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

Principal (Interim): Kathryn Gunnels

School: Pistor Middle School

Region: Silverbell/1

Date Plan Revised: July, 20, 2022

Planning Team:

Name	Position	Name	Position
Andrea Ayala	MTSS Facilitator	Maria "Sasha" Thompson	Math Teacher
Maryon Rocha	ELA Teacher	Sonia Miller	TWDL Teacher

Sign Off:

Position	Name	Signature	Date
Principal	Kathryn Gunnels		
Regional Superintendent	Brian Lambert		

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II.   School Profile

A.   Mission

At Pistor Middle School we will build relationships with community and stakeholders as we focus on preparing our students for college and career readiness. We aim to inspire and empower students to excel academically and socially, including the ability to be productive citizens and future leaders. Through our GATE, AVID, TWDL programs we strive to provide a nurturing and safe environment that fosters rigorous academic and technological curriculum for lifelong learning.

B.   School Profile

At Pistor Middle School our current letter grade is an F. For the last three years, we have seen a dramatic decline in our math proficiency scores that are not in line with what is happening across the district. Our ELA scores have remained relatively stagnant, showing very little or no growth. We have also seen a decline in enrollment over the last three years with a drop in enrollment of about 150 students. Like most other schools around the country, we are battling a shortage of highly qualified teachers. This puts a huge strain on the faculty and staff. About 50% of our current faculty are under a 6/5ths contract, meaning that they are teaching an extra class at the expense of their planning period. The current letter grade makes it very difficult to attract experienced faculty and staff members. We have a very large population of international teachers on top of a very large number of teachers with less than three years' experience in the classroom. To combat some of these issues, the previous administration has contracted with several different professional development organizations i.e. Scholastic, WestEd, etc. and software companies like Beable, IXL, etc. to provide a framework for academic student interventions. In addition, we are using the district wide platform Character Strong to provide SEL support to students and we have contracted with The Good Brothers Project to focus on some of our male students who are struggling to reacclimate since returning to campus. And finally, with the recent change in administration, we have seen a large number of faculty members decide to look for opportunities elsewhere. All of these factors together have greatly affected the culture and climate of the school.

C.   Vision

At Pistor Middle School, we are still in the process of healing and rediscovering who we are as a community. Together we are working on rebuilding the culture and climate of the school by focusing on collaboration and communication. It is our goal to increase our proficiency rates in math and ELA by a minimum of 5% each year. Our goal is that in 3 – 5 years, we will meet and/or exceed district as well as state proficiency averages in math and ELA. It is our vision that we will be able to hire highly

qualified teachers to fill our classrooms and to provide teachers with the time and resources they need to collaboratively work together as a true Professional Learning Community.

D.   Core Values

At Pistor Middle School our core values are and will remain centered around the concept of People First. What we believe is that if you take care of the person first before you worry about the student, a teacher, a secretary, a custodian, etc. that everything else will fall into place. It is an idea based on Maslow's Hierarchy of Needs. A person cannot become self-actualized until their needs as a human being are met. If we operate under the belief that there is a real person behind the student, the teacher, etc. we will be much closer to ensuring that we are providing the equity that all people need to be successful.

Schoolwide Expectations

At Pistor Middle School our PBIS expectations are based on the acronym ROAR. Respect, Organization, Accountability, and Responsibility.
- It is our expectation that we will treat each other respectfully every day.
- It is our expectation that we will come to school every day ready to learn and teach.
- It is our expectation that we will be accountable for the things we do as well as the things we don't do.
- It is our expectation that we will accept responsibility for ourselves and the role we have in ensuring our own success as well as the success of those around us.

E. School Profile

2018-19 Letter Grade	2019-20 Letter Grade	2020-21 Letter Grade
D	D	Pending

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
	90.67%			8.73%	10.2%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
38	5.8%	31	4.23%	583	79.54%	61	8.32%	8	1.09%	12	1.64%

F.   Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade											
	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%
Pistor	14%	15%	10%	59%		7%	9%	3%	6%	3%	4%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	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%
Pistor	18%	23%	20%	18%	16%	10%	21%	17%	16%

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							17.9	20.0	21.0				20.0	0.0	5.3	16.7	NA	36.4
Grade 7							22.3	14.4	17.5				7.7	7.1	10.0	36.4	40.0	NA
Grade 8							21.2	9.6	14.9				21.4	NA	11.1	0.0	20.0	31.3

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							12.7	8.3	7.7				20.0	0.0	0.0	20.0	NA	0.0
Grade 7							14.1	9.2	4.3				7.7	0.0	0.0	45.5	20.0	NA
Grade 8							20.9	2.5	3.3				6.3	0.0	3.6	16.7	NA	12.5
Total																		

II. Overall Student Achievement

A.   Gaps in Student Achievement

Interpretive Summary - Student Achievement
The biggest takeaway upon analyzing the data is that Pistor has consistently failed to demonstrate proficiency at or above the district average in both ELA and Math across all grade levels and across all subgroups for the last three years. During the 2020-2021 school year, we saw, like most schools, a significant drop in our test scores due to the pandemic and remote learning. During the 2021-2022, we saw a rebound in our proficiency levels in ELA that was consistent with most schools in the district. We have yet to make up for the huge learning losses we experienced the year before. Math unfortunately, was a different story. Instead of seeing a rebound in our math scores, our math proficiency levels declined even further. The difficulty we have had in finding highly qualified teachers has had a huge impact on our math department. On top of our inability to hire highly qualified teachers, we have struggled to find adequate sub coverage when teachers had to be absent. Last year, we resorted to assigning teachers to cover these unfilled positions, forcing them to give up their planning periods which indirectly affected their PLC common planning period which directly affected the quality and effectiveness of what they were able to accomplish. This of course directly affected the quality and effectiveness of instruction in the classroom.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Faculty and staff shortages. 2. Unstructured and inconsistent PLC meetings. 3. Lack of support for new faculty members.	• Teachers consistently lose their planning and PLC time to cover for unfilled absences and/or vacancies.	• Our teachers need to implement evidenced-based, rigorous & relevant instruction.
1. Consistency and equity in grading	• Lack of consistency in practices (PLC,	• Our teachers need to have high

practices. 2. Consistency and equity in instructional practices, Tier 1 and 2. 3. Lack of data driven decision making in classrooms and PLCs.	MTSS), and classroom expectations (routines/procedures, management).	expectations for learning for ALL students.
1. Poor communication with students, families, and faculty and staff. 2. Lack of faculty and staff SEL, PBIS, and trauma-based training. 3. Lack of family and community engagement.	• Lack of professional development/training in SEL and trauma-informed practices which contribute to poor communication and poor family and community engagement.	• Our faculty and staff need to create and maintain positive, collaborative partnerships among families, community, and school to support learning.

B.   SMART Goals for Student Achievement

SMART Goal Statement *(All Academic Goals <u>must</u> Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
By June 2023, Pistor's students will increase academic achievement in reading by 5 percentage points from the previous school year, as measured by end of year AASA reading reports for Exceptional Education, English Language Learners, Multi-racial, Hispanic, and Native American students.	• AASA Test Results • IXL Snapshots (4 – 6 weeks) • Short Cycle Assessments (2 weeks) • Quarterly Benchmark Exams
By June 2023, Pistor's students will increase academic achievement in math by 5 percentage points from the previous school year, as measured by end of year AASA math reports for Exceptional Education, English Language Learners, Multi-racial, Hispanic, and Native American students.	AASA Test Results • IXL Snapshots (4 – 6 weeks) • Short Cycle Assessments (2 weeks) • Quarterly Benchmark Exams

C.   Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
Align math curriculum that is being taught in the classrooms to the district adopted materials and resources i.e. Eureka math.	Strengths: There are plenty of resources on-site for teachers to use and we have the support of the district and WestEd for professional development. Obstacles: There has been a lot of push back from veteran teachers and using Eureka math.
Develop a structured, consistent PLC format focused on data-driven discussions.	Strength: We will be developing a designated PLC room with resources for teachers and data walls to show our progress. Obstacle: Due to the daily lack of sub coverage and unfilled vacancies, we still do not have enough time for PLCs to operate consistently or effectively.
Assigning cusp students to faculty and staff for quarterly data talks and academic mentoring.	Strength: One on one mentoring strengthens relationships and buy-in for students and teachers. Obstacle: There are a lot of cusp students.
Establishing highly visible, school-wide goals that are the center of all decision-making.	Strength: Having everyone on the same page, living concept, constantly revisited, and updated, positive, culture of high expectations. Obstacle: Need to get at least 80% of faculty and staff onboard.
Renewed commitment to protect teacher time for PLCs and planning.	Strength: Allows time for much needed collaboration, reflection, data focused, improves culture and communication.

		Obstacle: Still facing staff shortage that prevents the effective implementation of PLC structure.			

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: Align math curriculum that is being taught in the classrooms to the district adopted materials and resources i.e. Eureka math.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Ensure that all math teachers have access to Eureka materials and resources.	Principal and CSPs	Quarter 1 – 8/25/22	Eureka materials and resources	Weekly walkthroughs.	Teachers using materials in the classroom.
Ensure that all math teachers are aware of the district scope and sequence for using Eureka curriculum.	Principal and CSPs	Quarter 1 – 8/25/22	Eureka materials and resources	Weekly walkthroughs.	Teachers following the scope and sequence.
Establish an assessment calendar for IXL Snapshots, Short Cycle Assessments, and Quarterly Benchmarks.	Principal, CSPs, and math teachers	Quarter 1 – 8/31/22	Calendar and scope and sequence	Weekly walkthroughs.	Teachers following the assessment calendar.
Regularly review assessment data and plan for the implementation of interventions and enrichment.	Principal, CSPs, and math teachers	Quarter 1 – 9/7/22	SchoolCity	Weekly walkthroughs.	Teachers talking about data and using it to inform instruction.

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 2: Develop a structured, consistent PLC format focused on data-driven discussions.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Provide training on what an effective PLC is and how it is supposed to operate.	Principal and CSPs.	Quarter 1 – 8/25/22	Training tools and information.	Weekly review of PLC minutes.	Teachers making progress towards their goal.
Provide teachers with time to meet regularly.	Principal	Quarter 1 – Wednesday PD	PD Calendar dedicated to PLCs	Weekly review of PLC minutes.	Teachers making progress towards their goal.
Provide teachers with the tools and resources they need to have an effective PLC.	Principal and CSPs	Quarter 1 – 9/7/22	Data binders and data wall.	Weekly review of PLC minutes.	Teachers making progress towards their goal.
Monitor PLC progress weekly, both in person and by reviewing minutes.	Principal and CSPs.	Yearlong	Data binders and data wall.	Weekly review of PLC minutes.	Teachers making progress towards their goal.
Establish an Instructional Council to regularly review data and address PD needs.	Principal and department representatives.	Yearlong	Data binders and data wall.	Biweekly meetings.	Teachers implementing PD into their instructional practices.

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
The achievement gap between White students compared to African American and Latino students has been an ongoing and perplexing issue in school improvement. Studies have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling. Since the 1970's, schools have shown little or no progress in closing the academic gap in test score performance. Often it is the assumption that academic advancement is based primarily on individual ability or achievement. This assumption appears to confirm implicitly that the capability and motivation of students of color, especially African American students, is somehow lacking. To the extent that people assume that the achievement gap is evidence of the limited academic capabilities and outcomes among students of color which feeds implicit (and explicit) racism that permeates American society and schooling today. Many studies over the last two decades have argued that poverty continues to be the primary catalyst for the achievement gap and that the racial "achievement gap" in standardized-test scores should not be considered a racial gap at all…Instead, it's more accurate to call it a "poverty gap."'

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Faculty and staff shortages. 2. Unstructured and inconsistent PLC meetings. 3. Lack of support for new faculty	• Teachers consistently lose their planning and PLC time to cover for unfilled absences and/or vacancies.	• Our teachers need to implement evidenced-based, rigorous & relevant instruction.

members.		
1. Consistency and equity in grading practices. 2. Consistency and equity in instructional practices, Tier 1 and 2. 3. Lack of data driven decision making in classrooms and PLCs.	• Lack of consistency in practices (PLC, MTSS), and classroom expectations (routines/procedures, management).	• Our teachers need to have high expectations for learning for ALL students.
1. Poor communication with students, families, and faculty and staff. 2. Lack of faculty and staff SEL, PBIS, and trauma-based training. 3. Lack of family and community engagement.	• Lack of professional development/training in SEL and trauma-informed practices which contribute to poor communication and poor family and community engagement.	• Our faculty and staff need to create and maintain positive, collaborative partnerships among families, community, and school to support learning.

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
By June 2023, the Pistor's bottom quartile of students will increase academic achievement in reading by 5 percentage points from the previous school year, as measured by end of year AASA reading reports. *Note that the bottom quartile is composed of Exceptional Education, English Language Learners, Multi-racial, Hispanic, and Native American students.	• AASA Test Results • IXL Snapshots (4 – 6 weeks) • Short Cycle Assessments (2 weeks) • Quarterly Benchmark Exams

By June 2023, the Pistor's bottom quartile of students will increase academic achievement in math by 5 percentage points from the previous school year, as measured by end of year AASA math reports. *Note that the bottom quartile is composed of Exceptional Education, English Language Learners, Multi-racial, Hispanic, and Native American students.	• AASA Test Results • IXL Snapshots (4 – 6 weeks) • Short Cycle Assessments (2 weeks) • Quarterly Benchmark Exams

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
Align math curriculum that is being taught in the classrooms to the district adopted materials and resources i.e. Eureka math.	Strengths: There are plenty of resources on-site for teachers to use and we have the support of the district and WestEd for professional development. Obstacles: There has been a lot of push back from veteran teachers and using Eureka math.

2.   Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2
Strategy 1: Align math curriculum that is being taught in the classrooms to the district adopted materials and resources i.e. Eureka math.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Ensure that all math teachers have access to Eureka materials and resources.	Principal and CSPs	Quarter 1 – 8/25/22	Eureka materials and resources	Weekly walkthroughs.	Teachers using materials in the classroom.

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.