Alice Vail Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Tamara Nicolosi
Arcadia Region 4 Regional Superintendent: Cathy Comstock

I.   SCHOOL PROFILE

Vision and Mission: Alice Vail Middle School supports the emotional, social, artistic and academic development of our diverse population through exceptional, innovative, educational experiences that promote equity in a safe and respectful environment.

Core Values:

The core values that define our work and who we are as a school are:

Life-Long Learning
Kindness
Strength through Diversity
Responsibility
Honesty
Respect
Courage
Innovation

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
210	52	389	10	23	56	
English Language Learners	**Exceptional Education Students**					**740**
66	123					

3 Years of AzMERIT Percent Proficency 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
State Avg	41%	34%	29%	43%	36%	31%	41%	38%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%
Vail	27%	36%	7%	33%	28%	27%	24%	28%

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
State Avg	41%	44%	34%	39%	45%	39%	42%	41%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%
Vail	36%	47%	26%	29%	36%	27%	30%	30%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	44%	53%
African Am.	21%	24%
Hispanic	16%	20%
Native Am.	NA	NA
Asian-PI	25%	25%
Multi-Racial	29%	34%
All	**25%**	**30%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Alice Vail Middle School has identified the following gaps in areas of student outcomes. For each, Alice Vail 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: AZMERIT 18-19 SY

<u>Current Reality:</u>

- 6th Grade ELA achievement for all students is at 31% (Proficient or Highly Proficient) in comparison to the State average of 42%.
- 6th Grade Math achievement for all students is at 24% (Proficient or Highly Proficient) in comparison to the State average of 41%
- 7th Grade ELA achievement for all students is at 33% (Proficient or Highly Proficient) in comparison to the State average 41%
- 7th Grade Math achievement for all students is at 27% (Proficient or Highly Proficient) in comparison to the State average 38%
- 8th Grade ELA achievement for all students is at 30% (Proficient or Highly Proficient) in comparison to the State average 38%
- 8th Grade Math achievement for all students taking 8th grade math is at 24% (Proficient or Highly Proficient) in comparison to the State average 32%

<u>Desired State:</u>

- Alice Vail Middle School wants to see 6th Grade ELA achievement at 36% proficient or highly proficient in 2022 AZM2.

- Alice Vail Middle School wants to see 6th Grade Math achievement at 29% proficient or highly proficient on the 2022 AZM2.
- Alice Vail Middle School wants to see 7th Grade ELA achievement at 38% proficient or highly proficient on 2022 AZM2
- Alice Vail Middle School wants to see 7th Grade Math achievement at 32% proficient or highly proficient on the 2022 AZM2.
- Alice Vail Middle School wants to see 8th Grade ELA achievement at 35% proficient or highly proficient on 2022 AZM2
- Alice Vail Middle School wants to see 8th Grade Math achievement at 29% proficient or highly proficient on the 2022 AZM2.
- Alice Vail wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: Most Alice Vail students are not proficient in ELA and Math. This need is even greater when looking at the data for our Native American, African American, Hispanic, Exceptional Education and ELL subgroups.

The gap between African American and White students in ELA is 29%, in Math it is 23%

The gap between Hispanic and White students in ELA is 33%, in Math 28%

B. SMART Improvement Goals

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

1. *ELA Improvement Goal:* ELA achievement for all grade level students will increase by 5% moving from 31% proficient or highly proficient on the 2019 AZMERIT to 36% proficient or highly proficient on 2022 AZMERIT.

2. *MATH Improvement Goal:* Math achievement for all grade level students will increase by 5% moving from 24% proficient or highly proficient on the 2019 AZMERIT to 29% proficient or highly proficient on 2022 AZMERIT.
3. 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, Alice Vail 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:***
   Strategy 1a: Teachers in PLC teams will implement data digs to identify grade level and individual student areas of strength 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.

   Strategy 1c: Empower Educational Consulting will provide job-embedded coaching for instructional practices (such as: instruction and assessments that match objectives, small group instruction, purposeful practice with stations, analyzing data, etc.) with all ELA teachers.
   Strategy 1d: IXL Snapshot Diagnostics will be given every 4-5 weeks to monitor student progress and instructional effectiveness (Tier 1 & Tier 2).

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

Strategy 2b: West Ed (through Gates Foundation funding) will be working with our Math teachers as Teacher Practice Teams (TPT) to conceptualize the ideal, analyze evidence to focus directions, choose solutions, and adjust implementation of solutions.

Strategy 2c: IXL Snapshot Diagnostics will be given every 4-5 weeks to monitor student progress and instructional effectiveness (Tier 1 & Tier 2).

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:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training provided on data digs, targeted lesson development and intervention strategies	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 to data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Collect PLC data and targeted domains from meetings	CSP, Administration	Quarterly	Access to PLC TEAMs drive

Progress monitoring on targeted domains	Teachers, CSP, Administration	Quarterly	Access to School City data

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify ELA areas for improvement	PLC members	Quarterly	Time, Access to data
Focused lessons and assessments on areas developed and implemented	Classroom teachers	Ongoing	Time, curriculum resources, School City
Targeted students provided with small group instruction and tutoring	Classroom teachers, MTSS Facilitator, Title I tutor, Intervention teachers	Ongoing	List of identified students from each PLC, tutors, class section for interventions, curriculum
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on interventions and targeted lessons	Administration, CSP	Quarterly	Access to PLC plans and scheduled targeted lessons
PLC evaluation of interventions and targeted lessons	PLC teams	Quarterly	Data from formative assessments, time during PD

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Empower Educational Consulting classroom walkthroughs, data analysis & teacher conferencing to determine needs and goals	Empower consultants, Administration, CSP ELA Teachers	Twice/month visits and PD sessions on the district PD days	Empower resources, such as Literacy Workstations
			Data from IXL Snapshots, IXL progress monitoring, classroom assessments, walkthrough observational data

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
IXL Snapshot Diagnostics	Administration, CSP, ELA Teachers	Every 4-5 weeks	
Data Analysis	Administration, CSP, all AVMS Teachers, Empower consultants	Monthly	Monthly PLCs (grade level & content)
Classroom walkthroughs focused on identified needs and strategies	Administration, CSP, Empower consultants	Bi-weekly	Observation forms

Strategy 1d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
IXL Snapshot Diagnostics	AVMS Teachers	Every 4-5 weeks	Student Laptops IXL access 45 mins. Each administration

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
IXL Data Analysis	Administration, CSP, all AVMS Teachers, Empower consultants, Title I district support	Monthly	Monthly PLCs (grade level & content)

2. Math Improvement Goal:

Strategy 2a.:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training on Math Pathways and Pitfalls Lesson delivery and strategies	CSP, Math Leads	Fall Semester	Time during PD, Curriculum resources
Identify and deliver lessons for each grade level (at least 7)	CSP, Math Leads, Teachers	Fall Semester	Time during PD, access to curriculum and resources
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Classroom walkthroughs focused on MPP targeted lessons	Administration, CSP	Quarterly	Access to the dates and times of scheduled targeted lessons
Math team evaluation of the implementation and student success in targeted lessons	Math PLC team	Quarterly	Data from formative assessments, time during PD
Monitor benchmark assessments for math progress	Math PLC team, CSP, Administration	Quarterly	Time in PD, Data

Strategy 2b.:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
West Ed will work with Teacher Practice Teams (TPT) to conceptualize the idea, analyze data, guide choosing solutions, and monitoring implementation	West Ed consultants Math teachers	Monthly 1st-3rd quarter	Data from IXL Snapshots, IXL progress monitoring, classroom assessments, walkthrough observational data
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
West Ed consulting will lead implementation discussions.	West Ed consultants, Math teachers, Administration, CSP	Monthly for 1st-3rd quarter	Substitute funding for consultant & Math teacher meetings
Monitor IXL Diagnostic Snapshot assessments for math progress	Math PLC team, CSP, Administration	Monthly	Monthly Math PLCs

Strategy 2c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
IXL Snapshot Diagnostics	AVMS Teachers	Every 4-5 weeks	Student Laptops IXL access 45 mins. Each administration

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
IXL Data Analysis	Administration, CSP, all AVMS Teachers, West Ed consultants, Title I district support	Monthly	Monthly PLCs (grade level & content)