2022-2023 Tucson Unified School District Student Achievement Action Plan Improvement

Principal: Stacey Gist

School: Valencia

Region: Silverbell/1

Date Plan Revised: August 29, 2022

Planning Team:

Name	Position	Name	Position
Stacey Gist	Principal	Lynn Pugh-Kelly	Teacher
Manuel Padilla	Assistant Principal	Sherri Carmichael	Curriculum Service Provider
Matthew Rosenberg	Teacher	Shakera Oliver	Curriculum Service Provider
Claire Bernhard	Counselor	Priscilla Flores	Native American Student Services

Sign Off:

Position	Name	Signature	Date
Principal	Stacey Gist	*Stacey Gist* Stacey Gist (Sep 15, 2022 08:10 PDT)	Sep 15, 2022
Regional Superintendent	Brian Lambert	*Brian Lambert* Brian Lambert (Sep 15, 2022 13:03 PDT)	Sep 15, 2022

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I.   School Profile

A.   Mission

We exist to build positive, equitable, engaging, and high-quality instruction and learning for our students so that they can succeed and excel in school and life with strong work ethic, academic values, and accountability for their actions.

B.   School Summary

Valencia Middle School is made up of 6th – 8th grade students. There is approximately 800 students that attend Valencia every year. Valencia was an F school that had been moving closer and closer to a C every year before the pandemic shut-down. The state even issued Valencia a congratulatory letter from being the bottom 25% of title 1 schools. Over the last 7 years Valencia has been working to be more community oriented. The fine arts programs have grown with electives in art, choir, orchestra, band, mariachi and drama. The 21st Century program has become a thriving addition to the school providing lots of extension programs along with tutoring.

We have become student centered focusing on individual accomplishments of all the Valencia jaguars while continuing to build opportunities where students feel part of the community. During the pandemic we added a strong student council, National Junior Honor Society, and PBIS club.

C.   Vision

We will be a cohesive, collaborative, and inclusive learning community centered around creating lifelong learners for all students, modeling positive relationships and growth.

D.   Core Values

Our core values we live every day by exhibiting Valencia PRIDE (positivity, respect, integrity, dedication, & excellence).

Schoolwide expectations
Schoolwide expectations are that students enjoy their middle school experience by developing academic strategies to be successful while making new friends and maturing.

E.   School Profile

2018-19 Letter Grade		
D		

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
	SY21.22 = 80.45%	100%	73.31%	10%	19%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
65	9.0%	23	3.2%	553	76.8%	55	7.6%	5	0.7%	19	2.6%

F. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade										
	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I	2019 Geom	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	23%	22%	18%	62%		8%	12%	9%	13%	11%	12%
State Avg	41%	38%	32%	44%		29%	30%	26%	31%	27%	27%
Valencia	10%	6%	7%	42%		1%	5%	1%	2%	3%	4%
3 Years of AzMERIT ELA Percent Proficiency by Grade										
	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
District Avg	27%	26%	24%	19%	19%	17%	24%	26%	23%
State Avg	42%	41%	38%	35%	38%	35%	39%	43%	36%
Valencia	23%	14%	18%	9%	15%	8%	12%	14%	15%

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*	*	*	*	*	*	21.9	8.3	12.1	*	*	*	14.3	9.1	10.5	45.8	14.3	18.8
Grade 7	*	*	*	*	*	*	12.8	15.5	12.9	*	*	*	0	14.3	10	37	16.7	16.7
Grade 8	*	*	*	*	*	*	18.5	5.9	14.9	*	*	*	4.8	13.3	12.5	41.2	13	12.5

Math

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*	*	*	*	*	*	9.6	1.5	1.6	*	*	*	4.8	0	4.5	16.7	0	5.9
Grade 7	*	*	*	*	*	*	6.3	3.1	2.8	*	*	*	0	6.3	8.3	7.7	10.5	3.8
Grade 8	*	*	*	*	*	*	9.4	0.0	3.7	*	*	*	9.1	13.3	6.3	34.8	0	6.3

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary – Student Achievement
AASA 6th grade – ELA 12.4% passing 7th – 14.49% passing 8th – 15.11% passing Math 6th – 2.54% passing 7th – 3.11% 8th – 4.29% Learning category: Ratio & PP 6th – 14.3% Number Sys 6th – 11. 44% Expression & Eq – 15. 25% Geo/stats/prob – 28.38% Ratio & PP 7th – 14.67% Number Sys 7th – 19.56% Expression & Eq – 10.22 Geo/stats/prob – 11.56% Ratio & PP 8th Number Sys Stats & probability – 12.45% Expression & Eq – 10.3% Geo 19.31% Functions – 13.3%

ELL –
0.0% - ELA
0.0 % - Math

ExEd
1.12% - ELA
0% - math

6th –
Reading Infor 6th – 5.07%
Reading lit 5.53%
Writing & Lang – 6.45%

7th –
Reading Infor – 7.94%
Reading lit – 12.17%
Writing & Lang 6.07%

8th –
Reading Infor – 8.0%
Reading lit - 11.56%
Writing & Lang –7.11%

Noticed in math overall students did not meet grade level but on individual categories they were much more successful.
Noticed in reading individual categories students scored lower but overall more scored proficient.

Students scored well below proficient. This year we are focusing on improving overall academic growth. Last year due to Covid the Valencia students had huge educational gaps. Through hard work students had growth they just did not have enough to make them proficient. Overall, there was better results in ELA than math so math will be a focus once again at Valencia.

Last year due to COVID there was attendance problems as many in the community were either sick with Covid or on quarantine. This negatively impacted the flow of their learning which didn't help if they were already deficient.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Currently, not all teachers use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UBD for learning.	1. Lack of effective use of PLC cycle	1. Not all teachers consistently use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UbD for learning.
2. Teachers need to effectively plan lessons with the UbD structure ensuring engagement and differentiation within each lesson.	2. Lack of curriculum with UbD structure.	2. Our school staff does not always systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.
3. Some staff do not have high expectations for learning for all students.	3. Lack of monitoring the efficacy of academic and social instruction.	3. Teachers need to collaborate more closely with the counselor to ensure that everyone is on the same page with student's academic and social instruction.

B.   SMART Goals for Overall Student Achievement

SMART Goal Statement (All Academic Goals _must_ Focus on Subgroups)	Evidence to Be Used to Assess Progress and Accomplishment
By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.	E.g.: Examples of evidence could include: ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams

*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.	- District Pre-Post Exams
AASA Goals: Math 6th Grade-Math achievement for all students will increase by 30% moving from 2% proficient or highly proficient to 32% proficient or highly proficient on 2023 AASA. Growth will be shown by 70% of students. 7th Grade- Math achievement for all students will increase by 30% moving from 3% proficient or highly proficient to 33% proficient or highly proficient on 2023 AASA. Growth will be shown by 70% of students. 8th Grade- Math achievement for all students will increase by 30% moving from 4% proficient or highly proficient to 34% proficient or highly proficient on 2023 AASA. Growth will be shown by 70% of students. Subgroup Achievement Goal (Subgroups determined by 2019-2020 data): Economically Disadvantaged Students from 15% to 45% in 2023. Hispanic and Latino from 13.3% in 2022 to 33.3% in 2023. Students with Disabilities from 10% to 40% in 2023. ELL from 0% to 30% in 2023. AASA Goals: ELA 6th Grade-ELA achievement for all students will increase by 30% moving from 12% proficient or highly proficient to 42% on 2023 AASA. Growth will be shown by 70% of students. 7th Grade- ELA achievement for all students will increase by 30% moving from 14% proficient or highly proficient to 44% proficient or highly proficient on 2023 AASA. Growth will be shown by 70% of students.	- Benchmark results quarterly - IXL snapshots in August, January & May - Short Cycle assessment every 2 weeks. Give content areas a model so they can build two-week assessment. - PLC focused on results which would be put on the assessment calendar. Template for Assessment PLC discussion: personally - - Writing assessment whole school beginning of quarter – AASA rubrics whole school looking at student work (Wednesday PD attached).

8th Grade- ELA achievement for all students will increase by 30% moving from 15% proficient or highly proficient to 45% proficient or highly proficient on 2023 AASA. Growth will be shown by 70% of students.

Subgroup Achievement Goal (Subgroups determined by 2019-2020 data along with data from that test):
Economically Disadvantaged Students from 15% to 45% in 2023.
Hispanic and Latino from 2.7% in 2021 to 32.7% in 2023.
Students with Disabilities from 10% to 40% in 2023.
ELL from 0% to 30% in 2023.

C.   Goal Attainment

1.   Strategies to achieve SMART goals

Three – Five Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
Eg: The Elementary will work to increase the quality of Tier I instruction to ensure that instruction is rigorous, standards based, and reflective of the theme.	Eg: Strengths: The MTSS coordinator and the site principal do weekly observations and provide follow up feedback. Eg: Obstacles: The school has hired seven new teachers this school year, and four of the seven are working in their first year as a classroom teacher.
There will be an increase in quality Tier 1 instruction to ensure the instruction is rigorous, standards based, and content specific.	Strengths: The administration will conduct at least 10 walk throughs a week. Teachers will be provided daily feedback while overall feedback will be discussed weekly. CSPs will provide additional walk throughs focusing on positive teacher support Obstacles: There are 2 new teachers in the ELA department and 1 in the math department.

Teachers will create CFA every 2-weeks based on the highly leveraged standards of the content areas. Teachers will then follow the CFA with the Learning Cycle Assessment Tracker which they will discuss in PLCs. The LCAT will be viewed and discussed with administration.	Strengths: PLCs are established where teachers meet with grade-level and content area groups two-times a week. The Learning Cycle Assessment Tracker was discussed with the staff and reviewed. Obstacles: When there are absent staff members, and no subs other staff members have to cover classes. PLCs are often halted if class coverage is the priority.
Teachers will meet monthly in Kid-Talk to discuss students that are successful and students that need assistance.	Strengths: MTSS & counselors will be present to put students in appropriate classes including intervention or Honors classes. Students will also be offered 21st Century for remediation or advancement. Obstacles: Due to so many students who are below grade-level need a systematic approach for success that needs constant communication. In the business of a year, the demands can become challenging.
SEL, PBIS, and NCI training for all staff and students to implement recognition of individual student growth.	Strengths: Valencia already has a strong PBIS program. This year grade-levels will be implementing the district adopted SEL program: Character Strong. NCI training for all those that are available. Obstacles: As more district demands happen along with teacher attendance ensure curriculum is implemented with fidelity.

2. **Action steps to implement strategies**

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: Teachers need to effectively plan lessons with the UbD structure ensuring engagement and differentiation within each lesson.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**

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	7/1/2022 to 6/30/2023	Time and feedback which will be given within the day. 10 observations will be completed per administrator per week	Meeting with teachers to give updated Danielson feedback weekly based on walk throughs	Completed evaluation forms & improvement on Danielson forms evident by Title 1 Walk Throughs.
PLCs for content area and grade-level; PLCs monitored by Admin and CSPs for efficacy of PLC cycle, data use	Stacey Gist, APs, CSPs	7/1/2022 to 6/30/2023	Alignment of the schedule for PLC along with monitoring the PLC cycle for efficacy	Assessment cycle, PLC notes, and input into leadership team	PLC notes & assessment cycle calendar
Consistent year-long training in UBD or LBD	Admin & CSP	7/1/2022 to 6/30/2023	On-going training in UBD and LBD	PD Calendar and Danielson evals	Lesson plan book online & evaluations
AVID strategies schoolwide	AVID Site Team & Administration	7/1/2022 to 6/30/2023	All teachers have access to AVID site team, monthly AVID lessons, WICOR posters, and time to discuss	Evidence seen in walk throughs	AVID evidence to become site of distinction.
Training in ELD strategies by the district to ensure high engaging lessons	District ELD leadership & teachers	7/1/2022 to 6/30/2023	Training by district ELD teachers	Ongoing through walk throughs & lesson plan writing	Walk throughs & lesson plans

			Action Steps to Implement Improvement Strategies for Improvement Goal 2		

Strategy 2: Currently, not all teachers use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UBD for learning.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Increase targeted learning through pull-out or push in by CSP & MTSS	CSP, MTSS, & counselors	7/1/2022 to 6/30/2023	CUSP students focused	Student growth in benchmarks	Amount of students in receiving support
PLCs for grade-level Kid-Talk; PLCs monitored by Admin, MTSS for efficacy of PBIS, Trauma Support, & SEL	Admin, MTSS, Counselors, RPF teacher	7/1/2022 to 6/30/2023	SEL curriculum, MTSS discussion & plans, time for meeting & follow-through	Weekly meetings for discipline, student attendance, grades, & confidence	MTSS notes, implementation of SEL, & reduced discipline
2-week assessment calendar with completed Learning Cycle Assessment Tracker	Teachers	7/1/2022 to 6/30/2023	Time and PLC structure to plan for CFA reflection	Administration reviewing LCAT, PLC discussing what will be done for student growth	Completed LCAT in PLC folder in teams
Math Teacher training focused on Eureka with WestEd	Math Teachers, CSP & Admin	7/1/2022 to 6/30/2023	WestEd trainings and walk throughs	Discussion with WestEd	Walk throughs on evaluations and WestEd feedback

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
The data indicates that among Hispanic and Native American they have a similar passing rate than the total. Both those subgroups make up a huge amount of the whole of Valencia's population.

Our problem areas with major academic gaps are ExEd and ELL. Although, these groups are subgroups at Valencia they represent close to 100 students. Supporting them with their academic success is very important along with the challenges they already have as they have to expend lots of energy for learning.

ExEd – At Valencia we have 2 different exed groups: inclusion and self-contained. When looking at this particular group of students it is important for the overall success by individually looking at each student. Individually this group of students had lots of skill growth on IXL but not enough to show a passing rate. This year we will continue to monitor ExEd students under their case carrier with special attention to rigorous expectations with scaffolds.

ELL – This group of students we are heavily targeting with engagement and additional supports so they can be successful throughout Valencia. They will be closely monitored with AZELLA tests, IXL, and classroom CFAs. Attendance in classroom was also a concern last year so this year we are starting parent meetings right away to ensure classroom attendance. |

Identify Top Three Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
1. Latino & Native American Overall scores were similar to the	1. Lack of curriculum with UbD structure while focusing on subgroups.	1. Not all teachers consistently use all available student data to intentionally

whole population at Valencia. Therefore, ensuring that teachers are teaching rigorous engaging lessons.		plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UbD for learning.
2. ExEd Students after COVID had many education gaps as learning online was not as effective for their learning style. During inclusion they made growth but not enough to show proficient on the AASA.	2. Lack of curriculum with UbD structure while focusing on subgroups including the learning styles of ExEd students to help them be successful.	2. Not all teachers consistently use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UbD for learning.
3. ELL As second language learners ELLs have a challenge of answering the AASA questions in their 2nd language. Experiencing questions at that high level needs to be something they are familiar so they have a chance on performing on the AASA.	3. Lack of curriculum with UbD structure while focusing on subgroups especially the ELLs with differentiated instruction.	3. Not all teachers consistently use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UbD for learning.

B. SMART Goals for Reducing Achievement Gaps

SMART Goal Statement *(All Academic Goals __must__ Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.	E.g.: Examples of evidence could include: ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams

*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.	
- ELA achievement for all Hispanic students will increase by 30% moving from 15.6% proficient or highly proficient to 45.6% on 2023 AASA. Growth will be shown by 70% of students. - ELA achievement for all Native American students will increase by 30% moving from 11% proficient or highly proficient to 41% on 2023 AASA. Growth will be shown by 70% of students. - ELA achievement for all ELL students will increase by 30% moving from 0% proficient or highly proficient to 30% on 2023 AASA. Growth will be shown by 70% of students. - ELA achievement for all ExEd students will increase by 30% moving from 1.12% proficient or highly proficient to 31.12% on 2023 AASA. Growth will be shown by 70% of students. - Math achievement for all Hispanic students will increase by 30% moving from 2.7% proficient or highly proficient to 32.7% on 2023 AASA. Growth will be shown by 70% of students. - Math achievement for all Native American students will increase by 30% moving from 6.3% proficient or highly proficient to 36.3% on 2023 AASA. Growth will be shown by 70% of students. - Math achievement for all ELL students will increase by 30% moving from 0% proficient or highly proficient to 30% on 2023 AASA. Growth will be shown by 70% of students. - Math achievement for all ExEd students will increase by 30% moving from 0% proficient or highly proficient to 30% on 2023 AASA. Growth will be shown by 70% of students.	- Benchmark results quarterly - IXL snapshots in August, January & May - Short Cycle assessment every 2 weeks. Give content areas a model so they can build two-week assessment. - PLC focused on results which would be put on the assessment calendar. Template for Assessment PLC discussion: personally - - Writing assessment whole school beginning of quarter – AASA rubrics whole school looking at student work (Wednesday PD attached).

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Eg: *The Elementary will work to increase the quality of Tier I instruction to ensure that instruction is rigorous, standards based, and reflective of the theme.*	Eg: Strengths: *The MTSS coordinator and the site principal do weekly observations and provide follow up feedback.* Eg: Obstacles: *The school has hired seven new teachers this school year, and four of the seven are working in their first year as a classroom teacher.*
There will be an increase in quality Tier 1 instruction to ensure the instruction is rigorous, standards based, and content specific.	Strengths: The administration will conduct at least 10 walk throughs a week. Teachers will be provided daily feedback while overall feedback will be discussed weekly. CSPs will provide additional walk throughs focusing on positive teacher support Obstacles: There are 2 new teachers in the ELA department and 1 in the math department.
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Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 2: Currently, not all teachers use all available student data to intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UBD for learning.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Increase targeted learning through pull-out or push in by CSP & MTSS	CSP, MTSS, & counselors	7/1/2022 to 6/30/2023	CUSP students focused	Student growth in benchmarks	Amount of students in receiving support
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2-week assessment calendar with completed Learning Cycle Assessment Tracker	Teachers	7/1/2022 to 6/30/2023	Time and PLC structure to plan for CFA reflection	Administration reviewing LCAT, PLC discussing what will be done for student growth	Completed LCAT in PLC folder in teams
Math Teacher training focused on Eureka with WestEd	Math Teachers, CSP & Admin	7/1/2022 to 6/30/2023	WestEd trainings and walk throughs	Discussion with WestEd	Walk throughs on evaluations and WestEd feedback

Index and Support

I. **Gap Analyses:** While looking at site based data, make sure to perform an effective gap analysis by disaggregating data by the following subgroups:
    A. African American
    B. Anglo
    C. Hispanic
    D. Exceptional Education
    E. English Learners
In addition to this data set, make sure to investigate additional data that includes mobility rate, attendance rate, and promotion/retention rates.
Ensure that SMART goals, strategies and action steps are created to address the gaps in data that are found. For example, if data indicates that
Hispanic students are not performing as well on state standardized tests as their Anglo counterparts, then create a plan to effectively address
that need. Ensure that this is thread throughout the entire magnet plan. Ensure that this is also tied to a root cause analysis. This will likely
be aligned to the same root causes one will find in a Title I Integrated Action Plan.

II. **SMART Goal Examples:**
    A. By June, 2023, reading achievement for African American students will increase by 10 percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.

    B. By June 2023, math achievement for Hispanic students will increase by 10percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.

    C. By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.

    D. By June 2023, the school will increase the enrollment of African American and Anglo students by five percentage points to ensure integration, as measured by 100th day enrollment reports.

Valencia SAAP 22-23

Final Audit Report   2022-09-15

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Signature Date: 2022-09-15 - 8:03:56 PM GMT - Time Source: server- IP address: 168.174.252.2

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