

**Magee Middle School**  
**STUDENT ACHIEVEMENT ACTION PLAN SY2021-22**  
**Principal:** Martin Muecke  
**Pantano Regional Superintendent:** Holly Hammel

**I. SCHOOL PROFILE**

**Vision and Mission:** The mission of Magee Middle School is to provide educational experiences of the highest quality that engage, inspire and empower our young adults to contribute to our community and excel in a changing world.

**Core Values:**

- Prepared
- Respect
- Integrity
- Discipline
- Effort

**Student Profile:**

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
153	36	199	7	7	33	435
English Language Learners	Exceptional Education Students					
15	93					

### 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%
Magee	15%	24%	10%	23%	23%	22%	23%	23%	13%

3 Years of AzMERIT ELA 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%	44%	34%	39%	45%	39%	42%	41%	38%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Magee	22%	36%	20%	21%	29%	25%	33%	31%	25%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	27%	35%
African Am.	12%	20%
Hispanic	16%	28%
Native Am.	0%	0%
Asian-PI	33%	33%
Multi-Racial	14%	29%
<b>All</b>	<b>20%</b>	<b>29%</b>

## A. GAPS IN STUDENT OUTCOMES

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

### 1. 6<sup>th</sup> Grade ELA/Math

*Data Source: School City Benchmarks*

#### Current Reality:



#### 2018-2019 AZ Merit Data

- 6<sup>th</sup> Grade Math achievement is at 23% in comparison to the State average of 41%
- 6<sup>th</sup> Grade ELA achievement is at 33 % in comparison to the State average of 42%

### **Desired State:**

- Move 5 percent of our students from minimally proficient to partially proficient and from partially proficient to proficient.
- Magee wants to eliminate gaps between racial and ethnic groups within the next ten years.

**Gap:** Data shows that student academic achievement has been on a downward trend in 6<sup>th</sup> Grade ELA and inconsistent in 6<sup>th</sup> grade Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

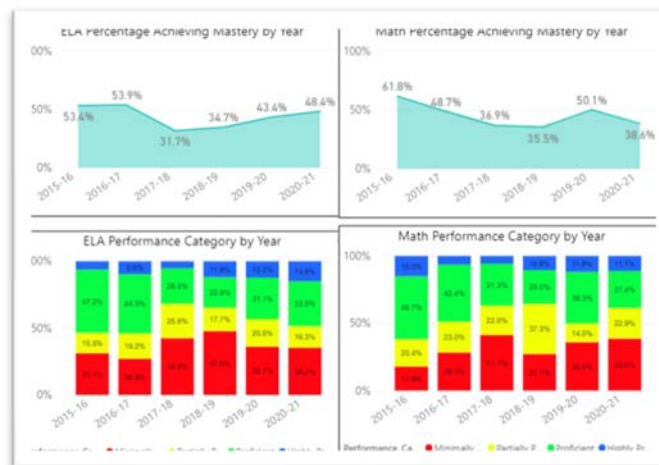
The Gap between African American and White Students in ELA is 15% and in Math it is 15%

The gap between Hispanic and White students in ELA is 7% and in Math it is 11%

## **2. 7<sup>th</sup> Grade ELA/Math**

*Data Source:* School City Benchmarks

### **Current Reality:**



### AZ Merit Data 2018-2019

- 7<sup>th</sup> Grade Math achievement is at 23% in comparison to the State average of 38%
- 7<sup>th</sup> Grade ELA achievement is at 31% in comparison to the State average of 41%

**Desired State:** Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

- Magee wants to eliminate gaps between racial and ethnic groups within the next five years.

**Gap:** Gap/Analysis: Data shows that student academic achievement has been on an upward swing in both 7<sup>th</sup> grade ELA and 7<sup>th</sup> grade Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

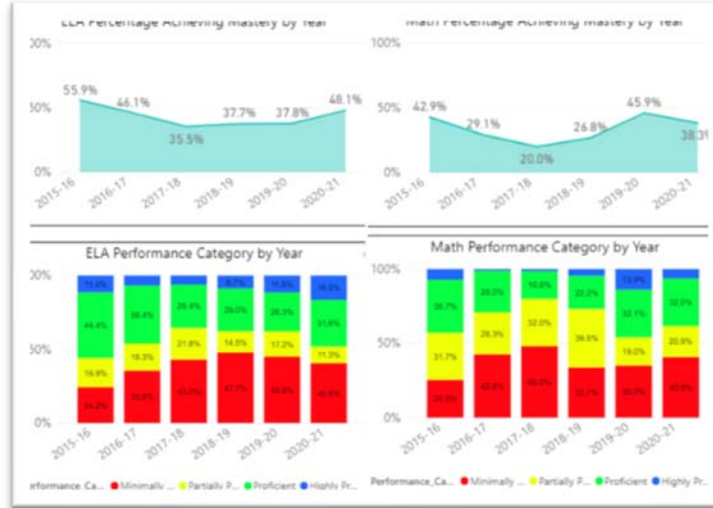
The Gap between African American and White Students in ELA is 15% and in Math it is 15%

The gap between Hispanic and White students in ELA is 7% and in Math it is 11%

### **3. 8<sup>th</sup> Grade ELA/Math**

*Data Source:* School City Benchmarks

**Current Reality:**



### AZ Merit Data 2018-2019

- 8<sup>th</sup> Grade Math achievement is at 13% in comparison to the State average of 32%
- 8<sup>th</sup> Grade ELA achievement is at 25% in comparison to the State average of 38%

**Desired State (Goal):** Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Magee wants to eliminate gaps between racial and ethnic groups within the next five years.

**Gap:** Data shows that student academic achievement has been stagnant in both 8<sup>th</sup> grade ELA and Math, but with a significant gain the past year in Math. Tier 1 instruction and Tier 2 interventions, with professional developments based on walkthrough data, will be our focus.

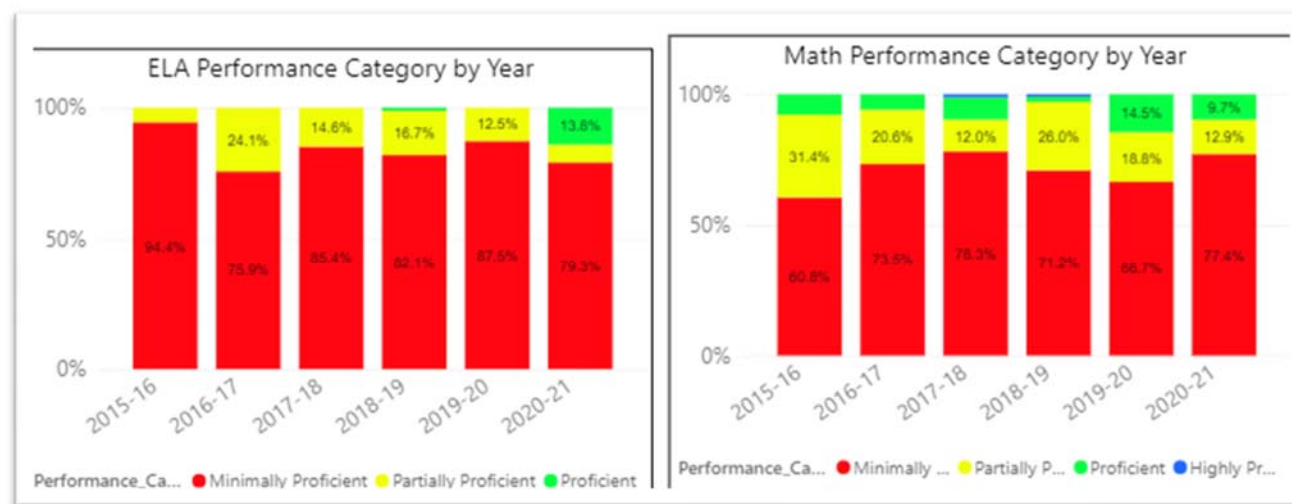
The Gap between African American and White Students in ELA is 15% and in Math it is 15%

The gap between Hispanic and White students in ELA is 7% and in Math it is 11%

## 4. ELL STUDENTS

*Data Source: School City Benchmarks*

### **Current Reality:**



**Desired State:** Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

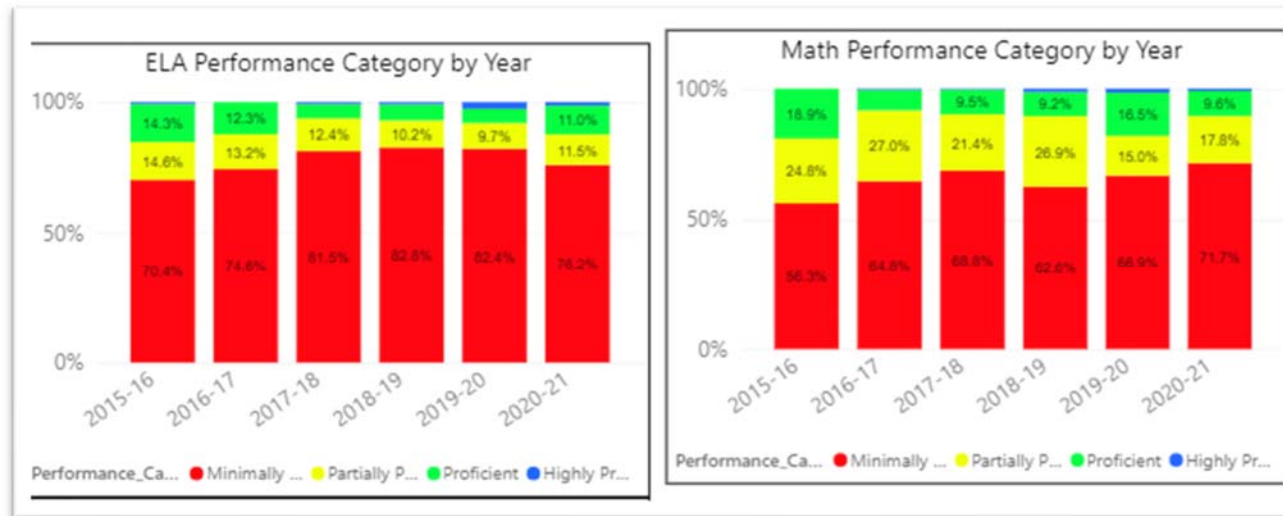
**Gap:** For ELL, the focus has been placed on the language standards and preparing students to pass the AZELLA test. Students don't have adequate exposure and practice with the ELA standards and assessments. For Math, the focus needs to be on Tier 2 intervention in targeted math standards to make up for the language gap.

## 5. ExEd Students

*Data Source: School City Benchmarks*



### Current Reality:



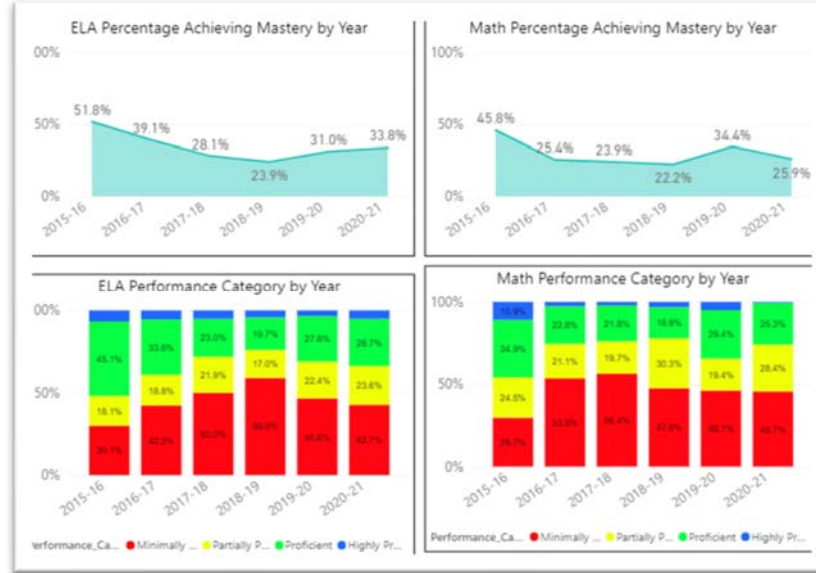
Desired State: Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

Gap: Our Exceptional Education students are vastly behind peers and state averages. Students showed vast struggles in reading proficiency and math proficiency.

### **6. African American Students**

Data Source: School City Benchmarks

### Current Reality:



**Desired State:** Move 5 percent of our bubble students from minimally proficient to partially proficient and from partially proficient to proficient.

**Gap:** Work with resource teachers to ensure that students are receiving their correct services and minutes. Teachers need to be trained on how to identify and teach to their subgroups. Offer professional development to teachers on how to differentiate their instruction and offer small group intervention with the analysis and application of formative data.

## B. SMART Improvement Goals

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

By third quarter Elevate benchmark students would have moved 5% in ELA

***Math Improvement Goal:***

By third quarter Elevate benchmark students will have moved 5% in Math

***Instructional Improvement Goal:***

100% of teachers submit lesson plans on their OneDrive file every Sunday night during the 21/22 SY

***Instructional Improvement Goal:***

100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period during the 21/22 SY.

***Instructional Improvement Goal:***

100% of teachers are getting feedback on a Tier 1 instructional skill once every two weeks during the 21/22 SY

***Instructional Improvement Goal:***

Once a month PD will offer professional development in targeted AVID strategies during the 21/22 SY

***Instructional Improvement Goal:***

Provide weekly communication with staff and monthly communication with parents during the 21/22 SY

***Instructional Improvement Goal:***

Reduce Gaps in proficiency among racial/ethnic groups by 3% in ELA and Math by implementing the instructional goals above.

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

After analyzing gaps and goals, Magee Middle School reviewed multiple evidence-based strategies and assessed each for potential for 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:*** By third quarter benchmark students would have moved 5% in ELA  
**Strategies:** Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning.
- 2. *Math Improvement Goal:*** By third quarter benchmark students would have moved 5% in Math  
**Strategies:** Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning.
- 3. *Instructional Improvement Goal:*** 100% of teachers submit lesson plans on their OneDrive file every Sunday night during the 21/22 SY  
Provide professional development on how to break down a standard into daily learning targets, how to incorporate differentiated instruction into the plan, how to incorporate engagement strategies into the plan.
- 4. *Instructional Improvement Goal:*** 100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period during the 21/22 SY.  
Provide professional development on the purpose of Common Board Configuration and what it looks like
- 5. *Instructional Improvement Goal:*** 100% of teachers are getting feedback on a Tier 1 instructional skill once every two weeks during the 21/22 SY  
**Strategies:** Section off times of the week when walkthroughs will take place.
- 6. *Instructional Improvement Goal:*** *Once* a month PD will offer professional development in engagement strategies during the 20/21 SY

**Strategies:** Create PD calendar and incorporate AVID strategies and SPARKS strategies every month.

**7. Instructional Improvement Goal:** Provide daily communication with staff and monthly communication with parents during the 21/22 SY

**Strategies:** Principal will send out monthly newsletters to staff and to parents, assistant principal will send out daily emails with reminders to teachers

#### 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:** By third quarter benchmark students would have moved 5% in ELA

Strategy 1a:

Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Meet with empower consultants every month	Muecke/Schiavone	March 2022	Data and feedback from empower
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review administrative walkthrough data	Muecke/Schiavone	March 2022	Walkthrough data, coaching observations
Review ongoing IXL Elevate data	Muecke/Schiavone/Higgins	March 2022	IXL Access

**2. Math Improvement Goal:** By third quarter benchmark students will have moved 5% in Math

**Strategies:** Admin and empower consultants will work with teachers on lesson planning, objective writing, engagement strategies, reteaching, and visible learning

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Regular Scheduled Walkthroughs	Muecke/Schiavone	Every 2 weeks for each teacher	Time
Ongoing Instructional Team Meetings	Muecke/Schiaone/Higgins /Maxwell/Nichols	Every 2-3 weeks	Time
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Meet with empower consultants every month	Muecke/Schiavone	March 2021	Data from Empower
Review administrative walkthrough data	Muecke/Schiavone	March 2021	Walkthrough data
Review IXL Elevate data	Muecke/Schiavone	December 2020	IXL data

**3. Improvement Goal:** 100% of teachers submit lesson plans on their OneDrive file Sunday every night.

**Strategy:** Provide professional development on how to break down a standard into daily learning targets, how to incorporate differentiated instruction into the plan

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Regular Observations of Lesson Plan Folder	Muecke/Schiavone	Every week for each teacher	Time
Continuing Lesson Planning assistance from Empower	Muecke/Schiaone/Empower	Monthly	Empower, planning periods
<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>
Review ADE walkthrough data	Muecke/Schiavone	December 2021	ADE data
Review administrative walkthrough data	Muecke/Schiavone	December 2021	Walkthrough data
Review IXL Elevate benchmark data	Muecke/Schiavone	December 2021	IXL access

**4. Improvement Goal:** 100% of classroom teachers have a taped off section of board dedicated to the common board configuration. Teachers go over it at the beginning of every class period.

Strategy: Provide professional development on the purpose of Common Board Configuration and what it looks like

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
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Beginning of the year training of the WICOR board	Schiavone/ Rodriguez	August, 2021	PD Time
<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>
Observe classrooms to make sure the Common Board Configuration is up	Muecke/Schiavone	October 2021 January 2021	Tape
Conduct walkthroughs during first ten five minutes of class	Muecke/Schiavone	October 2021 January 2021	Tape

5. **Improvement Goal:** 100% of teachers are getting feedback on Tier 1 instruction once every two weeks

Strategy: Section off times of week walkthroughs will happen

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Review of walkthrough instrument/Danielson evaluation overview	Muecke	August, 2021	PD Time
<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>
Review admin walkthrough data	Muecke/Schiavone	December 2021	Data



Regularly scheduled instructional team meetings	Muecke/Schiavone/Higgins /Nichols/	May 2022	Time
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6. **Improvement Goal:** Once a month PD will be dedicated to offering professional development in AVID strategies

Strategy: Create PD calendar and incorporate AVID strategies and SPARKS strategies every month

<b>Tasks to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Schedule AVID professional development goals throughout the year	Rodriguez/Schiavone	2021-2022	PD Time
<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>
Review ADE walkthrough data	Muecke/Schiavone	December 2021	Data
Review admin walkthrough data	Muecke/Schiavone	December 2021	Data
Review IXL Elevate benchmark data	Muecke/Schiavone	December 2021	Data