

2023-2024 Tucson Unified School District Student Achievement Action Plan Improvement

Principal: Carol Leeson

School: Cavett Elementary School

Region: 3

Date Plan Year: 2023-2024

School Level Team:

Name	Position	Name	Position
Carol Leeson	Principal		
Norma Lerma	MTSS		

Sign Off:

Position	Name	Signature	Date
Principal	Carol Leeson	<u>Carol Leeson</u> <small>Carol Leeson (Nov 6, 2024 07:39 MST)</small>	Nov 6, 2024
Regional Superintendent	Richard Sanchez	<u>Richard Sanchez</u> <small>Richard Sanchez (Nov 6, 2024 12:16 MST)</small>	Nov 6, 2024

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I. School Profile

A. Mission

Our mission is to promote a nurturing and enriching environment where every student develops the knowledge, skills, and behaviors necessary to achieve academic success and social responsibility in order to SOAR in the 21st century.

B. School Summary

Cavett Elementary School is a school for students in K-5th grade in southern Tucson. At Cavett, our curriculum ensures that all students acquire the necessary knowledge, skills, and behaviors to succeed in the next grade level and stay on track for college and a future career. We are recognized as a Ben's Bells Kind Campus. Additional programming opportunities include 21st CCLC, GATE, OMA, and Preschool.

C. Vision

Our vision to for all students who attend Cavett Elementary School will receive a curriculum that is focused on the Arizona College and Career Ready Standards, which will enhance the unique qualities of each learner and will ensure that all students attain the essential knowledge, skills, and behaviors necessary to succeed in the next grade level and stay on track for college and a future career.

D. Core Values

We, the staff at Cavett Elementary School, have worked together to create these collective commitments and have vowed to adhere to the following:

- We will consistently implement and maintain high expectations for all students.
- We will consistently model and maintain professional behavior while upholding high expectations of ourselves and our colleagues.
- We will hold ourselves accountable for the achievement of all students by creating a culture of respect and valuing the positive potential of each student, family, and colleague.
- We will use the AZCCRS to create cognitively demanding instruction and implement effective teaching practices to promote student achievement.
- We will effectively analyze data to inform our instruction and implement interventions and enrichments to ensure all students' needs are met.

- We will create a culture of family involvement by nurturing relationships and encouraging collaboration to ensure student growth.
- We will receive constructive feedback with grace and with the understanding that this is essential to our growth as educators and to affirm effective practices.

E. School Profile

2018-2019 Letter Grade	2021-2022 Letter Grade	2022-2023 Letter Grade
C	B	D

Student Profile 2022-2023					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
44.25%	11%	100	100 (CEP)	32%	17.4%

School Profile (USP Ethnicity) 2022-2023											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
12	6.38%	16	8.51%	155	82.45%	*	*			*	*

E. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade									
Math	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5
State	36%	34%	31%	39%	39%	37%	43%	39%	36%
District	18%	16%	16%	28%	27%	24%	33%	27%	25%
Cavett	6%	14%	7%	3%	8%	42%	6%	0%	12%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5
State	35%	44%	45%	41%	44%	39%	41%	45%	37%
District	21%	29%	32%	29%	33%	27%	30%	33%	26%
Cavett	6%	14%	40%	7%	8%	51%	10%	7%	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	7%	0%	12%	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	11%	5%	5%	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	42%	58%	6%	*	*	*	*	*	*	*	*	*

Math

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	7%	0%	7%	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	15%	5%	0%	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	8%	44%	10%	*	*	*	*	*	*	*	*	*

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement

Math performance data for Cavett Elementary from 2021 to 2023 across grades 3 to 5 indicates fluctuations in achievement, with both areas for growth and moments of strong achievement, particularly in 2022. While Cavett's overall performance has been lower than district and state averages, there are specific bright spots that highlight the school's potential for improvement with continued focus. Cavett's relative strength in Math achievement is found in 2022 Grade 5, where the proficiency rate rose to 42%, well above the district average of 24% and also surpassing the state average of 37%. This improvement demonstrates the school's capacity for success when effective instructional strategies are in place, particularly in the upper grades. Across Grade 3 and Grade 4, Cavett's results have been varied. For instance, in Grade 3, proficiency decreased from 6% in 2021 to 3% in 2022, before stabilizing again at 6% in 2023. Although these scores are below district and state averages, the consistency between 2021 and 2023 suggests that the school has the potential to build upon these results with further targeted support. Grade 4 experienced a decrease from 14% in 2021 to 8% in 2022, followed by 0% in 2023, indicating some struggles at this grade level. This might highlight specific challenges that can be addressed through additional resources or adjusted instructional approaches.

The data indicate opportunities for further development, particularly in the lower grades where performance tends to be more inconsistent. However, the overall upward trend in Grade 5, especially in 2022, shows that Cavett has the capacity to make substantial gains, and continued emphasis on earlier intervention can help strengthen student outcomes across all grade levels.

Cavett's Math performance over the years is a testament to both the challenges and successes faced by the school. While there have been fluctuations in Grades 3 and 4, the exceptional achievement of 42% proficiency in Grade 5 (2022) stands as a clear example of what Cavett can achieve. With a focus on replicating this success across all grades and maintaining consistency, the school is poised for continued growth and improvement.

The ELA performance data for Cavett Elementary from 2021 to 2023 across grades 3 to 5 shows a story of both notable achievements and ongoing challenges. Despite some variability, particularly in the lower grades, Cavett demonstrates strong potential in certain areas, especially in Grade 5, where results consistently surpass expectations. Cavett's Grade 5 students in 2022 achieved a 51% proficiency rate, outperforming both the district (27%) and state (39%) averages. Across all years, Grade 5 stands out as a consistent strength for Cavett. In 2021, proficiency was at 40%, which was well above the district (32%) and comparable to the state (45%). Even in 2023, when performance decreased to 10%, this was a slight increase for students in the same cohort from grade 4 (8%) in 2022. In Grade 3, proficiency levels have been modest, with 6% in 2021, 7% in 2022, and 10% in 2023, showing some

improvement but still below district and state averages. The steady increase is encouraging, indicating that the school is making gradual progress in addressing challenges at this grade level. Grade 4 shows more fluctuation, with 14% in 2021, a decrease to 8% in 2022, and 7% in 2023. The relatively low proficiency rates in grades 3 and 4 indicate the need for focused interventions to strengthen foundational skills and close gaps earlier in students' academic careers. The exceptional performance of Grade 5 in 2022 highlights what is possible, and with strategic efforts, Cavett can continue building on this progress.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>All of our staff does not utilize student data for teachers to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.</p>	<p>Our staff is still working on refining the PLC process to focus solely on student work to drive instruction.</p>	<p>Potential Foundational Causes: Data-Driven Instruction Training/Capacity. Collaboration Time/Scheduling challenges. Leadership Support Inconsistent Implementation Across PLCs.</p>
<p>Our staff does not have high expectations for learning for all students.</p>	<p>Our staff needs to have high expectations for learning for all students.</p>	<p>Potential Foundational Causes: Low Expectations related to Past Performance. Implicit Bias. Fixed vs. Growth Mindset Limited Differentiated Instruction Implementation/Skills.</p>
<p>Our school does not create and maintain collaborative partnerships among families, communities, and school support.</p>	<p>Cavett is in the beginning stages of creating and maintaining positive collaborative partnerships among families, communities and school to support student learning.</p>	<p>Potential Foundational Causes: Limited Community Engagement. Cultural and Linguistic Diversity Challenges. Undefined/Inconsistent Communication</p>

		Channels. Familiarity/Awareness of Family and Community Resources. Collaboration Time/Scheduling challenges
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B. SMART Goals for Student Achievement

SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	Evidence to Be Used to Assess Progress and Accomplishment
By the end of 2024, our PLC's regardless of who is facilitating the group will produce an analyzing the student work for the CFA in core content areas that will inform differentiated strategies to meet all the needs of each student and will increase the indicator from 2.0 to 2.5. During PLCs groups will analyze student work using CFA data in order to create differentiated strategies for each student.	Analyzing the student work Artifacts CFAs in core content areas PLC meeting notes with differentiated strategies to meet all the needs of each student
By the end of 2024, Teachers and students will have high expectations for learning that will be documented through agendas, portfolios, surveys addressing academic and SEL goals and will increase the indicator from 1.50 to 2.00. Process Goal: Through the use of agendas, portfolios and surveys teachers and students will be able to address SEL and academic needs	agendas, portfolios, surveys
By the end of the school year 23-24 the Cavett community members that include, parents, staff, community members and students will create positive partnerships to support the students academic and SEL achievement and will improve the average indicator from 2.17 to 3. Process Goal: With support from outside partnerships, more student-centered celebrations will occur throughout the year.	student-centered celebrations throughout the year.

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Key Factors (Strengths and Obstacles)
Staff focusing on data	Individual and collective staff data literacy. Efficient access to and use of common formative assessment data. Recurring and prioritized data meetings. Data-driven instruction/intervention.
Strengthen instruction for all students.	Data Driven Differentiation built into lesson plan/activity Collaborative/student-led learning
Interventions	Timely, data-informed Staffing Flexible student grouping Evidence-based intervention program/activity
PLCs	Collective Commitment Recurring and Prioritized Scheduled Meetings Team Norms Equity in voice, contributions Collaborative spirit Individual and collective preparedness, planning, implementation, assessment, analysis.
High expectations for All.	Growth Mindset Diversity appreciation Inclusion Meaningful and equitable access Culturally Responsive

create and maintain collaborative partnerships among families, communities, and school support.	Effective collaboration (communications, norms, equity, shared responsibilities, mutual respect)
Family & Community Engagement	Communication plan/strategies Effective outreach, collaboration
Family Events & Activities	Event planning/coordination Effective outreach, communications Staffing and volunteerism Culturally Responsive

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 1, 2 and 3:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
1. All teachers will be required to prepare an agenda, review norms, and schedule CFA's, when to administer, and when to bring back to PLC for discussion. 2. All teachers will use the Analyzing the Student worksheet to target who has mastered and not mastered the highly leveraged standards. 3. The teachers will upload the agenda to the team's pages at the end of their PLC. 4. On the agenda for next week, teachers will have discussion items on the agenda for next week.	Teachers working in PLCs	weekly	CFA materials, content, agenda	CFA activities and functions	Schedule CFAs Analysis of Student Work

1. The teachers will identify the highly leveraged standards from the district scope and sequence. 2. The teachers will then decide what CFA to use, which equals no more than five items. They can use one they create together, or SchoolCity premade CFAS. 3. After CFA has been given the teachers will analyze using the form Analyzing Student Work. This will decide how instructions and rotation and interventions that will used for skill development. 4. Once the class has received an 80% proficiency, the teacher can decide how the students who have not mastered the standard will keep differentiating for students.	Teachers, CSP	Ongoing, continuous	CFA materials, Analyze Student Work tool, intervention/interventionist	CFA Planning, Usage, Data-Driven practices	CFA development/delivery, Data-based intervention/grouping, differentiated instruction
The teacher teams will upload the weekly PLC agenda and ASW worksheets to their team's page. There will be evidence within their weekly lesson plans and walkthroughs.	Teacher teams	Ongoing, continuous	PLC agenda and ASW	Weekly uploads, walkthroughs	Lesson plans Uploaded artifacts Walkthrough notes
1. The outcome from teacher-created CFA's and using the ASW will demonstrate student growth. 2. The agendas, ASW, and lesson plans will be evaluated weekly.	Teachers	Weekly	CFAs, ASW	Review of agendas, ASW, lesson plans	agendas, ASW, lesson plans
PD- Book Study UDL	Principal	Periodic (PLT)	book	Book student activities	Artifacts related to/about book study
Hire Instructional Aides	Principal	Fixed (as needed)	applicants	recruitment	New staff

Evaluate Lesson plans, walkthrough notes	Principal	weekly	Digital access to lesson plans	Evaluation, walkthrough procedures	Lesson plans, walkthrough notes
Interventions- Instructional Specialist	Interventionist	weekly	Intervention schedule, materials	Intervention activities, attendance	Intervention/walkthrough activities, documentation
Monitor Weekly Data submitted to RTI teacher	interventionist	weekly	Weekly CFA data, protocol for reporting to Rtl teacher	submissions	Data reports
Evaluate Student growth from CFA's and District Benchmarks and State test.	Principal, CSP, teacher teams, interventionist	Weekly and following district, state testing	Schedule, protocols, reports, defining student growth	Meeting activities using designated data to evaluate growth	Assessment Data Reports, documentation indicating discussion/determinations about student growth
Ensuring PLCs are happening consistently	Principal, CSP	weekly	Teams, Schedule, norms, agendas, collective commitment	Walkthrough PLCs	PLC meeting artifacts, walkthrough notes
Monitor Lesson Plans, Agenda	Principal, CSP	weekly	Protocol, method for monitoring designated documentation	Review copies/submissions	Lesson plans, agendas
Teachers and students will have high expectations for learning that will be documented through agendas, portfolios, surveys addressing academic and SEL goals. The portfolios will be teacher/student driven to set academic and social, and emotional learning goals.	Teachers	Ongoing, continuous	Goal setting resources	Goal setting activities and creation/implementation of related artifacts.	agendas, portfolios, surveys

Agendas, portfolios, and student surveys will be analyzed as a staff during PD to determine what areas we can strengthen throughout the school year.	Principal, Teachers, CSP	Ongoing, continuous	PD materials for data analysis	PD schedule, activities, outcomes	Data driven determination of growth areas based on analysis of agendas, portfolios, and surveys
Create and maintain positive collaborative partnerships among families, communities, and schools to support student learning.	Principal	Ongoing, continuous	Outreach and communication resources	Outreach activities, meetings	Artifacts may include meeting notes, collective plans
By the end of the school year 23-24, the Cavett community members, including parents, staff, community members, and students, will create positive partnerships to support the student's academic and SEL achievement.	Principal, School Staff, Stakeholders	Ongoing, continuous	Stakeholder register, communication plan, focus on student outcomes	Partnered activities with emphasis on student outcomes	Partnered strategies that can be related to student achievement.
Events and Activities are: 1. Annual Title 1 Meeting 2. Review of District/School Parent Involvement Policy 3. Review of the School/Parent Compact 4. Notification of the Right to Know Letter, 5. Math and Literacy Night one per semester 6. Monthly Cafecitos 7. Site council	Principal, School Staff, Stakeholders	Periodic	Event schedule, staffing, planning and key additional logistics	Event planning, production, and lessons learned cycles	Events, Sign in sheets, Parent Links, flyers, newsletters, surveys

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

A. Gaps in USP Subgroup Performance

Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses
N/A due to low subgroup numbers and Hispanic performance commensurate with overall school performance trends.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
N/A		
N/A		
N/A		

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
N/A	
N/A	

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles
N/A	
N/A	
N/A	
N/A	

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 1 and 2:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
N/A					
N/A					
N/A					
N/A					









Cavett SAAP 23-24

Final Audit Report

2024-11-06

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