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

Principal: Dr. Katherine Kuhn

School: Safford K-8 Community School

Region: Santa Cruz/2

Date Plan Revised: 7-20-2022

Planning Team:

Name	Position	Name	Position
Dr. Kuhn	Principal	Joshua Peebles	Assistant Principal
Olivia Cazares	Title One	Kathy DeSalvo	Principal Mentor

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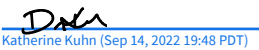
Position	Name	Signature	Date
Principal	**Dr. Katherine Kuhn**	Katherine Kuhn (Sep 14, 2022 19:48 PDT)	Sep 14, 2022
Regional Superintendent	**Mark Alvarez**	Mark Alvarez (Sep 15, 2022 13:22 PDT)	Sep 15, 2022

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I.   School Profile

A.   Mission

The Mission at Safford K-8 Community school is to provide an academic environment that fosters every student to grow to their potential, using rigorous curriculum that engages a student's sense of excitement and wonder.

B.   School Profile

Safford K-8 is a turnaround school, that has been in a declining enrollment and test score slump for the past 9 years. In the past year, Safford has had a turnover of more than 17 teachers and replaced the Principal and Assistant Principal. Safford has begun the process of becoming a Community School and is working with Higher Ground to establish the protocols and systems needed to create a sustainable school community, that can support and nurture students in academics, social emotional and community engagement at a high level.

There was a very small improvement in the test scores this last year, but Safford did not return to pre-pandemic score levels. A focus on testing all students was successful last year, and this will continue to be focus for the 22-23 year as well. Additionally, after close examination of the data, the Tier One instruction is not being delivered at a level high enough to move our students enough to make up for the learning losses.

There is a great deal of focus on increasing enrollment, and this focus will continue throughout the year. With the inclusion of before and after school programming, it is anticipated that our community will begin to see Safford as a viable option for their students.

C.   Vision

The vision of Safford K-8 School is to provide all students with skills, knowledge, and critical thinking abilities that can be applied to their education, career path, and life.

D.   Core Values

Our core values are that all students can and will learn in an environment that nurtures engagement and high academic rigor. The Community School model fosters a sense of collective responsibility and cooperation.

School Wide Expectations
PBIS is in place at Safford with the following motto:

Be a Community Member
Be honest
Be yourself
Be kind

E.   School Profile

2018-19 Letter Grade	19-20	20-21
F		

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
53.3	78.6	100	74.2	11.6	15.74

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
53	18%	22	8%	195	67%	15	5%	2	1%	5	2%
20%		10%		60%		4%		2%		4%	

F. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade

School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I	2019 Geom	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	42%	36%	36%	23%	22%	18%	62%	71%	18%	16%	16%	8%	12%	9%	28%	27%	24%	13%	11%	12%
State Avg	51%	48%	46%	41%	38%	32%	44%	37%	36%	34%	31%	29%	30%	26%	39%	39%	37%	31%	27%	27%
Safford	29%	14%	29%	2%	2%	2%			0%	4%	2%	0%	2%	1%	18%	10%	9%	0%	0%	0%

3 Years of AzMERIT ELA Percent Proficiency by Grade

School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	38%	40%	43%	27%	26%	24%	21%	29%	32%	19%	19%	17%	29%	33%	27%	24%	26%	23%
State Avg	46%	51%	52%	42%	41%	38%	35%	44%	45%	35%	38%	35%	41%	44%	39%	39%	43%	36%
Safford	28%	22%	25%	10%	8%	10%	0%	14%	16%	5%	9%	2%	5%	15%	0%	9%	8%	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		
	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 3		n/a	0		0	n/a		0	5.6		n/a	0			n/a			0
Grade 4			0			0			13.4			0			50			0
Grade 5			0			0			0			0			0			0
Grade 6			0			0			10.4			0			0			0
Grade 7			0			0			10.5			0			0			0
Grade 8			28.6			0			9.1			0			0			0
Average			4.8			0			8.2			0			8.3			0

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 3			0			0			15.8			0			0			0
Grade 4			0			0			13.4			0			0			0
Grade 5			0			0			9.5			0			0			0
Grade 6			0			0			0			0			0			0
Grade 7			0			0			0			0			0			0
Grade 8			0			0			0			0			0			0
Average			0			0			0			0			0			0

A.   Gaps in Student Achievement

Interpretive Summary - Student Achievement

Percent P or HP on AASA	3 ela	3 math	4 ela	4 math	5 ela	5 math	6 ela	6 math	7 ela	7 math	8 ela	8 math
	5.00%	20%	15%	15%	0%	10%	9.00%	0%	8.00%	0	12%	0
Goal 22-2:	15%	15%	15%	30%	25%	25%	15%	20%	19%	15%	18%	15%

DIBELS at BM or Above BM	K	1	2	3	4	5	6	7	8
EOY 2021-	41%	48%	38%	33%	n/a	n/a	n/a	n/a	n/a
Goal 22-2:	70%	60%	60%	50%	50%	50%	50%	50%	50%

Last name	First name	Baseline ELA	Baseline math	Stretch Goal ELA	Stretch Goal Math	Sept ELA	Sept Math	Oct ELA	Oct Math	Nov ELA	Oct Math	Nov ELA	Nov Math	Dec ELA	Dec Math	Jan ELA	Jan Math	Feb ELA	Feb MAth	March ELA	March Math	April ELA	M

Based on our data analysis, we clearly have a Tier One instruction issue. We are planning to work in a specific and targeted manner, to raise the test scores on AASA, Dibels and IReady diagnostics.

Each student will have a homeroom teacher, who communicates weekly with the families or guardians for all students in their class. During these communications, the teacher will discuss the movement toward individual, class and school wide goals.

School Goal - 95% in attendance daily

95% tested

95% on time to class

Homeroom Class Goal -

Dibels - 70% at BM or Higher Kinder

60% at BM or Higher 1st and 2nd

AASA - minimum of 15% proficient or highly proficient and/or 10% growth over the previous year for class average

Individual Student Goal

IReady growth to Stretch Goal for the year in ELA and Math

2 Lessons per week passed in ELA and Math on targeted standards for intervention

These goals will be reviewed weekly during our staff communications and will be displayed in the data wall.
The school focus will be communicated to stakeholders and tracked closely.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Teachers lack the tools and strategies to inform instruction.	1. Teachers do not understand how to use the data we are collecting and how it impacts on the instructional changes needed.	1. Teachers' commitment to high expectations and the use of data to inform rigorous instruction is in the formative state and many teachers do not understand and use data correctly.
1. Teachers and students do not have access to SEL strategies and tools to access the whole child needs.	2. The time given to teachers during a typical class period is not long enough to engage in group activities or problem/project-based learning.	2. The curriculum and support for the curriculum does not support the entire child and support diverse learners and special subgroup populations.
3. Safford teachers and staff lack the proper training and support to provide the social and emotional needs to all students.	2. Our community school model has not developed enough to include community stakeholders.	3. Staff does not understand the complexity of the social emotional and cultural needs of the population.

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
All K-8 students will demonstrate growth to the individual IReady stretch goal based on their baseline diagnostic assessment from I-Ready Reading test by the end of the academic school year 2022-2023.	• Tracking through the data through the teams page and homeroom classes putting it together. • Homeroom classes will do baseline iReady and enter the data onto the data collection spreadsheet • MTSS facilitator will set up a data wall for staff to see at each meeting • Growth measures will be taken monthly to track growth toward the stretch goal for each individual student

- Data Goal Setting talks will happen with Homeroom teacher on ELA and Math iReady progress

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals

Strategies to Achieve SMART Goals	
Strategies:	**Strengths and Obstacles**
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.	E.g.: Strengths: The MTSS coordinator and the site principal do weekly observations and provide follow-up feedback. E.g.: 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 conferencing with students about their IReady data and placing student performance data in individual Data folders	Weekly Leadership Meetings to discuss Tier 2 and Tier 3 students looking at behavior and academic data.
IReady trainers are meeting monthly with content or grade level PLCs to assist in goal setting, tracking, assignment of standards and content area focus.	Tracked through the PLC notes and with the CSP team and reviewed weekly at the Monday 4pm CSP team meetings.

2. Action Steps to Implement Strategies

Action Steps to Implement Strategies					
Strategy 1:					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Weekly Tues. Leadership meetings to discuss Tier 2 and Tier 3 students.	Principal, MTSS, Teachers, Students' Case Managers	Aug. 22-May 23		Monthly	IReady monthly data
Data Chats between teachers and individual students to review data and make individual student goals based on their data.	Teachers/Students	Aug. 22-May 23			Student Data Folders
Teachers have created data binders for their homeroom classes.	Homeroom teachers, CSP team	Aug. 22-May 23	PLC teams folder, data, access to iReady	weekly	PLC notes and data walls

Action Steps to Implement Improvement Strategies					
Strategy 2: IReady trainers are meeting monthly with content or grade level PLCs to assist in goal setting, tracking, assignment of standards and content area focus.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Targ et Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Given the 7-period day, we meet daily with our content/grade level PLCs. Each PLC Day focuses on a specific topic. Every Monday is iReady data talk day. All homeroom teachers report progress toward individual and class goals.	Homeroom teachers, MTSS Facilitator, CSP Team	Aug. 22-May 23	IReady data	CSP team	PLC notes
IReady trainers will meet with each PLC one time per month to trouble shoot and train staff to use program with fidelity.	IReady trainer, CSP team, homeroom teachers	Aug. 22-May 23	PLC, iready data	CSP team	PLC notes and data walls
Each student will track their own iReady progress and set individual short term goals with their Homeroom teacher.	Homeroom teacher, students	Aug. 22-May 23	Student data goal setting sheets	CSP team	Student data tracking folders and goal sheets

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

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Teachers lack the tools and strategies to inform instruction.	1. Teachers do not understand how to use the data we are collecting and how it impacts on the instructional changes needed.	1. Large amount of learned helplessness and lack of internal motivation to tackle rigorous instruction for all sub groups. With significantly lower expectations for Ex Ed and ELLs.
2. Teachers and students do not have access to SEL strategies and tools to access the whole child needs.	2. The time given to teachers during a typical class period is not long enough to engage in group activities or problem/project-based learning.	2. SEL training has been inconsistent and spotty · Large referrals and incidents occur for behavior and social referrals
3. Safford teachers and staff lack the proper training and support to provide the social and emotional needs to all students.	3. Our community school model has not developed enough to include community stakeholders.	3. Inconsistent mentoring by culturally appropriate adults for all subgroups.

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
All K-8 students will participate in Project Based Learning lessons at minimum of 2 times per week as evaluated by lesson plans, classroom visits and PLC tracking on time per week.	Evidence is seen: In meetings with PLC grade level and content area teams, reporting will be made and disaggregated by sub-group. During the Husky Support Team meetings, sub-group case managers will coordinate with PLC grade level teams to disaggregate sub-group comparisons for progress in the PBL classes and programs.

C.   **Goal Attainment**

     1.   **Strategies to Achieve SMART Goals**

Strategies to Achieve SMART Goals	
Strategies:	**Strengths and Obstacles**
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.	E.g.: Strengths: The MTSS coordinator and the site principal do weekly observations and provide follow-up feedback. E.g.: 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.
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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.

Safford SAAP 22-23

Final Audit Report

2022-09-15

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