

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

**Principal:** Shawn Lohn

**School:** Robison Elementary


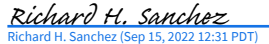
**Region:** Arroyo Chico/3

**Date Plan Revised:** July 20, 2022

**Planning Team:**

Name	Position	Name	Position
Shawn Lohn	Principal	Lisa Padilla	3 <sup>rd</sup> Grade Teacher
Cris Lugo	CSP	Mitch Taylor	STEM teacher
Brisa Verdugo	Counselor	Grecia Tafolla	Kinder Teacher

**Sign Off:**

Position	Name	Signature	Date
Principal	Shawn Blair Lohn	 <small>Shawn Blair Lohn (Sep 15, 2022 07:28 PDT)</small>	Sep 15, 2022
Regional Superintendent	Richard Sanchez	 <small>Richard H. Sanchez (Sep 15, 2022 12:31 PDT)</small>	Sep 15, 2022

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## I. School Profile

### A. 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.”

### B. School Summary

### C. Vision

We are Diverse, Inclusive, Positive and Impactful.  
Respectful\*Responsible\*Safe

### D. 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

### School wide expectations

**E. School Profile**

<b>2018-19 Letter Grade</b>		
D		

<b>Student Profile</b>					
<b>Mobility (Rate)</b>	<b>Absenteeism (Rate)</b>	<b>Promotion (Rate)</b>	<b>F&amp;RL (% of FRL Students)</b>	<b>EL (% of EL Students)</b>	<b>Ex Ed (% of Ex Ed Students)</b>
34.84%	8%			11.93%	19.2%

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

**F. Achievement Data**

<b>3 Years of AzMERIT Math Percent Proficiency by Grade</b>									
	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%
Robison	30%	6%	3%	19%	3%	21%	17%	29%	27%

<b>3 Years of AzMERIT ELA Percent Proficiency by Grade</b>									
	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%
Robison	23%	23%	14%	21%	6%	39%	15%	26%	20%

### 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	33	50	0		0		19.4	22.2	8.7	0						40	0	50
Grade 4	0	0	33.3		0		28.9	7.1	25.7	0						16.7		16.7
Grade 5	33	0	0	100		0	9.8	36.4	23.3	0		0	0			10	75	

#### 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	33.3	0	0				32.3	20.6	21.7	0		0				20	25	16.7
Grade 4	0	0	33.3		0		7.9	3.2	25	0						0		50
Grade 5	0		0	50		0	2.4	17.4	31	0		0	0		0	0	50	0

## II. Overall Student Achievement

### A. Gaps in Student Achievement

Interpretive Summary - Student Achievement
<p>Our data indicates that turnover in leadership has resulted in an inconsistent overall level of high expectations in academic student achievement. Our data also indicates lack of teacher, family, and community connections and our teachers lack the understanding of how to adapt curriculum to meet our diverse student demographics.</p> <p>We will address these gaps through coaching, mentoring, and providing learning opportunities to teachers; as well as providing parent and community involvement opportunities.</p>

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. Indicator 2.1 Our teachers do not maintain high academic, behavioral, and social emotional learning expectations for all students.</p>	<p>1. Robison has an overall inconsistent culture for high expectation in academics and behavior.</p>	<p>1. Principal Turnover 2. Curriculum Resources 3. Professional Development 4. Teachers/Staff</p>
<p>2. Indicator 2.3 Based on all available students' data, teachers are not intentionally planning instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.</p>	<p>2. Families and the community do not feel connected with the school.</p>	<p>1. Relationships 2. Communication 3. Community Partnerships 4. Teachers 5. Leadership</p>

3. Indicator 6.1: Our school does not create and maintain positive collaborative partnerships among families, communities, and school to support student learning	3. Teachers lack the understanding of how to adapt curriculum to meet the diverse student learning needs as demonstrated by data.	1. Curriculum 2. Professional Development 3. Assessment 4. PLC
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**B. SMART Goals for Overall Student Achievement**

<b>SMART Goal Statement</b> <i>(All Academic Goals <u>Must</u> Focus on Subgroups)</i>	<b>Evidence to Be Used to Assess Progress and Accomplishment</b>
By May 2023, all teachers will have received training on multiple areas that support Tier I instruction and PLCs. Using a observation tool with progress notes will indicate data in growth and implementation throughout the 2022-2023 school year. Process Goal: During the 2022-2023 school year teachers will intentionally plan and execute lessons with strong engagement and differentiation strategies including targeted subgroups.	Progress Monitoring- by teachers Observation Notes with progress

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals**

<b>Strategies that help School Achieve SMART Goals</b>	
<b>Strategies:</b>	<b>Strengths and Obstacles</b>
Beginning in September Robison will revamp PLCs to focus on Tier 1 instruction and differentiation. Using check in observations of Tier I Ps and learning, differentiated support will be developed further for those who need additional support/guidance. This will continue throughout the 2022-23 school year.	Strength: dedicated scheduled time Obstacle: planning of targeted differentiated instruction, and participation and engagement.



KP Ten Frames- Training and implementation of manipulatives during math lessons. PD focused on classrooms and how to develop lessons that follow Eureka lessons.	Strength: addresses basic needs and district provided Obstacle: teacher fidelity
EMPOWER and UDL training and implementation	Strength: during district professional learning Thursday Obstacle: Teacher buy-in and expectation Strength: dedicated scheduled time Obstacle: planning of targeted differentiated instruction, and participation and engagement.
Board configuration with objective, check for understanding, and other criteria will be implemented and used school-wide by end of December 2022	Strengths: dedicated time embedded within the school day  Obstacles: ownership of the data and application of data

## 2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies					
Strategy 1: PLC Framework, data analysis, using data to drive instruction					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Create Master schedule to include dedicated PLC and CTT time	Principal CSP	Before school starts	Previous master schedule	Yes	Yes Master schedule
Create PLC and CTT framework	Principal CSP	Week of August 15, 2022	Principal, CSP, teacher input, School wide specials schedules	Yes	Yes Agendas, PLC minutes
Schedule district-level specialists to present to the whole staff (I.e., Jon	Principal	As needed	Access to all data	Yes	

Slingerlend – how to interpret student data from AASA)					
PLC Notebook, Expectations, and guidelines of PLC framework	Grade level teachers CSP	Initially given during week of August 15, 2022	Binder, resources, agenda template	Yes	notebook

**Action Steps to Implement Improvement Strategies**

<b>Strategy 2: Character Strong Curriculum</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
All staff will take district provided Character Strong PD	Staff	By August 4, 2022	Access to Character Strong website	Yes – teachers will send the principal email verifying the date it was completed	Yes
Teachers will implement Character Strong curriculum daily	Teachers	August 8, 2022	Character Strong website	Yes, support provided by social worker and counselor; monthly PD check ins; weekly PD modeling	Yes Teacher presented certificates

### III. Academic Performance for African American, Latino Students, Native American, Exed And ELL Subgroups: Gap Analyses

#### A. Gaps in USP Subgroup Performance

<b>Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses</b>
<p>Our data indicates that inconsistent level of high expectations in academic student achievement. Our data also indicates lack of teacher, family, and community connections and our teachers lack the understanding of how to adapt curriculum to meet our diverse student demographics.</p> <p>We will address these gaps through coaching, mentoring, and providing learning opportunities to teachers; as well as providing parent and community involvement opportunities.</p> <p>Tier 2 – our academic intervention team consists of Reading Recovery teacher, MTSSF, and RTI teacher. They will use quarterly benchmark assessment data to create groups for reading and math intervention pull out groups or 1-1 instruction depending on need. These groups will be fluid allowing students to exit and re-enter if needed. Additional support for ELD subgroups will be extended time and/or inclusion support from ELD teacher, social worker or counselor.</p>

<b>Identify Top Three Causes of these Gaps</b>	<b>Identify the Root of these Causes</b>	<b>Identify Foundational Causes</b>
1. Robison is not a magnet school so does not benefit from district funded transportation to increase diversity.	1. Robison’s African American students went from 33% passing to 0 passing from school year 18-19 to school year 21-22.	1. Low overall population and fluctuating numbers of AfAm students from year to year.
2. ELD program is a pull-out not inclusion program.	2. ELL students at Robison had a 0 percent Math passing rate.	2. ELL students are pulled out of math instruction to receive ELD instruction.

3. Culturally Relevant	3. Robison has an overall inconsistent culture for high expectation in academics and behavior.	<ol style="list-style-type: none"> <li>1. Principal Turnover-</li> <li>2. Curriculum Resources- Culturally Relevant lessons are being developed in Kinder</li> <li>3. Professional Development- SPARKS is not evident</li> <li>4. Teachers/Staff- is not representative of student body</li> </ol>
<ol style="list-style-type: none"> <li>4. No SCL in the last 2 years</li> <li>5. Translation services not utilized effectively</li> </ol>	5. Families and the community do not feel connected with the school.	<ol style="list-style-type: none"> <li>1. Relationships-</li> <li>2. Communication- Translation services now being utilized through Lang. Acq</li> <li>3. Community Partnerships- New SCL to help with this focus.</li> <li>4. Teachers-</li> <li>5. Leadership</li> </ol>
6. SPARKS not being effectively implemented	6. Teachers lack the understanding of how to adapt curriculum to meet the diverse student learning needs as demonstrated by data.	<ol style="list-style-type: none"> <li>1. Curriculum- SPARKS implementation starting in Kinder</li> <li>2. Professional Development- CRPI</li> </ol>

**B. SMART Goals for Overall Student Achievement**

<p align="center"><b>SMART Goal Statement</b> <i>(All Academic Goals <u>Must</u> Focus on Subgroups)</i></p>	<p align="center"><b>Evidence to Be Used to Assess Progress and Accomplishment</b></p>
<p>By May 2023, all teachers will have received training on multiple areas that support Tier I instruction and PLCs. Using a observation tool with progress notes will indicate data in growth and implementation throughout the 2022-2023 school year. Process Goal: During the 2022-2023 school year teachers will intentionally plan and execute lessons with</p>	<p>Progress Monitoring- by teachers Observation Notes with progress</p>

strong engagement and differentiation strategies including targeted subgroups.	
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**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals**

<b>Strategies that help School Achieve SMART Goals</b>	
<b>Strategies:</b>	<b>Strengths and Obstacles</b>
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<b>Action Steps to Implement Improvement Strategies</b>					
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<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
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Schedule district-level specialists to present to the whole staff (I.e., Jon Slingerlend – how to interpret student data from AASA)	Principal	As needed	Access to all data	Yes	
PLC Notebook, Expectations, and guidelines of PLC framework	Grade level teachers CSP	Initially given during week of August 15, 2022	Binder, resources, agenda template	Yes	notebook

**Action Steps to Implement Improvement Strategies**

**Strategy 2: Character Strong Curriculum**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
All staff will take district provided Character Strong PD	Staff	By August 4, 2022	Access to Character Strong website	Yes – teachers will send the principal email verifying the date it was completed	Yes
Teachers will implement Character Strong curriculum daily	Teachers	August 8, 2022	Character Strong website	Yes, support provided by social worker and counselor; monthly PD check ins; weekly PD modeling	Yes Teacher presented certificates

## **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.












# Robison SAAP 22-23

Final Audit Report

2022-09-15

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