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

Principal: Kathryn Gunnels

School: Pistor Middle School

Region: Silverbell/1

Plan Year: 2023-2024

Site Administration:

Name	Position	Name	Position
Kathryn Gunnels	Principal	Margarito Casillas	Assistant Principal
		Siobhan Daniel	Assistant Principal

Sign Off:

Position	Name	Signature	Date
Principal	Kathryn Gunnels	*Kathryn Gunnels* Kathryn Gunnels (Nov 5, 2024 09:54 MST)	Nov 5, 2024
Regional Superintendent	Brian Lambert	Brian Lambert (Nov 5, 2024 10:41 MST)	Nov 5, 2024

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II.   School Profile

A.   Mission

Our mission is to empower students to become compassionate, responsible global citizens through rigorous academics, character education, and community engagement.

B.   School Profile

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.

C.   Vision

We are committed to fostering a culture of integrity, perseverance, and collaboration.

D.   Core Values

At Pistor Middle School, we create a nurturing and inclusive educational environment where every student feels valued and supported.

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	2021-2022 Letter Grade	2022-2023 Letter Grade
D	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)
47.09	8%		100	8.68%	10.6%

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

35	4.75%	30	4.07%	587	79.65%	65	8.82%	7	0.95%	13	1.76%

F.   Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District Avg	8%	12%	9%	13%	11%	12%	13%	14%	14%
State Avg	29%	30%	26%	31%	27%	27%	30%	30%	27%
Pistor	7%	9%	3%	6%	3%	4%	2%	6%	2%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District Avg	19%	19%	17%	24%	26%	23%	25%	25%	22%
State Avg	35%	38%	35%	39%	43%	36%	42%	41%	36%
Pistor	18%	16%	10%	21%	17%	16%	16%	21%	14%

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 6							20.0	21.0	14.6				0.0	5.3	28.6	NA	36.4	NA
Grade 7							14.4	17.5	22.5				7.1	10.0	11.1	40.0	NA	18.5
Grade 8							9.6	14.9	15.6				NA	11.1	9.5	20.0	31.3	NA

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 6							8.3	7.7	1.7				0.0	0.0	6.3	NA	0.0	NA
Grade 7							9.2	4.3	6.8				0.0	0.0	5.0	20.0	NA	0.0
Grade 8							2.5	3.3	2.1				0.0	3.6	0.0	NA	12.5	NA

II. Overall Student Achievement

A.   Gaps in Student Achievement

Interpretive Summary - Student Achievement
While Pistor's math proficiency percentages are lower than both district and state averages, it's important to interpret these numbers in a constructive context, especially when considering the broader challenges schools have faced in recent years.

Pistor saw a slight decrease in proficiency from 2021 to 2022 for 6th-grade students (from 7% to 6%), and in 2023, 7th-graders demonstrated similar performance (6% in 2022 and again in 2023). This suggests that Pistor is actively working to stabilize its scores in certain areas.

While the overall proficiency remains below the state and district averages, it's key to acknowledge the unique circumstances that Pistor may be facing. Schools in the district and across the state have been navigating the aftermath of the pandemic, which has had a well-documented impact on learning outcomes, particularly in math. Pistor's results, in this light, reflect a pattern seen in many schools working to rebuild from this disruption.

Efforts moving forward might focus on building upon areas where consistency is emerging, such as the 6th grade, and targeting strategies to uplift grades with more room for growth. With ongoing support, it's possible for the school to continue making strides and close the gap over time.

ELA Proficiency data for Pistor reveals a mixed performance over the past three years, with results that, while below district and state averages, show moments of progress and areas to build upon.

In 2021, Pistor's 6th-grade ELA proficiency stood at 18%, closely aligning with the district average (19%) and not far from the state average (35%). The 7th and 8th grades that year scored lower at 16% and 10%, respectively, though the 6th grade showed notable strength compared to other grades.

In 2022, Pistor's 6th graders improved to 21%, showing encouraging growth and staying within a few percentage points of the district average. 7th and 8th grades also experienced minor improvements, though the scores remained modest at 17% and 16%, respectively. These shifts, while small, suggest that the school was beginning to stabilize its ELA performance, especially in the 6th |

grade, where growth was more pronounced.

In 2023, the 7th grade saw a notable rise to 21%, aligning with district averages and signaling positive development. However, the 6th and 8th grades saw declines to 16% and 14%, indicating a need for continued focus on these groups. Despite these fluctuations, Pistor's proficiency levels do show resilience, particularly in certain grades where scores have been consistent or improving.

Overall, while Pistor's ELA proficiency rates are below the district and state averages, it's important to recognize the progress in some areas, particularly in the 7th grade. Pistor's efforts to address learning gaps and support student growth could serve as a foundation for further improvement across all grades, especially as schools recover from the challenges of recent years.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
Our Leadership Team needs to guide the implementation of a mission and vision statement of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.	The lack of a comprehensive vision and mission statement is contributing to the lack of academic success and social emotional well-being of all stakeholders.	Our Leadership Team needs to develop a comprehensive Mission and Vision statement that is reflective of our school-wide commitment to equity and SEL that leads to academic success for all.
Based on all available student data, teachers need to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.	The lack of intentional, focused planning with administrative accountability and support is preventing us from supporting every student in meeting rigorous learning goals.	Our school needs to provide training to teachers on Universal Design for Learning and Differentiated Instruction during PD and PLC time while holding teachers accountable for implementation and administrative accountability and support.

B. SMART Goals for Student Achievement

SMART Goal Statement *(All Academic Goals must Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
Students will increase in ELA proficiency from 17.7% in 21-22 to 25% in 23-24, as measured by the AASA. Students will increase in math proficiency from 4.5% proficiency in 21-22 to 10% proficiency in 2324, as measured by the AASA.	We will meet our goals and see a schoolwide improvement in our ELA and Math scores as measured by AASA.

C.   Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
Mission and Vision Statements	Strengths: Provides clear direction and purpose for the organization. Aligns stakeholders with shared goals and long-term vision. Obstacles: May be too broad with limited actionable details. Difficult to ensure continuous buy-in from all stakeholders.
Rigorous Learning Outcomes Through Intentional Planning	Strengths: Focuses on student achievement and measurable progress. Encourages consistent, high-quality instructional practices. Obstacles: Requires extensive time and resources for effective planning. Staff may feel overwhelmed by increased expectations.
Interventions	Strengths: Targets specific student needs to reduce achievement gaps. Provides opportunities for personalized learning and growth. Obstacles: May strain resources, including time and personnel. Effectiveness depends on timely identification and consistent implementation.

Professional Learning Communities PLCs	Strengths: Fosters collaboration and shared accountability among educators. Encourages continuous improvement through collective problem-solving. Obstacles: Can be challenging to maintain focus and productivity within groups. Time constraints may limit deep, meaningful collaboration.
Increase Subgroup Achievement	Strengths: Prioritizes equity by addressing achievement gaps for underrepresented groups. Focuses resources on students who need the most support. Obstacles: May encounter limited understanding of equity issues. Requires ongoing data collection and analysis to support progress effectively.

2.   Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: Mission and Vision Statements					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
1. Prior to the beginning of the new school year, the Leadership Team will convene to review current mission statement along with our vision and value statements. 2. The Leadership Team will draft a new mission and vision statement reflective of our school-wide	Leadership Team	Throughout school year	Various leadership and school stakeholder teams/groups	Sign in sheets from Leadership Team and stakeholder meetings.	We will have an updated and revised mission and vision statements for Pistor Middle School that is reflective of our school-wide

commitment to equity and social-emotional well-being that leads to academic success for all. 3. At the beginning of the year, the Leadership Team will submit the new mission and vision statements for stakeholder review and finalization (i.e. Site Council, Instructional Council, Student Council, etc.). 4. Once finalized, the new mission and vision statements will be revisited at the beginning of all stakeholder meetings (Leadership Team, Instructional Council, Site Council, Professional Development, etc.) to ensure that they are guiding all decision making, classroom practices, and professional development. 5. Throughout the school year, the new mission and vision statement will be communicated to all stakeholders via multiple modalities, i.e. posted in all classrooms and common areas on campus, included in all official communication (email, letterheads, newsletters, website, etc.), revisited at all stakeholder meetings, etc. 6. The Leadership Team will revisit the mission and visit statements at the end of this academic school year and then again every three years thereafter.					commitment to equity and social-emotional well-being that leads to academic success for all and guides decision-making, classroom practices, professional development, etc.

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 2: Rigorous Learning Outcomes Through Intentional Planning					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
1. Prior to the beginning of the school year, teachers will be provided with literature and resources on Universal Design for Learning and Differentiated Learning. 2. Prior to the beginning of the school year, teachers will work within their PLC groups to design PD based on the material they researched on UDL and DI. Teachers will present their experience and findings to the faculty throughout the year on PD Wednesdays. 3. Teachers will be provided with a lesson plan notebook and template that includes UDL strategies. 4. Teachers will be expected to complete lesson plans weekly and have them available when administration visits the classroom. 5. Teachers will be expected to use a specific board configuration to display learning objectives and language objectives. 6. Administration will visit each teacher on their caseload at least once per week to ensure lesson plans are being completed. If no lesson plans are available after multiple visits, administration will	Teachers, Admin, CSP	Throughout school year	UbD, Differentiated Learning training	1. Teachers will receive literature and resources on Universal Design for Learning and Differentiated Learning. 2. Teachers will create professional development presentations on UDL and DI within their PLC groups to share with colleagues during Wednesday PD. 3. Teachers will keep a physical lesson plan notebook and use a uniform lesson plan template. 4. Administrators will find complete lesson	We will meet our goals and see a schoolwide improvement in our ELA and Math scores as measured by AASA.

require the teacher to submit lesson plans to their evaluating administrator at the beginning of each week. 7. CSPs will meet with all PLCs at least once per week during their common planning time to encourage and support UDL practices in the classroom. 8. Administration will meet with each PLC at least once a week to provide support and ensure the implementation and effectiveness of adopted curricula. 9. Administration and CSPs will create a comprehensive Wednesday PD calendar focused on UDL and DI. 10. CSPs will host bi-weekly PDs for teachers new to the profession that focus on lesson planning, unpacking standards, engagement strategies, etc. 11. Teachers will receive training in UbD for intentional lesson planning.				plans when administration visits the classroom. 5. Teachers will use a specific board configuration to display learning objectives and language objectives daily. 6. Administration will visit each teacher on their caseload at least once per week to ensure lesson plans and learning and language objectives are being completed. 7. CSPs will meet with all PLCs at least once per week. 8. Administration will meet with each PLC at least once a week.. 9. Administration and CSPs will

				create a comprehensive Wednesday PD calendar. 10. CSPs will host bi-weekly PDs for teachers new to the profession that focus on lesson planning, unpacking standards, engagement strategies, etc.	

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 3: Interventions					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
The following positions will be funded out of Title 1 for the 23/24 SY: 1. Counselor - supporting additional need post-pandemic 2. Student Success Specialist - supporting MTSS student plans 3. School Community Liaison - supporting increased community and parental engagement 4. Bilingual TA - supporting targeted and integrated ELD classrooms/students 5. RTI	Admin	Beginning of year and as needed throughout school year	Title Funding, recruitment, hiring of counselor, student success specialist, community liaison, TA, RtI CSP, Dean	Cusp students, Student assessment data (Benchmark, Attendance, Behavior, AASA), and RTI class rosters.	Staff in place. Artifacts documenting interventions We will meet our goals and see a schoolwide improvement in our ELA and Math scores as

teachers - supporting students who are MP and PP as measured by AASA 6. Second CSP preferably math and science background using CSI funds 7. Dean of Students - supporting students with COC level violations 1 - 3					measured by AASA.

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 4: Professional Learning Communities PLCs					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
1. All grade level teams will have a daily common planning period to meet as a PLC. Grade level teams will be expected to meet at least four times a week and follow PLC framework. 2. Grade level teams will be expected to meet in the designated PLC room. 3. Administration will meet with each PLC at least once a week to provide support and ensure the implementation and effectiveness of adopted curricula. 4. CSPs will meet with all PLCs at least once per week during their common planning time to encourage and support UDL practices in the classroom. 5. All core content area teachers (ELA, Math, Social Studies, and Science) will have a once a quarter	Teacher teams,CSPs	Throughout school year	PLC meeting space, schedule, framework, notebooks, PLC training	1. Administration will meet with each PLC at least once a week to provide support and ensure the implementation and effectiveness of adopted curricula. 2. CSPs will meet with all PLCs at least once per week during their common planning time to encourage and	Training completion Notebook notes We will meet our goals and see a schoolwide improvement in our ELA and Math scores as measured by AASA.

Wednesday PLC meeting to review school level data and discuss vertical alignment. 6. Attend Solution Tree PLC at Work training with CSPs and lead teachers. 7. CSPs and lead teachers will facilitate two half-day in-services each semester to provide faculty with PLC training. 8. All PLCs will keep a notebook in the designated PD room for notes, progress, etc.				support UDL practices in the classroom.	

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 5: Increase Subgroup Achievement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Schools will use PLC meeting time to specifically review subgroup academic data and the progress of students in each subgroup.	PLCs	Throughout the school year	PLC mast schedule, data with subgroup details	Schools will gather formative assessments and quarterly benchmark data for each subgroup	Schools will analyze formative assessment data for subgroups weekly during PLC meetings. Quarterly benchmark data will be analyzed each quarter by the school leadership team and PLC groups. Adjustments to curriculum pacing, skill reteaching, and intervention

					groups will be made as needed.
Professional development will be provided in the area of Teacher Clarity for all teachers - to ensure that the learning intention is clear for students, to provide success criteria for students, ensure formative assessments occur, and plan for communication about progress between teacher and students.	Site Admin, site/ district training support	Based on PD schedule and offerings	PD schedule	PD completion and observed application	PD sign in sheets, walkthrough/ observation artifacts.
Professional development will be provided for Exceptional Education inclusion teams to provide training in best practices related to inclusion and to provide planning time to address Exception Education subgroups at the school.	Site Admin, site/ district training support	Based on PD schedule and offerings	PD schedule	PD completion and observed application	PD sign in sheets, walkthrough/ observation artifacts.
Professional Development in the Universal Design for Learning will focus on building capacity in the implementation of UDL as a systemic framework for educational decision making with an emphasis on high expectations for all students including students in subgroups.	Site Admin, site/ district training support	Based on PD schedule and offerings	PD schedule	PD completion and observed application	PD sign in sheets, walkthrough/ observation artifacts.
Academic Interventions will be available to subgroup students during the school day in both Math and ELA. Depending on the school these will be provided by Intervention teachers, RTI teachers, or Tutors.	Site Admin, Interventionists	Throughout the school year	Intervention staffing, scheduling, rostering, materials, monitoring,	Recurring and periodic observation of interventions	Intervention artifacts, including instructional plans and student progress monitoring and data.

		communication plan		

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
N/A due to low subgroup numbers and Hispanic performance commensurate with overall school performance trends.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
N/A		
N/A		
N/A		

B. SMART Goals for Reducing Achievement Gaps

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment

(All Academic Goals must Focus on Subgroups)	
N/A	
N/A	

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
N/A	

2.   Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
N/A					

Pistor SAAP 23-24

Final Audit Report

2024-11-05

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