5th grade teachers, Principal, Assistant Principal,</p>	<p>Math Success Criteria will be developed and used with students by the end of 1st</p>	<p>Teachers will work together to define success criteria using curriculum resources weekly</p>	<p>Action step is ongoing, math completed by October 7th, writing and</p>	<p>CTT Agendas, visuals in classrooms, teacher data binders</p>

<p>with students and guide students to use the success criteria to reflect on their progress.</p>	<p>CSP, MTSS Facilitator</p>	<p>quarter, writing and reading success criteria will be developed and used by the end of 3rd quarter, Criteria will be refined throughout the school year.</p>	<p>during planning time and CTTs and use these criteria to reflect with students and help students understand what “done” looks like.</p>	<p>reading by March 17th.</p> <p>Administration Team will review CTT agendas on a bi-weekly basis and classroom and teacher data binders at least quarterly.</p> <p>We will be using success criteria from our new math curriculum first so teachers can develop an understanding of what students need to be able to do. When analyzing student writing, the teacher will be creating a shared understanding of what writing success criteria is. During professional development, teachers and</p>	
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				administration will have opportunities to share and model reflection strategies.	
<p>Strategy: Data Analysis within Instructional Cycle</p> <p>During weekly CTTs and at least once a month during PD, staff will use student work and data to analyze performance and determine UDL strategies that will support student growth.</p>	<p>K-5th grade teachers, Principal, Assistant Principal, CSP, MTSS Facilitator</p>	<p>Review Data and Teaching strategies on Bi-weekly basis during CTT, and Monthly during Professional Development</p> <p>Action step is ongoing and will occur weekly beginning 8/12/22 through 5/19/22.</p>	<p>School Leadership Team will identify strategies to create culture of sharing and feeling of safety including group norms, celebrating both mistakes and successes, and community building activities during professional development. CTT agendas will include dedicated time to share teaching experiences and team give ideas on how to refine strategy and look in curriculum to</p>	<p>Administration Team will review CTT agendas on a bi-weekly basis</p>	<p>CTT Agendas, Analyzing Student Work (ASW) Documents</p>

			identify UDL strategies. Clear roles during CTT so that team follows agenda and has time for reflection.		
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Action Steps to Implement Improvement Strategies for Improvement Goals

Strategy:

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
<p>Effective 2-way communication</p> <p>Staff will begin communicating with families about parent-teacher conferences immediately and use multiple modes of technology to ensure that all families are informed and have adequate time to schedule their parent teacher conference.</p>	<p>K-5th grade teachers, Restart Smart, Community Liaison, MTSS Facilitator, Office Staff will contact families to schedule conferences and send reminders for parent teacher conferences</p>	<p>Action step will be completed by September 30th.</p> <p>Parents will be informed of conferences before school starts at Meet the Teacher, Sign-ups will begin during Curriculum Night (Aug. 16th, 17th) and continue until conferences. Reminders will be scheduled starting the week before conferences begin.</p>	<p>Families have difficulty with the technology and are not able to sign up. Families have availability in their schedule to come. Families the purpose and importance of parent teacher conferences. Staff expect families to be in charge of scheduling and reminders.</p>	<p>MTSSF, Restart Smart Staff, and Community Liaison will review sign up sheets to determine which families have not signed up for conferences and which families need to be rescheduled.</p>	<p>Conference Sign-up sheets</p>

Index and Support

- I. **Gap Analyses:** While looking at site-based data, make sure to perform an effective gap analysis by disaggregating data by the following subgroups:
- A. African American
 - B. Anglo
 - C. Hispanic
 - D. Exceptional Education
 - E. English Learners

In addition to this data set, make sure to investigate additional data that includes mobility rate, attendance rate, and promotion/retention rates.

Ensure that SMART goals, strategies and action steps are created to address the gaps in data that are found. For example, if data indicates that

Hispanic students are not performing as well on state standardized tests as their Anglo counterparts, then create a plan to effectively address

that need. Ensure that this is thread throughout the entire magnet plan. Ensure that this is also tied to a root cause analysis.

This will likely

be aligned to the same root causes one will find in a Title I Integrated Action Plan.

II. **SMART Goal Examples:**

- A. By June 2023, reading achievement for African American students will increase by 10 percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.
- B. By June 2023, math achievement for Hispanic students will increase by 10percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.
- C. By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.
- D. By June 2023, the school will increase the enrollment of African American and Anglo students by five percentage points to ensure integration, as measured by 100th day enrollment reports.