

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

Principal: Liane Donovan

School: Booth-Fickett Math/Science School

Region: Arcadia/4

Plan Year: 2023-2024

Planning Team:

Name	Position	Name	Position
Liane Donovan	Principal	Michelle Coyle	Exceptional Education
James Merino	Assistant Principal	Sergio Ortiz	MTSS
Chandra Sheppard	CSP	Lisa McCorkle	District Mentor
Tawnee Arrieta	Title I		

Sign Off:

Position	Name	Signature	Date
Principal	Liane Donovan	Liane C Donovan	Nov 4, 2024
Regional Superintendent	Shawna Rodriguez	Shawna Rodriguez	Nov 4, 2024

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I. School Profile

A. Mission

Booth-Fickett K-8 delivers high quality culturally appropriate instruction in a safe environment in order to ensure students achieve their highest potential and become productive members of society.

B. School Summary

Booth Fickett is a K –8 school with a minority majority boasting under 20% white students. Booth-Fickett is a school under an improvement label. The school is a former Magnet school that attracted a diversity of students focusing in the areas of math and science. The school has increased enrollment by over 10%. The initiative is implementing a stronger fundamental reading program including RTI implementing at K-3 grades during the school year. Most students come from surrounding areas of Tucson. The school has an open enrollment policy allowing any student to be enrolled providing there is space available.

C. Vision

Booth-Fickett K-8 Math/Science AVID School is a beacon that exemplifies the union of diversity and educational success by holding all stakeholders to high standards. Our overarching long-term goal is to increase rigor and uphold high student expectations. A structured PLT is within the day for teachers. Teachers are co planning with student data. Another goal is to integrate and implement a brand new SEL curriculum for K-8. The school will use K-3 reading program that is research based thus ensuring a guaranteed viable curriculum for all emerging readers. Students are given opportunities to participate in a world-class education. Finally, Booth-Fickett will strive to solidify its practices in having teachers regularly use classroom data, benchmark and high stakes testing data to make data informed decisions involving instruction.

D. Core Values

Booth-Fickett strives to build stronger student relationships where each student and staff member shows integrity, empathy, and accountability.

School Wide Expectations

The four agreements are: Respect, Integrity, Safety, and Excellence. These will be explicitly taught in areas outside of the classroom.

Students will work with other students when an issue arises. We will follow the AVID expectations for students K-8. Teachers will welcome their student outside the doors to establish a positive climate. Teachers are expected to use the prescribed TUSD

adopted curriculum as well as monitor student progress. Teachers are expected to use effective classroom management techniques.

E. School Profile

2018-2019 Letter Grade	2021-2022 Letter Grade	2022-2023 Letter Grade
F	D	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)
59.86%	13.8%		100%	10.21%	12.8%

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	18.39%	80	17.94%	244	54.71%	*	*	*	*	24	5.38%

F. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade

School	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	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District Avg	18%	16%	16%	8%	12%	9%	28%	27%	24%	13%	11%	12%	33%	27%	25%	13%	14%	14%
State Avg	36%	34%	31%	29%	30%	26%	39%	39%	37%	31%	27%	27%	43%	39%	36%	30%	30%	27%
BF	20%	31%	4%	5%	8%	11%	35%	11%	15%	5%	6%	6%	15%	35%	8%	4%	9%	4%

3 Years of AzMERIT ELA Percent Proficiency by Grade

School	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	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District Avg	21%	29%	32%	19%	19%	17%	29%	33%	27%	24%	26%	23%	30%	33%	26%	25%	25%	22%
State Avg	35%	44%	45%	35%	38%	35%	41%	44%	39%	39%	43%	36%	41%	45%	37%	42%	41%	36%
Fickett Magnet	21%	36%	20%	11%	15%	23%	34%	15%	18%	14%	12%	16%	3%	41%	3%	15%	21%	13%

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	0	*	*	*	*	*	*	50	6.7	*	*	*	*	*	*	*	30	*
Grade 4	*	*	27.3	0	0	*	10	18.2	30.8	*	0	*	*	*	*	0	*	*
Grade 5	*	11	*	*	0	*	*	20	0	*	*	*	*	*	*	*	*	*
Grade 6	*	23	22.2	0	0	*	12.5	13.3	7.4	*	27.3	*	*	*	*	*	30	21.1
Grade 7	12	14	5	0	0	*	9.1	6.5	23.1	*	*	*	*	*	*	*	38.5	46.2
Grade 8	10	17	0	*	*	*	30.3	20.9	15	*	*	*	*	*	*	23.5	18.2	23.5

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	0	*	8.3	*	*	*	*	45.5	13.3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	36.4	*	*	*	10	8.3	38.5	*	*	*	*	*	*	*	*	*
Grade 5	*	11	*	*	*	*	*	22.2	10.5	*	*	*	*	*	*	*	*	*
Grade 6	16	24	5.6	*	*	*	3.6	3.2	3.8	*	*	*	*	*	*	0	18.2	5.3
Grade 7	14	15	5.3	*	*	*	10.3	4.3	3.3	*	*	*	*	*	*	10	16.7	30.8
Grade 8	14	18	0	*	*	*	15.4	9.1	0	*	*	*	*	*	*	5.6	0	16.7

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement

2023 Grade 4 ELA achievement (35%) was the highest in ELA at the school, and better than the district average. This cohort was also the highest achieving at the school the year before, with identical proficiency. The grade 7 cohort performed slightly better than the prior year (from 5% to 9% proficiency).

2023 grade 3 ELA was the second highest performance (15%); this rate was the lowest in the past three years. Grades 5-8 each had single digit proficiency rates- trends consistent at these grade levels for two to three years; these performances were about 20% lower than state averages and 10-15% below district averages.

2023 Grade 4 Math achievement (41%) was the highest of any grade in either subject at the school, nearly at state proficiency levels, and 8% better than the district average. This cohort improved from the prior year (34% in gr. 3). Math was a relative strength in middle school grades compared to ELA in these same grade levels (6-8), with grade 7 demonstrating 21% proficiency; grades 6-8 math achievement was at least 20% below state averages and about 5-10% below district averages. Grades 3 and 5 proficiency (each 3%) was the lowest of any grade and subject the past three years.

Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Teachers do not implement evidenced-based, rigorous and relevant instruction.	Lack of teacher knowledge regarding analyzing data, depth of knowledge of questioning strategies, and strategies for increasing effective student discourse	Booth-Fickett needs professional development in order for teachers to increase their skillset of data analysis, DOK questioning strategies, and effective response to student discourse.
2. The school day is not organized to maximize well-rounded instruction.	Lack of universal screeners that enable teachers to provide appropriate intervention and/or enrichment. Lack of timely knowledge of student needs in order to plan for intervention and enrichment.	Booth-Fickett needs a structured SEL campus-wide program that serves all students and staff by embedding it in the master-schedule

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
1. Booth Fickett will provide professional development to teachers to increase the use of effective DOK questioning, increase student to student discourse, and improve the use of data analysis to plan instruction in order to raise rigor, increase student achievement, and meet the needs of subgroups.	Examples of evidence could include: <ul style="list-style-type: none"> ● Lesson plans upon request ● Title 1 walkthroughs ● Unannounced walkthroughs ● Student behavior data ● Student attendance data
2. Booth Fickett will develop and implement a campus wide program for providing Social/Emotional Learning that is embedded into the master schedule in order to enable students and teachers to engage in healthy behaviors and to cultivate an environment that is conducive to learning.	

C. Goal Attainment

1. Strategies to achieve SMART goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Key Factors (Strengths and Obstacles)
Structured PLT time for teachers	Scheduled Meeting Series Meeting Purpose, Norms, and Format co-constructed/curated by all meeting participants. Tools/Experts to frame PLT activities and functions
Strengthen Instruction for All Students	Standards Knowledge and Application in planning, instructing, assessing, and analyzing student learning. DOK understanding and questioning applied in learning targets, success criteria

The school day is organized to maximize well-rounded instruction.	Scheduled planning, instructing, assessing, analyzing activities as part of master schedule. Monitoring, celebrating, and supporting school day organization with respect to well-rounded instruction.
A professional learning community comprised of smaller teachers, and staff, professional learning teams.	Flexible grouping configuration(s) Resource/expert to facilitate/temporarily support smaller PLCs.
School staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	Knowledge of Curriculum Observation tools for walkthroughs Formative Feedback Loops
Fidelity to Curriculum and Standards Based Instruction	Knowledge of Curriculum and Standards and application in planning, instruction, assessment, and analysis.

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
A curriculum PLT will be held at least monthly, to review district required TUSD standards. It would involve a pacing calendar, teachers develop materials for project-based learning, Teacher could co collaborate for lesson planning.	School Leadership and Teachers, with district support as needed	23-24 SY	Supporting district documents, personnel as needed; pacing calendar format conducive to collaborative development and implementation	PLT participation. Co-Teaching	Pacing calendars PBL materials Co-planned lessons

<p>site works to actively recruit and retain effective teachers who are appropriately certified for the grades/content they teach. Booth Fickett works with HR in TUSD to provide incentive pay for new hires and incentive pay for returning teachers. Booth Fickett works with HR in TUSD to identify the best candidate for each position by utilizing a screening tool, interviews, and credential reviews.</p>	<p>School Leadership HR</p>	<p>23-24 SY</p>	<p>HR Incentive Pay Screening Tool</p>	<p>Recruitment activities Collaboration w/ HR Screening, interviewing, reviewing credentials</p>	<p>Hiring of effective teachers Screening/Interview/ Credential data utility</p>
<p>Learning experiences are designed in flexible ways to meet the needs of all learners Booth Fickett Curriculum Service Providers will work with collaborative teacher teams once a quarter to focus on Universal Design for Learning in order to review district materials, strategies, and UDL curricula. CSP's and administration will support teachers by observing lessons, providing feedback, and using data to inform instruction.</p>	<p>CSP, Site Admin</p>	<p>23-24 SY</p>	<p>UDL expertise District materials, strategies Observation tools</p>	<p>Observations Application of UDL in developing curriculum and planning instruction</p>	<p>Quarterly Meeting notes UDL- based lessons, plans Observation Notes Data utility</p>
<p>The whole staff professional development is held on Wednesday afternoon on a weekly basis. Topics include district prescribed topics and topics that are identified at the beginning of the year. Additionally, administration and curriculum service providers plan</p>	<p>Administration CSP Teachers</p>	<p>23-24 SY</p>	<p>District-, Staff Survey-, and walkthrough data- based topics</p>	<p>PD activity, calendar</p>	<p>PD agendas, artifacts</p>

professional development that is based on walkthrough data in order to support aspects of the Danielson framework.					
Utilize an Instructional Data Specialist who works with Curriculum Service Providers, teachers, and administration to provide data, disaggregate data, and use data to inform instruction. Common formative assessments, school city benchmark data, and AZ Merit data are used to support instructional practices and lesson planning in order to increase student achievement.	Instructional Data Specialist	23-24 SY	Instructional Data Specialist CFA, Benchmark, state achievement data	Data Meetings Data-Driven Planning	Data-Driven Instruction CFA development, delivery, data analysis, action planning
Implement and execute an effective AVID College and Career Readiness System and best instructional strategies after attending this summer PD	Teachers	23-24 SY	AVID trained Teachers	Walkthroughs	AVID elements observed in planning, instruction, assessment.
Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons in order to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along	WestEd Teachers CSP Support Staff	23-24 SY	Math Pathways and Pitfalls lessons, books WestEd Coaching, conferences	PD participation Coaching/Conferring	Math Pathways and Pitfalls components observed in planning, data utility, instruction

with book studies and site or regional facilitators.					
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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

Trend Analysis is limited due to low n sizes from year to year within each USP ethnicity category. ELA Average proficiency generally decreased for Gr. 5-8 from prior year for African Americans and Hispanics compared to Anglo students, who decreased in Gr. 6 but increased in Gr. 7 and 8, with 7th demonstrating relative overall strength in ELA across the school. Gr. 4 Hispanics demonstrated another relative strength by increasing over 12 percent from the prior year's grade level tested. Gr. 5 Hispanics demonstrated 0% proficiency.

In Math, African Americans and Hispanics demonstrated relative strengths in grade 4, with the highest percentages of proficiency at Booth-Fickett in 22-23; there were not enough Anglo students to compare at this grade level. Grade 6 was comparably low (single digits) for African Americans, Hispanics, and Anglo students. Grade 7 indicated a gap of over 20%, and in grade 8, African Americans and Hispanics demonstrated 0% proficiency compared to nearly 17% proficiency by Anglo students.

Identify Top Cause(s) of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
The school staff does not systematically monitor, review, and evaluate the implementation and effectiveness of	Teachers and staff have a lack of understanding of the curriculum and assessment process. Teachers were	Booth Fickett needs to utilize a universal screener to identify student needs in ELA, Math, and Science as

adopted curricula ensuring continuous improvement for all students.	not expected to use a guaranteed viable curriculum. Data analysis for the purpose of instructional improvement is lacking.	well as systems for addressing interventions and enrichment needed
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B. SMART Goals for Reducing 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
Booth Fickett will utilize a universal screener that will identify student needs and inform PLT's and the MTSS team in order to support students in getting timely and appropriate enrichment and/or intervention.	Examples of evidence could include: <ul style="list-style-type: none"> ● Lesson plans upon request ● Title 1 walkthroughs ● Unannounced walkthroughs ● Student behavior data ● Student attendance data

C. Goal Attainment

1. Strategies to achieve SMART goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles
Support for Students at Risk	Screening/Diagnostic data utility and progress monitoring.

	Knowledge of supports and application of structured and sustainable supports and resources.
Subgroup Achievement/Support	Benchmark and Growth data utility and progress monitoring. Knowledge of supports and application of structured and sustainable supports and resources.

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
PLT teachers will collaborate to address exceptional ED students. Through this collaboration, classroom management needs will be addressed. Regular ex Ed teachers will collaborate with EX Ed teachers to ensure consistent use of academic support strategies.	Teachers (General and Ex Ed)	23-24 SY	Collaborative working spaces (physical/digital)	Observe PLT activities (communications, schedules, meeting) Informal/formal walkthroughs	Observed implementation and execution of academic support strategies identified and planned in PLT collaborative activities
Administration will work with MTSS Facilitator, teachers, and the MTSS team to monitor intervention plans for students	Administration MTSS Facilitator Teachers MTSS team	23-24 SY	Communal repository of intervention plans, observations Intervention observation tool	Review intervention plans and implementation	Plans documented and evidence of observed implementation
Teachers refer students to the MTSS Facilitator after the first six weeks of instruction and after	Teachers	23-24 SY	Team members, meeting materials,	MTSS team meeting	MTSS meeting notes, observed communications,

<p>classroom interventions have been documented. MTSS team meets weekly. This team consists of administration, the MTSS Facilitator, counselors, and behavior specialists .This team collaborates to create intervention plans for students. The team also reviews progress on intervention plans and associated documentation. Students are tiered in order to provide them with specific and targeted interventions. Interventions include: Home visits Parent contact Individual reteach and Small groups</p>	<p>MTSS Facilitator</p> <p>MTSS team (counselor, facilitator, behavior specialist)</p>		<p>space, information and communication repositories/ structures</p>	<p>schedule, activities</p>	<p>Artifacts documenting discussions, tasks, outcomes, including organizational documentation of student tiers and intervention plans</p>
<p>Teachers utilize baseline and common short cycle assessments to identify students in need of tier 1 interventions. Students needing tier 2 or 3 interventions are offered this support within their classroom. Students receive weekly support from interventionists and teachers and interventionists monitor progress through the use of school city and common formative assessment data. Students struggling with ELA and math will be assigned to IXL and Benchmark Advance for additional support at least once a week for 30 minutes</p>	<p>Teachers interventionist</p> <p>Ex Ed teacher</p>	<p>23-24 SY</p>	<p>Assessments</p> <p>Intervention plans, materials</p> <p>Meetings for assessment development, data analysis, intervention planning</p> <p>Computers and spaces for testing and intervention activities</p>	<p>Observing planning, testing, analysis, and intervention activities</p>	<p>CFAs, Data meeting artifacts, intervention artifacts</p>
<p>Fund a Reading Interventionist in order to provide students with</p>	<p>Admin</p>	<p>23-24 SY</p>	<p>Funding</p>	<p>Recruitment</p>	<p>Staffing</p>

additional math support. The Interventionist will use a push in/pull out model based on student data.	Interventionists		Intervention personnel Intervention model, materials	Hiring Intervention model implementation	Intervention data
AES math supports, West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides, and math manipulative kits will be provided so that teachers can plan for differentiated instruction, and targeted math interventions to support struggling students, including those in subgroups.	School leadership (admin, CSP)	23-24 SY	AES supports, WestEd materials, books, kits	Book study activities, kit utility, lesson plans and differentiation based on WestEd materials	Observed/ documented differentiation and intervention delivered to students and subgroups struggling in math
Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement	School leadership (Admin, CSP)	23-24 SY	Walkthrough and Feedback forms Schedule and identified observers	Walkthroughs	Monthly observation and feedback notes

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Booth Fickett SAAP 23-24

Final Audit Report

2024-11-04

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