

Valencia Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY 2021-22
Principal: Stacey Gist
Silverbell Region 1, Regional Superintendent: Brian Lambert

I. SCHOOL PROFILE

Vision and Mission: The purpose of this school is to build positive, equitable, engaging, and high quality instruction and learning for our students so that they can succeed and exceed in school and life with strong work ethic, academic values, and accountability for their actions.

Core Values: The core values that define our work and who we are as a school are those that foster inclusive learning communities that centered around creating lifelong learners of our students, modeling positive relationships and academic as well as socio-emotional growth.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
65	13	579	52	6	12	727
English Language Learners	Exceptional Education Students					
83	102					

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%
Valencia	9%	7%	2%	7%	8%	4%	10%	6%	7%
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%
Valencia	13%	15%	9%	11%	19%	16%	23%	14%	18%
2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity									
USP Ethnicity	Math	ELA							
White	14%	42%							
African Am.	7%	7%							
Hispanic	7%	18%							
Native Am.	3%	6%							
Asian-PI	NA	NA							
Multi-Racial	11%	16%							
All	7%	18%							

A. GAPS IN STUDENT OUTCOMES

Due to COVID and progressing towards different data collection, Valencia will be moving toward 4-week diagnostic snapshots using IXL. Overall data was used from student Pre-Test results. All students were given the Pre-test in August. The Post-test will be given in January.

Overall, a year online, we have seen students who are scoring well below grade-level. At the same time (a very small group) has meet standards or exceeded based on Pre-Test results

1. Student outcome ELA (6, 7, 8, 9)

Data Source: Pre-Test from August 2021

Current Reality: Student academic growth or mastery is not consistent across all classes/teachers.

AZ Merit Data 2018-19

USP Ethnicity	ELA
White	42%
African Am.	7%
Hispanic	18%
Native Am.	6%
Asian-PI	NA
Multi-Racial	16%
All	18%

Desired State:

Students will have significant growth or mastery in every class.

Valencia wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: This year Valencia is fully staffed and there was no turn-over in the ELA department. There are more gaps coming from student attendance. Did students engage everyday online? Did students show up for classes? Did students complete assigned work?

- The gap between African American and White students in ELA is 35%
- The gap between Hispanic students and White students in ELA is 24%

2. Student outcome Math (6, 7, 8, Algebra I)

Data Source: Pre-Test from August 2021

Current Reality: Student academic growth or mastery is not consistent across all classes/teachers

AZ Merit 2018-19 Math Data

USP Ethnicity	Math
White	14%
African Am.	7%
Hispanic	7%
Native Am.	3%
Asian-PI	NA
Multi-Racial	11%
All	7%

Desired State:

Students will have significant growth or mastery in every class.

Valencia wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: This year Valencia is fully staffed with math teachers and there has not been turn-over. There are more gaps coming from student attendance. Did students engage everyday online? Did students show up for classes? Did students complete assigned work?

- The gap between African American and White students in Math is 7%
- The gap between Hispanic students and White students in Math is 7%

B. SMART Improvement Goals

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

1. ELA

- 6th Grade-ELA achievement for all students will increase by 30% moving from 18.9% proficient on Pre-Test to 48.9% proficient on 2022 Post-Test.
- 7th Grade- ELA achievement for all students will increase by 30% moving from 17.5% proficient on Pre-Test to 47.5% proficient on 2022 Post-Test.
- 8th Grade- ELA achievement for all students will increase by 30% moving from 21.5% proficient on Pre-Test to 51.5% proficient on 2022 Post-Test.
- 9th Grade - ELA achievement for all students will increase by 30% moving from 37.7% proficient on Pre-Test to 67.7% proficient on 2022 Post-Test.

2. Math

- 6th Grade-Math achievement for all students will increase by 30% moving from 13.3% proficient on Pre-Test to 41.3% proficient on 2022 Post-Test.
- 7th Grade- Math achievement for all students will increase by 30% moving from 13.1% proficient on Pre-Test to 43.1% proficient on 2022 Post-Test.

- 8th Grade- Math achievement for all students will increase by 30% moving from 13.4% proficient on Pre-Test to 43.4% on 2022 Post-Test.
- Algebra - Math achievement for all students will increase by 30% moving from 15.7% proficient on Pre-Test to 45.7 % on 2022 Post-Test.
- Reduce Gaps in proficiency among racial/ethnic groups by 3% in ELA and Math.

3. Subgroup Achievement Goal

Economically Disadvantaged Students: at the time the report is due, data was not able to be disaggregated

Hispanic and Latino:

Grade & Content	Pre-Test Score	Goal for Post (+30%)
6 th ELA	18.2%	48.2%
6 th Math	13.6%	43.6%
7 th ELA	17.7%	47.7%
7 th Math	13.5%	33.5%
8 th ELA	21.1%	51.1%
8 th Math	13.4%	43.4%
9 th ELA	39%	69%
Algebra	15.2%	45.2%

Students with Disabilities: at the time the report is due, data was not able to be disaggregated.

ELL:

Grade & Content	Pre-Test Score	Goal for Post (+30%)
6 th ELA	13.8%	43.8%
6 th Math	10.7%	40.7%

7 th ELA	13.4%	43.4%
7 th Math	10.1%	40.1%
8 th ELA	14.4%	44.4%
8 th Math	10.4%	40.4%
9 th ELA	NA	NA
Algebra	NA	NA

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Valencia 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 Support:*

Strategy 1a: Using UBD during PLC time & Teaching with Clarity

Strategy 1b: Using AVID strategies in all classes

Strategy 1c: Using IXL for skills mastery support while looking at SnapShot every 4 weeks

Strategy 1d: Using Apex for supplemental concept support along with i-Ready

Strategy 1e: Using EMPOWER strategies for instructional support in math

Strategy 1f: Increased number of ALE courses to support advanced learning for students

Strategy 1g: 21st CLCC for additional instruction time – adding clubs to engage

Strategy 1h: Improving efficacy of PLC cycle in both content and grade level PLCs every 2 weeks

2. *Math Improvement Goal Support:*

Strategy 2a: MPP Principal training has been shared with teachers

Strategy 2b: Using AVID strategies in all classes

Strategy 2c: Using IXL for skills mastery support

Strategy 2d: Using Apex for supplemental concept support

Strategy 2e: Using MPP strategies for instructional support

Strategy 2f: Increased number of ALE courses to support advanced learning for students

Strategy 2g: 21st CLCC for additional instruction time

Strategy 2h: Improving efficacy of PLC cycle in both content and grade level PLCs

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.

ELA and Math Improvement Goals:

For Strategies 1a – 1f and 2a – 2f

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed
Teachers understand Danielson Evaluation tool and are observed using Danielson rubric; teachers receive feedback weekly about observations regarding engagement/DOK/and other Danielson 3 for instruction	Stacey Gist, Principal APs, CSPs	7/1/2021 to 6/30/2022	Time and feedback which will be given within the day.

PLCs for content area and grade-level; PLCs monitored by Admin and CSPs for efficacy of PLC cycle, data use	Stacey Gist, Principal APs, CSPs & Data Integration Specialist	7/1/2021 to 6/30/2022	Time to enforce 2 week data cycle for teachers to review student work. This year will be using the IXL snapshot and follow through by CSPs
PLCs for grade-level Kid-Talk; PLCs monitored by Admin, MTSS for efficacy of PBIS and Trauma Support	Stacey Gist, Principal APs, MTSS, Counselors, external support as needed	7/1/2021 to 6/30/2022	Partnership with Casa de Los Ninos, MTSS, NASS, and anyone to support students.
AVID strategies schoolwide	Stacey Gist, Principal APs, CSP to support AVID coordinator/ AVID teachers	7/1/2021 to 6/30/2022	
Leadership Committee meets weekly to support site in building academic identity in students	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2021 to 6/30/2022	Leadership Committee meets weekly to support site in building academic identity in students
Leadership Committee liaison to PLCs to build academic identity in students through	Stacey Gist, Principal; Leadership Team	7/1/2021 to 6/30/2022	Leadership Committee liaison to PLCs to build academic identity in students through planning for rigorous instruction

planning for rigorous instruction			
Offer increasing number of ALE, honors, and HS classes to support student needs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Due to the pandemic we are really looking at sustaining the number of students in ALE classrooms. At this time 400 students are taking an ALE class.
Increase targeted learning through pull-out or push in by CSP or data specialist	Stacey Gist, Principal, CSP & Data Interventionist	7/1/2021 to 6/30/2022	Increase academic learning time through selected groups
Obtain continued funding	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Obtain continued funding for grants and
PD embedded into PLC time for UbD, Analyzing Student Work, questioning, DOK, (Danielson 3, Teach Like A Champion) which will also be monitored by data analysis and student results	Stacey Gist, Principal APs, CSPs, Data Interventionist, MTSS, content and grade-level PLC members	7/1/2021 to 6/30/2022	
Empower training with ELA specifically	Stacey Gist, Principal & EMPOWER consultants	7/1/2021 to 6/30/2022	Funding for Empower
Content PLC to understand standards, curriculum map,	Stacey Gist, Principal	7/1/2021 to	CSP led over the summer and continuing

unpack and stack for UbD planning to support teacher growth	APs, CSP, MTSS, content and grade-level PLC members	6/30/2022	
PLCs do curriculum walks to support common expectations, academic rigor, and use of curriculum resources across the district	Stacey Gist, Principal APs, CSP, content and grade-level PLC members	7/1/2021 to 6/30/2022	
Implement TUSD curriculum with fidelity by creating grade-level CNA and content level CNA to maintain fidelity to state and district expectations	Stacey Gist, Principal APs, CSP, MTSS, content and grade-level PLC members	7/1/2021 to 6/30/2022	
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Continue with strong admin team consisting of Principal, two Assistant Principals, CSP, MTSS, counselors, RPF, MTSS and Data Interventionist	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Continue with strong admin team consisting of Principal, two Assistant Principals, CSP, MTSS, RPF, & Data Interventionist
Continue with two AVID teachers to support schoolwide AVID	Stacey Gist, Principal	7/1/2021 to	Continue with two AVID teachers to support schoolwide AVID

		6/30/2022	
Continue with Math Interventionist and Math Pathways and Pitfalls (MPP)	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Continue with Math Interventionist and Math Pathways and Pitfalls (MPP)
Continue working with math teachers based on two-week data analysis while examining change over 4-week IXL snapshots	Stacey Gist, Principal	7/1/2021 to 6/30/2022	IXL snapshot with grade-level support provided by CSPs and data intervention
Continue to train math teachers use MPP	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Continue to train math teachers use MPP
Obtain continued funding	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Obtain continued funding
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	

Increased enrollment in ALE through honors and accelerated grade level classes, 9th grade algebra and 9th grade English	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Improved attendance in class, clubs, 21st CLCC	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
IXL, Apex & i-Ready for support and extension	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
PLCs / PLC Cycle	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	

Weekly Wednesday PD	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Weekly Wednesday PD
PLCs - Content area and Grade-level	Stacey Gist, Principal	7/1/2021 to 6/30/2022	PLCs - Content area and Grade-level
Principal, AP, CSP support PLC and site PD to improve efficacy of PLCs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Principal, AP, CSP support PLC and site PD to improve efficacy of PLCs
District-offered PD and Training	Stacey Gist, Principal	7/1/2022 to 6/30/2021	District-offered PD and Training
Consistency across all contents in use of data for planning	Data Interventionist, CSP & Administration	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Consistency across all contents in use of data for planning
	Stacey Gist, Principal	7/1/2021 to	Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data

Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data		6/30/2022	
PLCs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data
UbD Planning based on standards and curricula	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
CFAs	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Teachers need more practice in PLCs/PD	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Consistency across all contents in use of data for planning	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC	Stacey Gist, Principal	7/1/2021 to 6/30/2022	

observations and feedback data			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Train teachers to do CNA	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
CNA to determine efficacy of curriculum use	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:Teacher/PLC observations and feedback data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Student work/assessment data	Stacey Gist, Principal	7/1/2021 to 6/30/2022	