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

Principal: Megan Chavez

School: Grijalva Elementary

Region: Santa Cruz/2

Plan Year: 2023-2024

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**	*Megan Chavez* Megan Chavez (Nov 5, 2024 11:05 MST)	Nov 5, 2024
Regional Superintendent	**Mark Alvarez**	*Mark Alvarez* Mark Alvarez (Nov 6, 2024 15:21 MST)	Nov 6, 2024

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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	**2021-2022 Letter Grade**	**2022-2023 Letter Grade**
D	C	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)**
32.89	14.0	100	100	20.24	12.5

School Profile (USP Ethnicity) 2022-23											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
22	**4%**	**14**	**3%**	**451**	**85%**	**32**	**6%**	**3**	**1%**	**6**	**1%**

F.   Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade

School	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	202 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5
District Avg	18%	16%	16%	28%	27%	24%	30%	33%	26%
State Avg	36%	34%	31%	39%	39%	37%	41%	45%	37%
Grijalva	4%	5%	7%	15%	7%	3%	22%	15%	2%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
School	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	202 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5
District Avg	38%	40%	43%	21%	29%	32%	33%	27%	25%
State Avg	46%	51%	52%	35%	44%	45%	43%	39%	36%
Grijalva	27%	33%	28%	6%	7%	17%	20%	3%	3%

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	*	*	*	*	*	*	6.4	11.9	21.2	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	4	6.5	13.2	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	19.4	1.8	1.9	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	4.8	14.7	20.5	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	3.8	7.9	1.3	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	7.6	1.7	3.7	*	*	*	*	*	*	*	*	*

II.   **Overall Student Achievement**

A.   Gaps in Student Achievement

Interpretive Summary - Student Achievement

Looking at Math Proficiency data over the past three years, the district and state averages indicate gradual improvement across all grades. This upward trend reflects efforts in raising math proficiency overall. For example, district averages in third grade math went from 18% in 2021 to 30% in 2023, and similar increases can be seen across fourth and fifth grades.

While Grijalva Elementary demonstrated proficiency levels that started at a lower base in comparison to the district and state averages, there are signs of progress over time, particularly in third grade. In 2021, third graders at Grijalva had 4% proficiency, but by 2023, that number had risen to 22%, a significant increase. Though performance in other grades has varied, the improvement in third grade highlights potential growth and areas of strength at Grijalva that could be further built upon.

The data suggests that Grijalva's journey, while challenging, shows some encouraging signs, particularly in the youngest students tested. Building on these gains with targeted interventions and consistent strategies could help to improve outcomes for the subsequent grades moving forward.

When analyzing ELA Proficiency data over three years, the district and state averages provide an overall picture of fluctuating performance, with both showing declines in 2022 but some recovery in 2023. For instance, district averages for third graders dropped from 38% proficiency in 2021 to 21% in 2022, before rising again to 33% in 2023. Similarly, state averages followed a similar pattern but remained higher than the district.

For Grijalva Elementary, the data shows a more mixed performance. In 2021, Grijalva's third-grade ELA proficiency was at 27%, closer to the district average of 38%. However, in 2022, there was a noticeable decrease to 6%, which has since rebounded to 20% in 2023. This trend is somewhat mirrored in the fourth and fifth grades, where there were similar declines in 2022, and continuing in 2023.

Despite these challenges, Grijalva's third-grade ELA scores in 2023 suggest that the school may be making strides in the early grades, with the focus on building foundational literacy skills. While the proficiency levels in higher grades remain lower compared to district and state averages, the school's ability to recover in third grade is a positive sign.

Grijalva's data suggests that while there are challenges, especially in sustaining performance across grades, there is potential for growth, especially if the gains seen in younger students are nurtured and expanded upon. With a clear focus on continuous improvement, particularly in the transition from third to fourth grade, Grijalva could see further positive development in ELA outcomes.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
• 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	1. Staff lacks an understanding of UDL and how available data informs instructional decisions.	• 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
• 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	2. School staff lacks the knowledge and skills to meet students where they are and tailor instruction, so students show meaningful growth.	• 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

• 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.	• 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

SMART Goal Statement *(All Academic Goals __must__ Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
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.	CTT Agendas CFA Data Lesson plans Intervention plans Walk-through data
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.	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 -deeper connection to the things they are reading/ doing in math if they are writing about 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
Use of Sound Walls in all Grade Levels	Strengths: +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 Obstacles: New- learning curve to implement Not knowing what it is and not wanting to it Transitions are hard

Use of KP Tiles	Strengths: +many sets available for use +training from one of the creators +collaboration time with colleagues Obstacles: New- learning curve to implement
Follow new math curriculum resources	Strengths: +well created curriculum rich with opportunities for manipulative use Obstacles: New- learning curve to implement Waiting for some manipulatives to arrive
Effective 2-way communication	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 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.

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
Reflecting on Teaching and Learning 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.	K-5th grade teachers, Principal, Assistant Principal, CSP, MTSS Facilitator	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.	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.	Action step is ongoing, math completed by October 7th, writing and reading by March 17th. Administration Team will review CTT agendas on a bi-weekly basis and classroom and teacher data binders at least quarterly. 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	CTT Agendas, visuals in classrooms, teacher data binders

			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.		
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.	K-5th grade teachers, Principal, Assistant Principal, CSP, MTSS Facilitator	Review Data and Teaching strategies on Bi-weekly basis during CTT, and Monthly during Professional Development Action step is ongoing and will occur weekly throughout the school year.	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	Administration Team will review CTT agendas on a bi-weekly basis	CTT Agendas, Analyzing Student Work (ASW) Documents

			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.		

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

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.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
• 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	1. School staff lacks the knowledge and skills to meet students where they are and tailor instruction, so students show meaningful growth.	• 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
• Lack of understanding of how to respond to needs (i.e. which strategy to use.) • No intentional professional	2. School staff lacks the knowledge and skills to meet students where they are and tailor instruction, so students show meaningful growth.	• 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
• 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.	• 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.

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development around UDL
• Teachers lack understanding of the instructional needs of students

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

1. During the 23-24 SY, 90% of our families will attend Parent/Teacher Conferences within the scheduled conference week in September 2023.	Parent attendance at fall conference
2. During the 23-24 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 23-24 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 -deeper connection to the things they are reading/ doing in math if they are writing about 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
Use of Sound Walls in all Grade Levels	Strengths: +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 Obstacles: New- learning curve to implement Not knowing what it is and not wanting to it Transitions are hard
Use of KP Tiles	Strengths: +many sets available for use +training from one of the creators +collaboration time with colleagues Obstacles: New- learning curve to implement
Follow new math curriculum resources	Strengths: +well created curriculum rich with opportunities for manipulative use Obstacles: New- learning curve to implement Waiting for some manipulatives to arrive

Effective 2-way communication	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 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.

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**
Reflecting on Teaching and Learning 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.	K-5th grade teachers, Principal, Assistant Principal, CSP, MTSS Facilitator	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	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	Action step is ongoing, math completed by October 7th, writing and reading by March 17th. Administration Team will review CTT agendas on a bi-weekly basis	CTT Agendas, visuals in classrooms, teacher data binders

| | | end of 3rd quarter, Criteria will be refined throughout the school year. | understand what "done" looks like. | and classroom and teacher data binders at least quarterly.

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 administration will have opportunities to share and model reflection strategies. | |

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.	K-5th grade teachers, Principal, Assistant Principal, CSP, MTSS Facilitator	Review Data and Teaching strategies on Bi-weekly basis during CTT, and Monthly during Professional Development Action step is ongoing and will occur weekly beginning 8/12/23 through 5/19/24.	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 identify UDL strategies. Clear roles during CTT so that team follows agenda and has time for reflection.	Administration Team will review CTT agendas on a bi-weekly basis	CTT Agendas, Analyzing Student Work (ASW) Documents

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**
Effective 2-way communication 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.	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	Action step will completed by September 30th. Parents will be informed of conferences before school starts at Meet the Teacher, Sign-ups will begin during Curriculum Night and continue until conferences. Reminders will be scheduled starting the week before conferences begin.	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.	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.	Conference Sign-up sheets

Grijalva SAAP 23-24

Final Audit Report   2024-11-06

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