

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

Principal: Nathaly Santin

School: Doolen Middle School

Region: Arroyo Chico

Date Plan Revised: 7/20/2022

Planning Team:

Name	Position	Name	Position
Michelle Gower	Assistant Principal	Steven Motush	AVID Coordinator
Kathleen Teel	ELA – 8	Alison Hawkins	CSP

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Position	Name	Signature	Date
Principal	Nathaly Santin		
Regional Superintendent	Richard Sanchez		

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I. School Profile

A. Mission

The path of learning never ends.

At Doolen we create a community that:

- Celebrates curiosity and lifelong learning.
- Honors and fosters diversity.
- Supports unity through a culture of civility and respect.
- Teaches the habits of personal success.
- Empowers productive citizens who make meaningful contributions.

B. School Summary

Doolen Middle School is an urban middle school that serves grades 6 through 8. There are currently 548 students enrolled at Doolen. The demographics are as follows: 46 % Hispanic, 6% Two or More, 26% White, 15% Black, 2% Native American, 4% Asian and 2% Pacific Islander. 98% of our students qualify for the Free and Reduced Lunch Program. Doolen is comprised of a site-wide AVID program, for which we have been designated a site of Distinction. Doolen is also one of only four sites with a Self-Contained GATE program on campus. In addition, Doolen has a large ELD program and three Self-Contained Exceptional Education classes. The school A-F letter grade for the year prior to last was a D.

C. Vision

We are Doolen Thunder Birds:

- We are prepared for class
- We have Pride in our campus
- We take Pride in Ourselves
- We are Respectful

D. Core Values

At Doolen we create a community that:

- Celebrates curiosity and lifelong learning
- Honors and fosters diversity
- Supports unity through a culture of civility and respect
- Teaches students to utilize the habits of personal success
- Empowers productive citizens who make meaningful contributions

School Wide Expectations

Be Safe

Be Responsible

Be Respectful

E. School Profile

2018-19 Letter Grade		
D		

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%

140	24.48%	98	17.13%	256	44.76%	15	2.62%	26	4.55%	37	6.47%
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F. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade											
School	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I	2019 Geom	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	23%	22%	18%	62%		8%	12%	9%	13%	11%	12%
State Avg	41%	38%	32%	44%		29%	30%	26%	31%	27%	27%
Doolen	22%	25%	24%	74%		20%	9%	0%	7%	17%	14%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
School	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	27%	26%	24%	19%	19%	17%	24%	26%	23%
State Avg	42%	41%	38%	35%	38%	35%	39%	43%	36%

Doolen	27%	29%	25%	27%	12%	9%	18%	36%	26%
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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 6	7.4	0	7.7	21.4	*	*	22.5	24.3	12.7	52.9	*	*	*	*	*	40.5	43.8	14.3
Grade 7	8.8	8.3	0	21.4	*	*	23.8	18.5	21	64.3	*	*	*	*	*	47.8	6.7	60.4
Grade 8	3.7	0	16.7	25	*	*	19.8	4.2	22.1	35.7	*	27.3	*	*	*	42.6	36.4	44.4

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 6	3.4	0	0	21.4	*	*	19.4	18.8	3.4	47.1	*	*	*	*	*	32.5	33.3	8.3
Grade 7	2.9	14.3	0	*	*	*	20.5	7.9	6.1	40	*	*	*	*	*	52.2	7.7	36.5
Grade 8	3.4	0	0	*	*	*	21.8	0	8	50	*	27.3	*	*	*	63.2	0	33.3
Total																		

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement
<p>Teachers at Doolen do not implement evidence-based, rigorous and relevant instruction. The teachers are not modifying instruction to meet needs identified by data. There is not a common definition of rigorous and relevant instructions. Rigorous and relevant based instruction will be attained through professional development on instruction and data, peer-to-peer observations and additional coaching. Student achievement will grow at least one grade level for 90% of the student population.</p> <p>Doolen’s school staff does not systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. Teachers lack familiarity with the state standards. There is a general lack of belief that all students can achieve at high levels. Teachers lack training in differentiation and accommodation. Teachers will be developing lessons that engage all students and lessons that meet the students’ needs; increasing rigor and attendance. We will no longer be a “D” rated school. Enrollment will increase.</p> <p>Our school does not create and maintain positive collaborative partnerships among families, communities and schools to support student learning. Our school lacks training in how to build relationships with families. Doolen lacks continuity in staff to maintain community partnerships. There is a lack of community events on campus in order to create a sense of belonging for families. By learning how to create and maintain positive collaborative partnerships, increased parent engagement and participation within the school to support student learning will occur. Additionally, increased student achievement and the school becomes a resource hub.</p>

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. Teachers are not modifying instruction to meet needs identified by data. Lack of definition of rigorous and relevant instruction. Lack of focus on short cycle assessment</p>	<p>1. Teachers lack the understanding and development of evidence based rigorous and relevant instruction and a common definition of rigor due to support personnel and learning</p>	<p>1. Not all of the staff are committed to rigor and high expectations for all students.</p>

	opportunities.	
2. Lack of familiarity with state standards. Lack of belief that all students can achieve at high levels. Teachers lack training in differentiation and accommodation.	2. Teachers lack understanding how to teach the whole child in ways that increase rigor and high expectations through the use of data analysis and standards-based planning.	2. The school climate does not affirm student success.
3. Lack of training on how to build relationships with families. Lack of consistency to maintain community partnerships. Lack of community events on campus to develop a feeling of belonging for all families.	3. Doolen lacks staff to support positive collaborative partnerships among families, communities and schools to support student learning	3. Lack of continuity of staff and a feeling of “where do we start?”

B. SMART Goals for Overall 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
<p>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.</p> <p>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.</p>	<p>E.g.: Examples of evidence could include:</p> <ul style="list-style-type: none"> ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams
	<p>- Formative Assessment results</p>

<p>Students will demonstrate a 10% increase in achievement towards grade level instruction through participation in rigorous and relevant lessons throughout the 22-23 school year. Data will be collected and measured bi-quarterly through teacher-given assessments.</p>	
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C. Goal Attainment

1. Strategies to achieve SMART Goals

<p align="center">Three – Five Strategies that help School Achieve Improvement Goal 2</p>	
<p align="center">Strategies:</p>	<p align="center">Strengths and Obstacles</p>
<p>Eg: The Elementary will work to increase the quality of Tier I instruction to ensure that instruction is rigorous, standards based, and reflective of the theme.</p>	<p>Eg: Strengths: The MTSS coordinator and the site principal do weekly observations and provide follow-up feedback.</p> <p>Eg: Obstacles: The school has hired seven new teachers this school year, and four of the seven are working in their first year as a classroom teacher.</p>
<p>Teachers will learn to collaboratively create and backward plan from relevant, rigorous standards-aligned assessments.</p>	<p>Strengths: District will provide UDL training to teachers this school year.</p> <p>Obstacles: The school has 18 new teachers this school year. Many come from out of state or country. Others are first year teachers.</p>
<p>Teachers will create formative assessments to assess student mastery of standards taught.</p>	<p>Strengths: Many resources are available to assist teachers in creating assessments.</p> <p>Obstacles: There is only one content area teacher per grade-level which reduces teacher collaboration.</p>

<p>Teachers will analyze results of student formative assessments in PLCs on a bi-weekly basis.</p>	<p>Strengths: 7 period day allows for dedicated time for planning and analysis of formative assessment data.</p> <p>Obstacles: Training will be needed for teachers to complete PLC cycle with fidelity</p>
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2. Action steps to implement strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: Teachers will learn to collaboratively create and backward plan from relevant, rigorous standards-aligned assessments.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Members of Leadership Team will attend UDL Training provided by district and then train rest of staff.	Mapa Teel	July 2022 – August 2022	- UDL lesson plan template	- Teachers will submit UDL lesson plans	- UDL Lesson plans
Formative assessments are congruent with the level of the objective and will demonstrate 65% or higher proficiency.	Classroom teachers	Bi-weekly beginning 8/29/2022	Formative assessments created by teacher, School City, Common Lit	Planning time	PLC agendas and minutes Increase in achievement on Benchmarks
Avid PD regarding focused notetaking and FNT proceed	Avid coordinator	8/1-8/3	Avid binder	walkthroughs	Lesson plans

Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 2: Teachers will create formative assessments to assess student mastery of standards taught.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Monitor PLCs to ensure quality formative assessments aligned to standards, robust data collections and accurate analysis	Administration /CSP	Weekly PLC		Leadership attends PLCs	Formative data, Student work, PLC agenda and minutes

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

Teachers at Doolen do not implement evidence-based, rigorous and relevant instruction. Class management is taking away time for lesson implementation. Student behavior is unpredictable. Students have additional trauma and are not used to being held accountable for learning and behavior. Rigorous and relevant based instruction will be attained through professional development on instruction and data, peer-to-peer observations and additional coaching. Student achievement will grow at least one grade level for 90% of the student population.

Doolen's school staff does not systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. There is a lack of belief that all students can achieve at high levels. Teachers lack training in differentiation and accommodation. Teachers do not access specific information and student needs. Teachers are not using data to inform their teaching to specific student needs. Teachers will be developing lessons that engage all students and lessons that meet the students' needs; increasing rigor and attendance. We will no longer be a "D" rated school. Enrollment will increase.

Our school does not create and maintain positive collaborative partnerships among families, communities and schools to support student learning. Our school lacks training in how to build relationships with families. Doolen lacks continuity in staff to maintain community partnerships. There is a lack of community events on campus in order to create a sense of belonging for families. By learning how to create and maintain positive collaborative partnerships, increased parent engagement and participation within the school to support student learning will occur. Additionally, increased student achievement and the school becomes a resource hub.

Our subgroups are supported in multiple ways. Subgroup students who need extra support in ELA and Math are provided with Reading and Math Intervention classes. In addition, Higher Ground provides Doolen students with a Student Success Specialist. She meets with our students to create plans for academic success. We also have two African American Student Services Success Specialists available for students. Refugee Services provides representatives to aid in the success of our ELD population.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Class management takes away time from implementation of lessons	1. Teachers lack the understanding and development of evidence based-rigorous and relevant instruction and a common definition of rigor due to support personnel and learning opportunities	1. Lack of being in a classroom for 2 years running
2. Students have additional trauma and are not used to being held accountable for learning and behavior	2. Teachers lack of understanding how to teach the whole child in ways that increase rigor and high expectations through the use of data analysis and standards-based planning	2. Pandemic learning for 2 years Lack of training in UDL Teachers in survival mode after pandemic
3. Lack of communication with all families	3. Doolen lacks staff to support positive collaborative partnerships among families, communities and schools to support student learning	3. No Family Community Liaison Very diverse linguistic communities attending school Lack of translators for specific dialects

B. SMART Goals for 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
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.	E.g.: Examples of evidence could include: <ul style="list-style-type: none"> ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams

*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.	
Students will demonstrate a 10% increase in achievement towards grade level instruction through participation in rigorous and relevant lessons throughout the 22-23 school year. Data will be collected and measured bi-quarterly through teacher-given assessments. If students are not showing progress, proceed with Tier 3 interventions.	- Formative Assessment results

C. Goal Attainment

1. Strategies to achieve SMART Goals

Three – Five Strategies that help School Achieve Improvement Goal 2	
Strategies:	Strengths and Obstacles
Eg: The Elementary will work to increase the quality of Tier I instruction to ensure that instruction is rigorous, standards based, and reflective of the theme.	Eg: Strengths: The MTSS coordinator and the site principal do weekly observations and provide follow-up feedback. Eg: Obstacles: The school has hired seven new teachers this school year, and four of the seven are working in their first year as a classroom teacher.
Teachers will learn to collaboratively create and backward plan from relevant, rigorous standards-aligned assessments.	Strengths: District will provide UDL training to teachers this school year. Obstacles: The school has 18 new teachers this school year. Many come from out of state or country. Others are first year teachers.
Teachers will create formative assessments to assess student mastery of standards taught.	Strengths: Many resources are available to assist teachers in creating assessments. Obstacles: There is only one content area teacher per grade-level which reduces teacher collaboration.

Teachers will analyze results of student formative assessments in PLCs on a bi-weekly basis.	<p>Strengths: 7 period day allows for dedicated time for planning and analysis of formative assessment data.</p> <p>Obstacles: Training will be needed for teachers to complete PLC cycle with fidelity</p>
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2. Action steps to implement strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: Teachers will learn to collaboratively create and backward plan from relevant, rigorous standards-aligned assessments.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
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Formative assessments are congruent with the level of the objective and will demonstrate 65% or higher proficiency.	Classroom teachers	Bi-weekly beginning 8/29/2022	Formative assessments created by teacher, School City, Common Lit	Planning time	PLC agendas and minutes Increase in achievement on Benchmarks
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Action Steps to Implement Improvement Strategies for Improvement Goal 2

Strategy 2: Teachers will create formative assessments to assess student mastery of standards taught.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Monitor PLCs to ensure quality formative assessments aligned to standards, robust data collections and accurate analysis	Administration /CSP	Weekly PLC		Leadership attends PLCs	Formative data, Student work, PLC agenda and minutes

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.