

**Doolen Middle School**  
**STUDENT ACHIEVEMENT ACTION PLAN SY 2021-2022**  
**Principal:** Judith Dauman  
**Arroyo Chico Region 3, Regional Superintendent:** Richard Sanchez

**I. SCHOOL PROFILE**

**Vision and Mission:** Doolen Middle School MISSION: The path of learning never ends. At Doolen we create a community that:

- Celebrates curiosity and lifelong learning
- Honors and fosters diversity
- Supports unity through a culture of civility and respect
- Teaches the habits of personal success
- Empowers productive citizens who make meaningful contributions.

VISION: We are Doolen Thunder Birds:

- We are prepared for class
- We have Pride in our campus
- We take Pride in Ourselves
- We are Respectful

COLLECTIVE COMMITMENTS: Doolen's faculty and staff:

- Prioritize building relationships between teachers and students
- Ensure that the diverse population feels safe, comfortable and ready to learn
- Ensure that a rigorous curriculum is utilized
- Know all students' strengths and needs
- Support students with re-teaching to ensure mastery

**Core Values:** At Doolen we create a community that:

- Celebrates curiosity and lifelong learning
- Honors and fosters diversity
- Supports unity through a culture of civility and respect
- Teaches students to utilize the habits of personal success
- Empowers productive citizens who make meaningful contributions
- Utilize appropriate interventions to support students to reach a mastery level of 80% or above
- Cultural relevant pedagogy is implemented in all classrooms.

**Student Profile:**

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
155	96	262	12	34	36	595
English Language Learners	Exceptional Education Students					
84	96					

### 3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	34%	29%	43%	36%	31%	41%	38%	32%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%	18%
Doolen	31%	27%	8%	28%	29%	33%	22%	25%	24%
3 Years of AzMERIT ELA Percent Proficiency by Grade									
School	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	44%	34%	39%	45%	39%	42%	41%	38%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Doolen	32%	36%	34%	27%	37%	30%	27%	29%	25%
2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity									
USP Ethnicity	Math	ELA							
White	46%	44%							
African Am.	10%	14%							
Hispanic	19%	23%							
Native Am.	8%	17%							
Asian-PI	18%	24%							
Multi-Racial	36%	44%							
All	24%	27%							

## **A. GAPS IN STUDENT OUTCOMES**

Based on data analysis, Doolen Middle School has identified the following gaps in areas of student outcomes. For each, Doolen Middle School provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

### **1. English Language Arts-ELA and Math (All Grades)**

*Data Source: District Benchmarks and AZ Merit 18-19 SY*

#### **Current Reality:**

- 6<sup>th</sup> grade ELA achievement for all students is at 27% proficient or highly proficient in comparison to the State average of 42%.
- 7<sup>th</sup> grade ELA achievement for all students is at 29% proficient or highly proficient in comparison to the State average of 41%.
- 8<sup>th</sup> grade ELA achievement for all students is at 25% proficient or highly proficient in comparison to the State average of 38%.
- 6<sup>th</sup> grade Math achievement for all students is at 25% proficient or highly proficient in comparison to the State average of 41%.
- 7<sup>th</sup> grade Math achievement for all students is at 25% proficient or highly proficient in comparison to the State average of 38%.
- 8<sup>th</sup> grade Math achievement for all students is at 24% proficient or highly proficient in comparison to the State average of 32%.

#### **Desired State:**

- Doolen Middle School will see 6<sup>th</sup> grade ELA achievement at 32% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 7<sup>th</sup> grade ELA achievement at 34% proficient or highly proficient on 2022 AASA.

- Doolen Middle School will see 8<sup>th</sup> grade ELA achievement at 30% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 6<sup>th</sup> grade Math achievement at 30% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 7<sup>th</sup> grade Math achievement at 30% proficient or highly proficient on 2022 AASA.
- Doolen Middle School will see 8<sup>th</sup> grade Math achievement at 29% proficient or highly proficient on 2022 AASA.

**Gap:** Many Doolen students are not proficient in ELA and Math. This need is even greater when looking at the data for our Native American, Pacific Islanders, Exceptional Education and ELL subgroups.

The gap between African American and White students in ELA is 30%, in Math it is 36%

The gap between Hispanic and White students in ELA is 21%, in Math 27%

## **B. SMART Improvement Goals**

Based on gaps identified in section A, above, Doolen Middle School developed SMART improvement goals designed to move Doolen Middle School students from the current reality to the desired state

### **1. Improvement Goal:**

**English Language Arts-** *ELA achievement for all grade level students will increase by 5% moving from 27% proficient or highly proficient on the 2019 AZMERIT to 32% proficient or highly proficient on the 2022 AASA.*

### **2. Improvement Goal:**

**Math** - Math achievement for all grade level students will increase by 5% moving from 25% proficient or highly proficient on the 2019 AZMERIT to 30% proficient or highly proficient on the 2022 AASA.

### **3. *Improvement Goal:***

Reduce Gaps in proficiency among racial/ethnic groups by 3% in ELA and Math

## **C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES**

After analyzing gaps and goals, Doolen Middle School reviewed multiple evidence-based strategies and assessed each for potential effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

### **1. *ELA Improvement Goal:***

**Strategy 1a:** Teachers in PLC teams will implement data digs to identify grade level and individual student areas of strengths and areas for improvement.

**Strategy 1b:** Grade level teams will target instruction to specific ELA domains that were identified for improvement. ELA interventions supporting individual students will be implemented, along with ELA tutoring for specific students.

### **2. *Math Improvement Goal:***

**Strategy 2a:** Math teachers will implement *Math Pathways and Pitfalls* lessons and strategies into their classrooms.

## **D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES**

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

### **1. *ELA Improvement Goal:***

Strategy 1a:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Training provided on data digs, targeted ELA lesson development and intervention strategies	A&E coordinator, CSP, Principal, Assistant Principal, PLC Leads	Quarterly	Time during PD, data resources
PLC data digs and PLC meetings	CSP, PLC Leads, Teachers	Monthly	Time during PD, access data
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Collect PLC data and targeted ELA domains from meetings	Admin, CSP	Quarterly	Access to PLC TEAMS drive
Progress monitoring of targeted ELA domains	Teachers, CSP, Administration	Quarterly	Access to School City data

Strategy 1b:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Identify ELA areas for improvement	PLC leads, teachers	Quarterly target date to re-assess	Time, access to data
Focused lessons and assessments on ELA domain areas developed and implemented	Classroom teachers	Ongoing	Time, curriculum resources, School City
Students identified and interventions provided on these ELA domains	Classroom teachers, MTSS facilitator, Title 1 Tutor	Ongoing	List of identified students from each PLC, tutors, class section for interventions



<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Classroom walkthroughs focused on interventions and targeted lessons	CSP, Administration	Quarterly	Plans and scheduled targeted lessons
PLC evaluation of interventions and targeted ELA lessons	PLC Teams	Quarterly	Data from formative assessments, time during PD

## ***2. Math Improvement Goal:***

Strategy 2a:

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Training on Math Pathways and Pitfalls Lesson delivery and strategies	CSP, Math Leads	1 <sup>st</sup> Semester	Time during PD, additional PD on resources, curriculum resources
Identify and deliver lessons for each grade level (at least 7)	CSP, Math Leads, teachers	1 <sup>st</sup> Semester	Time during PD, assess to curriculum and resources
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Classroom walkthroughs focused on MPP targeted lessons	Admin, CSP	Quarterly	Access to dates/times of targeted lessons
Math team evaluation of implementation and student success in targeted lessons	Math PLC team	Quarterly	Data from formative assessments, time during PD