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

Principal: Zulema Stanbrook

School: Lawrence 3-8

Region: Silverbell/1

Date Plan Revised: July 20, 2022

Planning Team:

Name	Position	Name	Position
Shelly Wall	CSP		
Anamika Sood	Teacher-Math 7th/8th		
Tyler McMinimy	RTI-Math		

Sign Off:

Position	Name	Signature	Date
Principal	**Zulema Stanbrook**	*Zulema Stanbrook* Zulema Stanbrook (Sep 15, 2022 15:18 PDT)	Sep 15, 2022
Regional Superintendent	**Brian Lambert**	*Brian Lambert* Brian Lambert (Sep 15, 2022 15:19 PDT)	Sep 15, 2022

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I. School Profile

A. Mission
Create and develop the full potential in every student. This is a place where children are encouraged to embrace their culture and find success in academics, personal growth, and life skills, by being involved in teamwork and collaborating with others. Together, the students, families and staff will set high expectations to ensure that learning takes place for all.

B. School Summary
Lawrence works hard to serve students' needs while also concentrating on achievement. Our focus is the overall well being of every student to ensure they find success in and out of the classroom. Our students follow a traditional elementary schedule, and traditional middle school schedule with six periods. This allows both levels to have electives that include music, art, PE, and tech. Our goal is to have each student reach their highest level of academic potential in the classroom, through both direct support using interventions and focused individual work using various platforms.

C. Vision
Model and inspire success, set the example and encourage students. We will find the full potential in every student, and create lifelong learners

D. Core Values
We at Lawrence 3-8 Commit to: ☐ Being respectful to all that enter Lawrence 3-8, including our students, families, community members and staff. ☐ Being held accountable. ☐ Consistent communication and open dialogue with families, staff, students, and community, this includes following through. ☐ Create a cohesive classroom environment that encourages and celebrates progress. ☐ Reinforce learning in the classroom through cooperation, communication, and consistency. ☐ Having pride in the academic process

SCHOOL WIDE EXPECTATIONS
- Be Responsible
- Be Respectful
- Be Safe
- Engage in Learning

E. School Profile

2018-19 Letter Grade		
F		

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
49.41%	74.87%-Attendance Rate 25.13%	100%	72.34%	9.95%	24.%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
11	4.2%	2	0.8%	138	52.3%	111	42%	0	0%	2	0.8%
4.2%		0.8%		52.3%		42%		0%		0.8%	

F. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade																				
School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I	2019 Geom	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	42%	36%	36%	23%	22%	18%	62%	71%	18%	16%	16%	8%	12%	9%	28%	27%	24%	13%	11%	12%
State Avg	51%	48%	46%	41%	38%	32%	44%	37%	36%	34%	31%	29%	30%	26%	39%	39%	37%	31%	27%	27%
Lawrence	6%	6%	2%	14%	3%	2%	12%		0%	3%	0%	3%	0%	4%	0%	14%	8%	10%	2%	0%

3 Years of AzMERIT ELA Percent Proficiency by Grade																		
School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	38%	40%	43%	27%	26%	24%	21%	29%	32%	19%	19%	17%	29%	33%	27%	24%	26%	23%
State Avg	46%	51%	52%	42%	41%	38%	35%	44%	45%	35%	38%	35%	41%	44%	39%	39%	43%	36%
Lawrence	3%	18%	16%	16%	15%	12%	17%	16%	5%	6%	0%	13%	0%	16%	9%	4%	8%	10%

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				100%			5.3%	0%	0%				5.6%	0%	0%		100%	0%
Grade 4						0%	20%	15.4%	13%	100%			6.5%	15.8%	16.7%	0%		0%
Grade 5							13.8%	11.1%	12.5%	50%			12.5%	0%	5.3%	0%		

Math

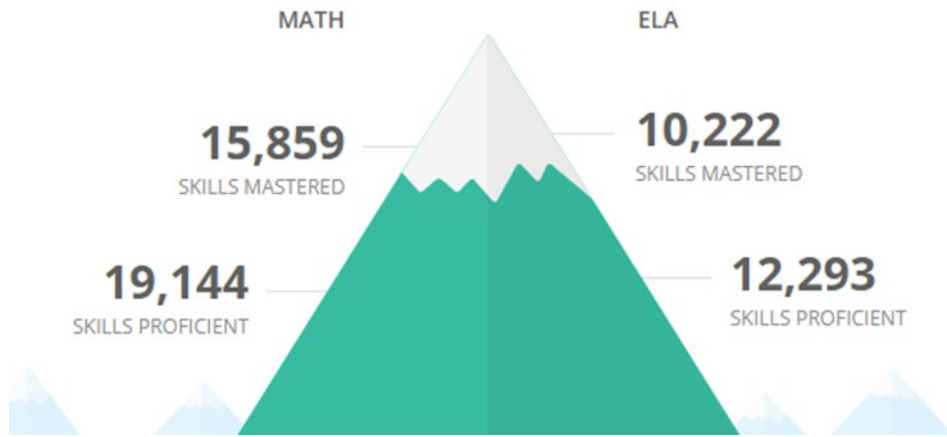|	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3				0%			10.5%	0%	0%				0%	0%	0%		0%	0%
Grade 4			0%				8%	7.1%	11.5%	0%			3.2%	0%	21.1%	0%		0%
Grade 5							3.4%	0%	0%	0%		0%	4.2%	0%	4.8%	0%		
Total																		

II. Overall Student Achievement

A.   Gaps in Student Achievement

Interpretive Summary - Student Achievement
Lawrence students spent over 10,000 hours on IXL and mastered over 26,000 skills. Students were able to show growth and be proficient in over 31,000 IXL skills. The time spent on this program were to fill a gap in understanding skills at their grade level. The gaps were identified after the diagnostic windows closed. Staff were able to review the needs of the students. The growth was not matched on the state assessment. This is why we will utilize iReady and Imagine Learning for the 2022-2023 school year. The next steps are professional development in data digging and using iReady and Imagine Learning to provide targeted interventions. The focused professional development should help teachers and interventionist identify Tier II and Tier III needs. The MTSS process will also be used to help track and identify students.

SKILL PROGRESS SUMMARY

26,081
SKILLS MASTERED

31,437
SKILLS PROFICIENT

49,065
SKILLS PRACTICED

TIME SPENT

10,011 hr
THIS YEAR
● SCHOOL
● HOME

SKILL PROGRESS SUMMARY

MATH

15,859
SKILLS MASTERED

19,144
SKILLS PROFICIENT

ELA

10,222
SKILLS MASTERED

12,293
SKILLS PROFICIENT

		SKILL PROGRESS				DIAGNOSTIC GROWTH		
		Total questions answered	Skills practiced	Skills proficient	Skills mastered	Students with pinpointed levels	Current average diagnostic level	Average monthly growth
Grade 3 👤 23	◈	95,941	3,615	2,412	2,161	5	308	+13
	📖	124,718	2,882	1,958	1,719	5	270	+18
Grade 4 👤 41	◈	176,488	5,760	3,866	3,026	15	417	+18
	📖	238,230	5,413	3,775	3,194	12	385	+19
Grade 5 👤 37	◈	182,594	5,795	3,808	3,248	12	541	+26
	📖	102,909	3,088	1,944	1,614	8	413	+17
Grade 6 👤 31	◈	93,708	3,851	2,482	1,744	1	480	+8
	📖	93,507	2,536	1,395	1,081	2	415	+7
Grade 7 👤 41	◈	115,755	4,689	2,973	2,475	1	380	+19
	📖	81,675	3,108	1,685	1,350	0	—	—
Grade 8 👤 47	◈	139,106	5,365	3,603	3,205	2	435	+9
	📖	76,065	2,963	1,536	1,264	3	263	+3

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. 3.5-Our professional (contract) day is not organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.	1. Lack of opportunities for collaboration that include developing lessons that include differentiation.	1. Teachers need to collaborate and plan to use data to differentiate, plan lessons, and share strategies.
2. 4.6-Our school staff does not systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	2. Staff lack the time to review the curriculum in order to properly plan and implement it with fidelity.	2. Teachers need more dedicated time to review curriculum.
3. 5.2-Our staff do not create an environment which builds mutual respect among leadership, teachers, students, and families.	3. Staff lack the opportunities to problem solve and make decisions together based on SEL Strategies.	3. There needs to be more opportunities for skill building and development of problem solving and decision-making choices under the SEL Strategies.

B.   SMART Goals for Student Achievement

SMART Goal Statement *(All Academic Goals <u>Must</u> Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
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.	- AASA Test Results - Short Cycle Assessments - Quarterly Benchmark Exams - District Pre-Post Exams
By the end of SY 22-23 Lawrence will increase proficiency on the state assessment, ELA scores will increase by 17%, reaching 25% proficiency and Math will increase by 13%, reaching 15% proficiency. Growth will be shown by 70% of students in grades 4th-8th in both ELA and Math.	- Pacing Calendars will be used to strategize formative and summative exams for each quarter - AASA Test Results - Short Cycle Assessments - Quarterly Benchmark Exams - District Pre-Post Exams

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
During SY 22-23 Lawrence will identify students in grades 3rd-5th and 8th that are on the CUSP of proficiency and/or partially proficient in ELA or Math and provide them with Tier II intervention in order to move proficiency bands.	Strength: Weekly PLC will help focus and follow up on interventions with every certified staff member Obstacle: We do not have a Math Interventionist or Reading Interventionist

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1:					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
3.5- PLC Contract Time- Our professional (contract) day is not organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.	-Principal -CSP -Teachers -Support Staff	1 X Month	-Funding for additional hours	-Schedule	-Agenda and Notes in One Note
4.6-Curriculum Review- 4.6-Our school staff does not systematically	-Principal -CSP -Teachers	1 X Week in PLC	-PLC Schedule	-Schedule	-Agenda and Notes in One Note

monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students	-Support Staff				
5.2-Family Engagement- Our staff do not create an environment which builds mutual respect among leadership, teachers, students, and families.	-Principal -CSP -Teachers -Support Staff -Community Liaison	1 X Month	-Calendar of Events	-Schedule	-Calendar of Events -Flyers

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 2:					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
A. iReady (Everybody) (BOY, MOY, EOY), Imagine Learning (ELD)	-Teachers	-August 2022, December 2022, April 2023	-iReady	Schedule	-Data Reports
B. RTI, Interventionist (Math & Reading), their focus will create intervention groups (CUSP)	-Interventionist	-Weekly	-None	Schedule	-Group lists
C. Imbedded PLC into PD and monthly	-Principal -CSP -Teachers	-Weekly	-None	Schedule	-Agenda and Notes in One Note

III. Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

A. Gaps in Student Achievement

Interpretive Summary
There can be many reasons for the identified gaps in scores. The subgroups for Lawrence are Native American, Ex Ed, ELL, economically disadvantaged and Hispanic students.   These are the current scores for the identified subgroups: NA-ELA 4.4%, Math 3.88%   Hispanic-ELA 9.9%, Math 8.41%   Ex Ed- ELA 0%, Math 2.27%   ELL-Math 0%   Economic Disadvantaged   Native Americans have shown growth in the core areas. The proficiency levels are still low and need improvement. There needs to be an effort to be more inclusive and have instruction that is engaging. Having more culturally relevant courses can help create an environment that establishes more in depth and hands on learning.   This is also the case with Hispanic students. They have low proficiency score but showed growth in the core areas of ELA and math. Having a connection to the culture could help establish more engagement and understanding. There needs to be a clear connection to culturally relevant curriculum.   There is a lack of differentiation for Ex Ed students in the classes. Lawrence is an inclusion school, providing services by push in. These services provide direct support for instruction in the classroom. Although, when there are behavior issues or other concerns, students are pulled from class receiving different instruction and they may miss classroom discussion.   This can also be said for ELL students. They are pulled for direct instruction by the ELD teacher and miss work while they are gone. This creates a gap for those students trying to keep up with the standards taught in class.

The work previously done with students was using the platform IXL. This was a useful tool in helping establish current skills and grade levels. The intervention work needs to now be directed to more intensive direct learning. This Tier II and III work will shift this year to utilize iReady and Imagine Learning. The work will focus on classroom instruction, small groups and recommended groupings.

Identify the Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. 3.5-Our professional (contract) day is not organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.	1. Lack of opportunities for collaboration that include developing lessons that include differentiation.	1. There is a lack of time for appropriate planning in order to focus on the subgroups to ensure equity of all subgroups.
2. 4.6-Our school staff does not systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	2. Staff lack the time to review the curriculum in order to properly plan and implement with fidelity.	2. There is a lack of differentiation for our subgroups, specifically with our ex ed students.
3. 5.2-Our staff do not create an environment which builds mutual respect among leadership, teachers, students, and families.	3. Staff lack the opportunities to problem solve and make decisions together based on SEL Strategies.	3. There is a lack of SEL support for the subgroups

B.   SMART Goals for Reducing Achievement Gaps

SMART Goal Statement *(All Academic Goals must Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
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. *Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.	- AASA Test Results - Short Cycle Assessments - Quarterly Benchmark Exams - District Pre-Post Exams
By June 2023, the school's bottom quarter of students including subgroups of Native American students, Ex Ed students, ELL students, economically disadvantaged students and Hispanic 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. Current Scores: NA-ELA 4.4%, Math 3.88% Ex Ed- ELA 0%, Math 2.27% ELL-Math 0% Economic Disadvantaged Hispanic-ELA 9.9%, Math 8.41% Academic Goals: NA-ELA 14.4%, Math 13.88% Ex Ed- ELA 10%, Math 12.27% ELL-Math 10% Economic Disadvantaged-10% Hispanic-ELA 19.9%, Math 18.41%	- AASA Test Results - Short Cycle Assessments - Quarterly Benchmark Exams - District Pre-Post Exam

C. **Goal Attainment**

1. **Strategies to achieve SMART goals**

<table>
<tr><th colspan="2">Strategies that help School Achieve Improvement Goal</th></tr>
<tr><th>Strategies:</th><th>Strengths and Obstacles</th></tr>
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1. 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. *This will be achieved through continued data talks, focus on lesson plans, CFAs, and planned interventions with CUSP students*

2. By the end of SY 22-23 Lawrence will increase proficiency on the state assessment, ELA scores will increase by 17%, reaching 25% proficiency and Math will increase by 13%, reaching 15% proficiency. Growth will be shown by 70% of students in grades 4th-8th in both ELA and Math. *This will be achieved by close monitoring of the benchmark data. Interventions will be designed to focus on students that are close to the next level.*

3. *During SY 22-23 Lawrence will identify students in grades 3rd-5th and 8th that are on the CUSP of proficiency and/or partially proficient in ELA or Math and provide them with Tier II intervention in order to move proficiency bands.*

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1. The data talks are embedded in our Wednesday PDs. Obstacles are having students complete the needed benchmarks.

2. Interventions will be created to focus on specific standards based on benchmark data.

3.Students will have specific interventions focused on Math and ELA. They will be monitored using an interval Virtual Data Binder

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2 Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1:					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
● Virtual Data Binder-AASA, iReady, DIBELS, NSGRA	Principal, Teachers, Instructional Support Staff	September 2022	Access to all digital material	Weekly	One Note-Virtual Data Binder
● Focused interventions with CUSP students	Instructional Support Staff, Teachers	Continuous until May 2023	iReady material, IXL	Weekly	Test Results with focused standard intervention
● Short Cycle Assessments, Quarterly Benchmark Exams, District Pre-Post Exams	Teachers	Continuous until May 2023	School City/Benchmark Advance	Continuous-testing windows	Test Results
● Pacing Calendars will be used to strategize formative and summative exams for each quarter	Teachers	Quarterly	Instructional Coaching	Quarterly	Pacing Calendars

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 10 percentage 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.

Lawrence SAAP 22-23

Final Audit Report

2022-09-15

Created:	2022-09-15
By:	Rachel Sanchez (rachel.sanchez@tusd1.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAH175W0KnfyQ-Lf-334GGt1y5S0tqoDxE

"Lawrence SAAP 22-23" History

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