

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

Principal: Rachel Romero

School: Erickson Elementary School

Region: Arcadia/4

Date Plan Year: 2023-2024

School Level Team:

Name	Position	Name	Position
Rachel Romero	Principal		

Sign Off:

Position	Name	Signature	Date
Principal	Rachel Romero	<u><i>Rachel Romero</i></u> <small>Rachel Romero (Nov 5, 2024 09:34 MST)</small>	Nov 5, 2024
Regional Superintendent	Shawna Rodriguez	<u><i>Shawna Rodriguez</i></u> <small>Shawna Rodriguez (Nov 5, 2024 09:57 MST)</small>	Nov 5, 2024

Table of Contents

Contents

I. School Profile	2
A. Mission	2
B. School Summary	2
C. Vision	2
D. Core Values	2
E. School Profile	3
E. Achievement Data	4
II. Overall Student Achievement	7
A. Gaps in Student Achievement	7
B. SMART Goals for Student Achievement	8
C. Goal Attainment	9
1. Strategies to Achieve SMART Goals	9
2. Action Steps to Implement Strategies	11
III. Academic Performance for African American, Latino, Native American, ExEd and ELL Subgroups: Gap Analyses	14
A. Gaps in USP Subgroup Performance	14
B. SMART Goals for Reducing Achievement Gaps	14
C. Goal Attainment	15
1. Strategies to Achieve SMART Goals	15
2. Action Steps to Implement Strategies	15

I. School Profile

A. Mission

Our purpose is to work with students, families, and the community to support lifelong learners through successful school experiences that foster self-confidence and promote academic success.

B. School Summary

Erickson Elementary School is a school for students in grades K-5 in east Tucson. Erickson takes a collaborative and holistic approach to helping students grow and achieve in academic and social emotional ways, in partnership with families and community stakeholders. We offer numerous academic and extracurricular activities, including art, band, orchestra and basketball. Additional programs include OMA, GATE, and preschool.

C. Vision

At Erickson, we recognize that elementary school is a time full of academic, social and emotional growth. Our staff work hard to create a learning environment where your child can engage in their learning while feeling safe, respected, and supported.

D. Core Values

We are a learning community committed to collaborating with students, families, and stakeholders to support the academic, social, and developmental needs of every individual learner.

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)
53.32%	13%	100	100 (CEP)	8%	22%

School Profile (USP Ethnicity) 2022-2023											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
82	21.03%	46	11.79%	217	55.64%	*	*	*	*	40	10.26%

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 ES Avg	36%	34%	31%	39%	39%	37%	43%	39%	36%
District ES Avg	18%	16%	16%	28%	27%	24%	33%	27%	25%
Erickson	4%	6%	11%	19%	17%	16%	16%	5%	14%

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 ES Avg	35%	44%	45%	41%	44%	39%	41%	45%	37%
District ES Avg	21%	29%	32%	29%	33%	27%	30%	33%	26%
Erickson	14%	14%	28%	17%	24%	16%	13%	13%	17%

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%	20%	6%	*	*	*	*	*	*	*	*	25%
Grade 4	*	*	*	*	*	*	13%	21%	17%	*	*	*	*	*	*	21%	*	*
Grade 5	*	*	*	*	*	*	35%	19%	20%	*	*	*	*	*	*	*	20%	*

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	*	*	*	*	*	*	4%	23%	8%	*	*	30%	*	*	*	*	*	33%
Grade 4	*	*	*	*	*	*	8%	17%	9%	*	*	*	*	*	*	7%	*	*
Grade 5	*	*	*	*	*	*	15%	19%	19%	*	*	*	*	*	*	*	20%	*

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement

This data presents math proficiency trends for grades 3, 4, and 5 over a three-year period (2021-2023), comparing Erickson's performance to district and state elementary school averages.

For Math achievement, Erickson demonstrated a steady upward trend from 2021 to 2022 in all grades. For instance, 3rd-grade proficiency rose from 4% in 2021 to 19% in 2022, while 4th and 5th grades also showed growth, moving from 6% to 17% and 11% to 16%, respectively. This improvement indicates Erickson's efforts to address math proficiency during this period were yielding positive results.

In 2023, there is a decrease in 3rd and 4th-grade proficiency (down to 16% and 5%, respectively), which might reflect unique challenges faced by these cohorts. Erickson's 5th graders performed comparably from 2022 to 2023, from 16% to 14%.

While Erickson's scores are lower than both district and state averages, the 2021 to 2022 increase suggests that with continued support and focus, Erickson can achieve sustained progress. This progress is notable considering that the district itself improved steadily over time, demonstrating that Erickson is moving in the right direction despite temporary setbacks.

While challenges persist, Erickson is showing growth, especially in its ability to close gaps between years and grade levels.

In English Language Arts (ELA), Looking at Erickson's trends, there is a consistent effort to improve ELA proficiency over the years, though the progress is mixed. In 2021, proficiency was relatively stable between 3rd and 4th grades, both at 14%, with a more substantial 28% in 5th grade. Moving into 2022, Erickson saw some growth in 4th grade (rising to 24%) but a more modest increase for 3rd grade (up to 17%). 5th-grade proficiency dipped to 16%, suggesting the need for further attention to sustaining earlier gains.

In 2023, the data shows slight setbacks in 3rd and 4th grades, where proficiency dropped to 13%. However, Erickson's 5th graders rebounded slightly, reaching 17%. This could reflect stronger instructional strategies or interventions for this grade level, signaling potential for continued upward momentum as students transition into higher grades.

Compared to district and state averages, Erickson's scores are generally lower, but the improvements in 2021-2022 show that

targeted efforts have been effective in boosting proficiency, particularly in 4th grade. While the 2023 drop suggests some challenges, the fact that the school’s performance fluctuates rather than consistently declines is an encouraging sign of resilience.

Overall, the data points to areas where Erickson has made headway, especially when focusing on specific cohorts, such as the stronger 2022 performance. By building on these pockets of success, the school is positioned to make steady gains with continued support in ELA instruction.

Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
Challenges related to utilization of available student data, intentionality in planning instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.	Need to establish consistency among teachers and other staff to intentionally plan instruction using available data for differentiated and enrichment instruction	Teachers must engage in grade level planning to strategically organize lessons to meet the needs of all students. Teachers need training, modeling, collaboration, and support in implementing evidence based, rigorous and relevant instruction.
Challenges related to implementation of written curricula are evidence-based, address diverse learner needs and promote a proper balance of depth of knowledge levels.	Planning needs to incorporate UDL strategies that include knowledge of student needs, relevant, and meaningful learning opportunities.	Purposeful planning guided by the scope and sequence of the district materials to promote access

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
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Teachers will engage in grade level planning using student data to create effective lessons that differentiate and meet the needs of all their students. Staff will provide evidence based, rigorous, and relevant instruction.	Grade level planning meeting artifacts, including student data meeting artifacts. Lesson plans with differentiation and student needs accounted for, and with reference(s) to evidence based instructional materials with focus on curriculum.
The school will implement purposeful planning, standards-based curriculum, a balanced assessment system, and observation and feedback protocol to reduce the achievement gap.	Data-driven and curriculum-based planning artifacts. Observed implementation of curriculum. Defined, observed, and feedback-reinforced assessment and data protocols.

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles
Strategic Planning	Provides a clear roadmap for achieving goals and objectives. Encourages long-term thinking and proactive decision-making. Can be time and personnel intensive. Challenges to adapting/updating in a fast-changing environment.
Rigorous and Relevant Instruction	Prepares students for real-world application and critical thinking. Engages students by connecting learning to their interests and future goals. Ongoing professional development and teacher support. Maintaining rigor while ensuring accessibility for all students.
Strengthen Instruction for All Students	Promotes equity by ensuring every student receives high-quality teaching.

	<p>Increases student engagement and achievement across diverse learning needs.</p> <p>Instructional challenges to balancing differentiation with standards.</p> <p>Consistent monitoring and adjustments to instruction.</p>
Interventions	<p>Provides targeted support to help struggling students catch up.</p> <p>Prevents students from falling further behind in their learning.</p> <p>Identifying, scheduling and implementing effective interventions.</p> <p>Resource-intensive (time, staff, and materials).</p>
PLCs	<p>Facilitates collaborative learning and sharing of best practices among teachers.</p> <p>Supports continuous improvement and reflective practice.</p> <p>Requires a strong culture of trust and openness.</p> <p>Time and schedule for collaboration within the school schedule.</p>
Increase Subgroup Achievement	<p>Focuses on closing achievement gaps and promoting equity.</p> <p>Improves outcomes for historically underserved subgroups.</p> <p>Efficient data analysis and targeted strategies.</p> <p>Balancing prioritized support with universal quality service.</p>
Purposeful Planning	<p>Ensures that instruction is aligned with targets (standards) and student needs.</p> <p>Promotes efficient use of instructional time and resources.</p> <p>Time-intensive to develop well-structured plans.</p> <p>Balancing detailed planning with flexibility in instruction.</p>
Implement a Standards-Based Curriculum	<p>Ensures all students are taught based on consistent, clear expectations.</p> <p>Provides a framework for measuring progress and mastery.</p>

	Balancing implementation with fidelity and flexible instruction. Challenges in adapting to diverse student learning abilities.
Implement a Balanced Assessment System	Provides a comprehensive view of student progress through formative and summative assessments. Informs instruction and supports data-driven decision-making. Balancing the number and types of assessments with instructional pacing and supports. Ongoing professional development for effective implementation.
Observation & Feedback Protocol	Encourages continuous professional growth at all levels of practice. Provides timely and specific feedback for informed instructional adjustments. Time-intensive for administrators and instructional coaches. Ensuring efficient and Formative Feedback.

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
Teachers must engage in grade level planning to strategically organize lessons to meet the needs of all students. Teachers will engage in grade level planning using student data to create effective lessons that	Teachers, CSP, Admin	2023-2024	Scheduled time, materials, school/district support resources	Planning activities, facilitated PLCs	Planning artifacts aligned to action steps.

differentiate and meet the needs of all their students.					
Review of weekly lesson plans paired with formal and informal classroom observations to ensure implementation and alignment. Reference district scope and sequence information to ensure implementation and alignment.	CSP, Admin	2023-2024	District scope and sequence	Weekly, scheduled observations and feedback	Lesson Plans aligned to scope and sequence
Review of weekly lesson plans and outcome data along with formal and informal classroom observations to ensure implementation and alignment.	CSP, Admin	2023-2024	Student data	Weekly, scheduled observations and feedback	Planning artifacts aligned to action steps.
Teachers need training, modeling, collaboration, and support in implementing evidence based, rigorous and relevant instruction. Staff will provide evidence based, rigorous, and relevant instruction.	CSP, Admin, district resources	2023-2024	Training, modeling, and collaboration time, schedule	Training completion, modeling, collaboration activities	Observed implementation of expected action steps
Weekly Wednesday PD purposeful and focused sessions - CR curriculum, differentiating instruction, TUSD curriculum and resources, training and learning opportunities that will include focus on math and literacy curriculum, MPP, Thinking Maps, SEL, and other district initiatives/learning platforms	CSP, Admin, district resources	2023-2024	Training materials/ resources, schedule	PD calendar with session descriptions aligned to action steps.	Completion of PD calendar sessions
Purchase instructional materials to support student learning and access to education, such as, but not limited to: student books, materials, manipulatives, calculators, hundredth charts, math games, dice,	Admin	2023-2024	Funds and identified and approved materials	Funding allocation, procurement, distribution	Use of purchased materials during learning activities.

protractors, compass, clocks, reading aides, alphabet charts, grammar walls, educational posters, dry erase boards, software licenses, headphones (student use), workbooks, supplemental books, visual aids, timers, globes, maps					
Ensure that all students/classrooms are supplied with essential learning tools including, but not limited to: pencils, paper, notebooks, markers, crayons, journals, dry erase markers, etc.	Teachers, Admin	2023-2024	Inventory, survey of essential needed materials	Student and class level needs and supplies	Active/reserve stocks of identified essential supplies
Each classroom will have a laptop for each student, working power cords, updated Active Panels, headsets, mobile charging carts and functional printers.	Admin, district resources	2023-2024	Hardware and software inventory, funds/district resources	Inventory of identified technology resources per class.	Active stock of identified technology resources per class
Reading and math interventionist, teacher assistants, and after school tutoring. School will utilize intervention teachers and teacher assistants to provide ELA and math student intervention support. After school tutoring in ELA and math, added duty for teachers. Title 1 budget supports interventionist, teacher assistants, and tutoring.	Interventionists, teacher assistants	2023-2024	Coordinator/coordination of afterschool tutoring schedule, activities, staffing, resources	After school programming, staffing, operations, success criteria for implementation and completion	Student tutoring participation and completion
Teachers will provide students with differentiated instruction at grade level based on planning, high expectations, and assessments as evidenced by lesson plans, walk through observations, subgroup	Teachers	2023-2024	Training, time, schedule for monitoring and supporting expected activities.	Lesson planning with embedded differentiation, lessons that reflect this planning, based on observations	Observed differentiation in planning, instruction. Observed subgroup achievement/imp

achievement, and improvement in benchmark scores.					rovement on district assessments.
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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	Evidence to Be Used to Assess Progress and Accomplishment

(All Academic Goals <u>must</u> Focus on Subgroups)	
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					









Erickson SAAP 23-24

Final Audit Report

2024-11-05

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