

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

**Principal:** Michael Konrad

**School:** Pueblo Gardens K-8 School

**Region:** Arroyo Chico/3

**Plan Year:** 2023-2024

**Site Admin Team:**

Name	Position	Name	Position
Michael Konrad	Principal		

**Sign Off:**

Position	Name	Signature	Date
Principal	Michael Konrad	<i>Michael Konrad</i>	Nov 4, 2024
Regional Superintendent	Richard Sanchez	<u><i>Richard Sanchez</i></u> <small>Richard Sanchez (Nov 5, 2024 10:32 MST)</small>	Nov 5, 2024

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## I. School Profile

### A. School Summary

Pueblo Gardens PK8 is part of the Pueblo Gardens Neighborhood. The neighborhood was one of the first subdivisions in Tucson to have its own school, park, and shopping center. It was developed starting in 1947 and the school opened in 1951.

Pueblo Gardens is a Pre-K to 8th grade school. We are a Title 1 school with a Parent and Child Education (PACE) program for PreK students. Our math program uses Engage New York for continuity throughout all grade levels. SuccessMaker and IXL intervention software are used from elementary through the 8th grade for all students to support learning gaps and provide rigorous extensions to those students learning at a faster rate than their peers. All grade levels use the TUSD FOSS kits for science learning.

Our newly constructed middle school building was completed in 2014! In 2013, we were able to create a computer lab for Grades K-8. Grades 1-5 use the computer lab on a daily basis utilizing SuccessMaker as an instructional resource. In addition to the computer lab, we have a C.O.W. cart which consists of laptops for middle school students to use in their classrooms. All of our middle school students are instructed by highly qualified teachers in language arts, math, science, social studies, music and PE. Our school counselor works closely with 8th grade students in choosing the high school that best fits their needs and academic endeavors.

Our school has a multitude of after school clubs and programs including after school tutoring, Good News Club, Travel Club, and Bridgebuilders (student council). Middle school students may also participate in interscholastic sports. We compete against other district schools in volleyball, basketball, soccer and track.

We encourage family and community involvement in our school. Many partnerships exist between the school and the community such as with the Boys and Girls Club, CODAC and the Community Food Bank. In collaboration with the Community Food Bank, we have created a community garden which will serve as an instructional resource for the teachers as well as provide freshly grown vegetables for the Community Food Bank.

**B. School Profile**

2018-19 Letter Grade	2021-2022 Letter Grade	2022-2023 Letter Grade
C	C	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)
38.46%	11%	100	100 (CEP)	20.42%	13.3%

School Profile (USP Ethnicity) 2022-2023											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
14	3.51%	31	7.77%	334	83.71%	9	2.26%	8	2.01%	3	0.75%

**C. Achievement Data**

<b>3 Years of AzMERIT Math Percent Proficiency by Grade</b>																		
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%
PG	0	0	3	3	10	3	6	3	4	2	0	9	13	3	3	0	2	2

<b>3 Years of AzMERIT ELA Percent Proficiency by Grade</b>																		
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%
PG	0	4	9	8	13	3	9	20	7	9	19	19	15	16	6	0	17	11

**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
<b>Grade 3</b>	*	*	*	*	*	*	0%	10%	11%	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	4%	23%	18%	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	7%	3%	7%	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	5%	11%	0%	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	17%	18%	18%	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	3%	24%	11%	*	*	*	*	*	*	*	*	*

**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
<b>Grade 3</b>	*	*	*	*	*	*	0%	7%	7%	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	0%	4%	4%	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	3%	5%	3%	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	0%	2%	0%	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	12%	0%	0%	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	0%	11%	0%	*	*	*	*	*	*	*	*	*

## II. Overall Student Achievement

### A. Gaps in Student Achievement

#### Interpretive Summary - Student Achievement

Math Proficiency over three years highlights some noteworthy trends for Pueblo Gardens, particularly in how it compares to both district and state averages. While Pueblo Gardens has faced challenges in math proficiency rates, there are signs of gradual improvement in certain areas, especially among younger students.

For example, grade 3 proficiency increased from 0% in 2021 to 6% in 2022 and 13% in 2023, showing a positive trend in early grade performance. Although the percentages are still below the district and state averages, this upward trajectory suggests that efforts to support math learning at the foundational levels may be starting to yield results.

Math proficiency in higher grades, such as grade 6 to 8, remains a focus area, with rates hovering at lower levels, peaking at 10% in seventh grade in 2021 and 9% in eighth grade in 2022. These figures point to the need for continued attention to middle school math performance, where the school may be facing unique challenges.

Pueblo Gardens remains committed to improving math proficiency over time, with relative progress in grade 3, and may benefit from focused strategies to extend this progress into the higher grades. The upward movement in specific areas suggests potential for continued growth as the school implements targeted interventions and supports for its students.

ELA Proficiency data for Pueblo Gardens shows some encouraging trends, particularly in the younger grades, as well as certain areas of notable progress across the years. Though overall proficiency rates are below district and state averages, Pueblo Gardens has demonstrated improvements that signal potential for continued growth.

One of the more promising areas is grade 3 performance, which has steadily improved over the years: from 0% in 2021 to 9% in 2022, and further to 15% in 2023. Similarly, fourth-grade proficiency has shown a positive trend, with an increase from 4% in 2021 to 20% in 2022, and somewhat maintaining performance at 16% in 2023. These figures suggest that early literacy interventions may be making a positive impact at Pueblo Gardens, as younger students are showing stronger gains.

In the upper grades, particularly in grades 6-8, proficiency rates have fluctuated. Grade 8 proficiency notably improved from 3% in



2021 to 19% in 2022, with some decrease at 11% in 2023. This suggests a relative area of strength for some middle school students, as grade 8 performance is similar to district trends.

Grade 5 decreased slightly from 7% in 2022 to 6% in 2023, and a greater decrease in grade 6 proficiency from 9% in 2022 to 0% in 2023; these fluctuations may present opportunities for targeted intervention and support. The data shows that growth is possible in these areas, especially given the improvements seen in other grades.

Overall, Pueblo Gardens has shown that gradual progress is being made, particularly in early literacy and somewhat in grade 8. With continued focus on the middle grades and efforts to sustain and grow the positive trends in early grades, the school can continue to build on the foundations it is establishing for improving ELA proficiency.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
Our teachers need support in creating and implementing evidenced-based, rigorous and relevant instruction.	Lack of time, PD, and support for the creation of lessons and interventions.	Staff need time, PD, and systems of support for the creation of lessons, assessment, assessment analysis, and interventions.
Our written curricula does not accommodate the needs of all learners, including culturally relevant academic, behavioral, and social emotional learning components that meet the needs of the whole child.	There is loose to inadequate implementation of the written curriculum and lack of differentiation for the needs of all learners.	Teachers need to have a deep understanding of the standards, curriculum, and strategies for differentiation and intervention to address the needs of our diverse student population. We need a writing curriculum and training to go with it.

Our school does not create and maintains positive collaborative partnerships among families, communities and school to support student learning.	Limited collaboration among staff, and between staff, families, community	Foster increased sense of community among Pueblo Gardens staff; team-building, etc.
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**B. SMART Goals for Student Achievement**

<b>SMART Goal Statement</b> <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	<b>Evidence to Be Used to Assess Progress and Accomplishment</b>
The support received for creating and implementing evidence-based, rigorous and relevant instruction will result in an average 10% increase in Reading (from 13.4% to 23.4%) and math (from 3.8% to 13.8%) in AASA scores between 2023 and 2024 testing.	District Quarterly Assessments may be used to monitor academic achievement. State (AASA) Achievement data will be used to determine accomplishment.
100% teachers/teams will design, implement, evaluate, and report results for at least one intervention cycle per quarter.	Intervention cycle artifacts that indicate design, implementation, evaluation, and reporting data may be used to monitor progress and determine accomplishment.
The measured parent/family attendance at school events will increase by 50% more than the school year 2022-23 as evidenced by sign in sheets.	Sign in data from current year compared to prior year sign in data may be used to monitor progress and determine accomplishment.

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals**

<b>Strategies that help School Achieve Improvement Goals</b>	
<b>Strategies:</b>	<b>Strengths and Obstacles</b>
Staff will be provided time, technology, PD, and support systems for the creation of lessons, assessments/data analysis, and interventions.	<b>Strengths:</b> Facilitates teacher collaboration and innovation in lesson design. Increases teacher confidence, effectiveness in data-driven instruction.

	<p><b>Obstacles:</b> Time constraints might challenge effective use of resources. Ensuring all staff utilize provided technology and PD effectively.</p>
Strengthen instruction for all students.	<p><b>Strengths:</b> Promotes equitable learning opportunities and improved outcomes. Allows for differentiation and tailored instruction.</p> <p><b>Obstacles:</b> Varying levels of teacher capacity and expertise in differentiated instruction. Resistance to adopting new teaching practices or methods.</p>
PLCs	<p><b>Strengths:</b> Encourages collaboration and sharing of best practices. Builds a culture of continuous improvement and accountability.</p> <p><b>Obstacles:</b> Time for meetings and proper facilitation can be difficult to schedule. PLCs may be ineffective without strong leadership or clear focus.</p>
Increase Subgroup Achievement	<p><b>Strengths:</b> Focuses attention on reducing achievement gaps and promoting equity. Enables targeted interventions for specific student groups.</p> <p><b>Obstacles:</b> Requires sustained data analysis and resources to support underperforming groups. Challenges of experience with culturally relevant pedagogy.</p>
Evaluation of curriculum and Interventions by teachers. Teachers will ensure our written curricula accommodates the needs of all learners, including culturally relevant academic, behavioral, and social emotional learning components that meet the needs of the whole child.	<p><b>Strengths:</b> Empowers teachers to tailor curriculum to meet diverse student needs. Promotes inclusive practices that address academic and social-emotional learning.</p> <p><b>Obstacles:</b> Teachers may lack time or resources for thorough evaluation.</p>

	Challenges in connecting curriculum with the needs of culturally diverse students.
School Family Liaison to Organize Academic Parent Teacher Team Meetings and Other Engagement Events	<p><b>Strengths:</b> Strengthens school-family relationships and increases parental involvement. Facilitates clear communication and collaboration between families and teachers.</p> <p><b>Obstacles:</b> Limited parental availability or engagement may reduce effectiveness. Requires dedicated resources and coordination to maintain consistent outreach.</p>
Family Events & Activities	<p><b>Strengths:</b> Builds a stronger school community and fosters family engagement. Provides opportunities for parents to support their child's learning.</p> <p><b>Obstacles:</b> Low attendance or participation from families can hinder success. Potential language or cultural barriers may limit inclusive participation.</p>

## 2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goals					
:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
-Instructional staff will be paid added duty to meet off contract to work on data analysis -Instructional staff will	Principal, Admin	Throughout school year	Allocated and defined funds,	Principal, MTSS facilitator, and Instructional	Leadership team will meet quarterly after

be paid added duty to meet off contract to work on intervention planning			schedule, scope of commitment	Coach will collect minutes from data analysis meetings and support staff in providing interventions.	contract hours to review academic progress and the use of data and interventions.
Provide PD opportunities to strengthen Tier I instruction PD calendar will be created at the site level to address teacher needs - APTT: Teachers will receive ongoing professional development to either review the APTT model or train new faculty on the APTT model. - Thursday PD days will be focused on data analysis, differentiation, UBD, and Success Criteria with staff presenting at Wednesday PD what they learned -Additional PD provided by Welcoming schools to create a safe and inclusive environment for all students to succeed.	Principal, MTSS facilitator, and Instructional Coach	Throughout school year	APTT training resources	Principal, MTSS facilitator, and Instructional Coach will collect data from assessments and evaluations including online intervention platforms to track individual and group progress.	Leadership team will meet quarterly after contract hours to review academic progress and the impact of interventions with technology.
PLCs will collaborate weekly on student progress and analyze data to inform instruction and lesson design. Teams have a facilitator who sits on leadership council for the school and communicates about school needs and academic information.	Teachers	Throughout school year	PLC meeting materials, data	Principal, MTSS facilitator, and Instructional Coach will collect minutes from CTT meetings.	Leadership team will meet quarterly after contract hours to review CTT progress and adherence to CTT norms.
-Added pay for ExEd Inclusion Teacher Assistants so they can support students for the full school	Principal, Admin	Throughout school year	Allocated and defined funds, staffing,	Principal, MTSS facilitator, and Instructional	Leadership team will meet quarterly after

<p>day. -Instructional staff will be paid added duty to meet off contract to work on data analysis specific for the Support for Students with Disabilities Instructional staff will be paid added duty to meet off contract to work on intervention planning specific for the Support for Students with Disabilities. -Instructional staff will be paid added duty to meet off contract to work on data analysis specific for the Support for ELL Students -Instructional staff will be paid added duty to meet off contract to work on intervention planning specific for the Support for ELL Students -PD from site ELD teachers to rest of teaching staff on the support of reading and writing skills for ELL students</p>			<p>schedule, scope of commitment</p>	<p>Coach will collect data from assessments and evaluations including online intervention platforms to track individual and group progress.</p>	<p>contract hours to review academic progress and student progress through classroom instruction and interventions.</p>
<p>-Teachers will attend PD on understanding of the curriculum and differentiation through UDL. Any after hours PD will be paid for using Teacher hourly rate. -Teachers will attend PD on supporting inclusivity of all students in the classroom and school environment. Any after hours PD will be paid for using Teacher hourly rate. -Teachers/teams will design, implement, evaluate, and report results for at least one intervention cycle per quarter</p>	<p>Site Admin, District/PD Trainer, Teachers</p>	<p>Throughout school year</p>	<p>Trainers, training materials, funding, intervention materials for design, implementation, evaluation, and reporting.</p>	<p>-collect lessons plans, CTT notes, PD minutes, and intervention summaries.</p>	<p>-Administrator will evaluate lessons plans, CTT notes, PD minutes, and intervention summaries for success of effective curriculum.</p>
<p>-Fund a full time School Family Liaison to increase family engagement and attendance at</p>	<p>Principal, Admin</p>	<p>Throughout school year</p>	<p>Allocated and defined funds, staffing,</p>	<p>Collect event programs, award lists,</p>	<p>Site Council and Family Engagement</p>

school events -Create/maintain a scheduling system that improves the convenience for families with multiple children to attend parent conferences and/or Academic Parent Teacher Team meetings. -Establish a growth model student recognition program including PBIS, quarterly awards, and SEL awards. -Increase number of students being publicly recognized for achievement -Increase number of evening events for families to attend			schedule, scope of commitment	APTT schedules, and PTC sign ins.	Team will meet quarterly to review engagement events.
-Annual Title 1 Meeting -Review of District/School Parent Involvement Policy-Review of the School/Parent Compact -Notification of the Right to Know Letter -APTTs once per semester -Cafecitos Monthly 9AM - Multicultural Night -Student Performances (1 per semester) Promotion Events 4th Quarter - Kinder Kickoff annually in February to include information on Kinder Program -Annual Steps to Success program for transition to HS -Annual Open Enrollment event participation	Principal, Community Liaison	Throughout school year	Allocated and defined funds, staffing, schedule, scope of commitment, sign in sheets	Sign in sheets, attendance rosters, event programs	Site Council and Family Engagement Team will meet quarterly to review engagement events.

### 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 <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	Evidence to Be Used to Assess Progress and Accomplishment
N/A	
N/A	

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals**

Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles



N/A	
N/A	
N/A	
N/A	

**2. Action Steps to Implement Strategies**

<b>Action Steps to Implement Improvement Strategies for Improvement Goal</b>					
<b>Strategy 1 and 2:</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
N/A					
N/A					
N/A					
N/A					

**Action Steps to Implement Improvement Strategies for Improvement Goal**

**Strategy 3:**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
N/A					
N/A					
N/A					
N/A					









# Pueblo Gardens SAAP 23-24

Final Audit Report

2024-11-05

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