

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

Principal: Rosanna Ortiz-Montoya

School: Gridley Middle

Region: Pantano /5

Date Plan Revised: July 20, 2022

Planning Team:

Name	Position	Name	Position
Rosanna Ortiz-Montoya	Principal	Camille Martinez-Yaden	CSP
Dale Hicks	Teacher	John Davidson	Teacher
Teresa Guerrero	Title I Program Coordinator		

Sign Off:

Position	Name	Signature	Date
Principal	Rosanna Ortiz Montoya		
Regional Superintendent	Holly Hammel		

Table of Contents

Contents

I. School Profile	2
A. Mission	2
B. School Summary	2
C. Vision	2
D. Core Values	2
E. School Profile	8
F. Achievement Data	9
II. Overall Student Achievement	11
A. Gaps in Student Achievement	11
B. SMART Goals for Overall Student Achievement	14
C. Goal Attainment	15
1. Strategies to achieve SMART goals	15
2. Action steps to implement strategies	16
III. Academic Performance for African American, Latino, Native American, ExEd and ELL Subgroups: Gap Analyses	19
A. Gaps in USP subgroup performance	19
B. SMART Goals for Reducing Achievement Gaps	21
1. Strategies to achieve SMART goals	23
2. Action steps to implement strategies	24

I. School Profile

A. Mission

Gridley Middle School Mission Statement:

“Empowering our inclusive community by building a culture which strives for excellence through responsibility and perseverance.”

B. School Summary

Gridley Middle school is a campus with a diverse population of students. It is a well-established middle school on the east side of TUSD. We serve students of varying levels of SES. Our demographics are:

C. Vision

Gridley Middle School Vision Statement:

GRIDLEY STRONG – WE ARE EMPOWERED TO: ACT, PERSEVERE, EXCEL

D. Core Values

Gridley Grizzlies Core Values – “R. I. P. E. for Learning”

R – Responsible – acknowledging our personal role in creating our shared future.

I – Inclusive – honoring and welcoming our unique abilities as our foundation.

P – Persevere – consistently driving forward through struggles.

E - Empowered – having the knowledge and confidence that power exists within, allowing us to achieve our goals.

Align school wide expectations to site PBIS expectations.

Mountain Lions	Classroom	Cafeteria	Restroom	Playground	Walkways	Bus	Library	Office/Public Areas
<u>P</u> ersevere	<ul style="list-style-type: none"> •Be the best you can be •Always give your best effort •Be an active participant •Arrive on time • 	<ul style="list-style-type: none"> •Enjoy your meals with others • 	<ul style="list-style-type: none"> •Return to class promptly •Practice good hygiene •Clean up after yourself 	<ul style="list-style-type: none"> •Enjoy your time with every one •Resolve conflicts peacefully 	<ul style="list-style-type: none"> •Enjoy clean walkways while going to your destination •Admire the displayed work of our learning community 	<ul style="list-style-type: none"> •Have an enjoyable and safe trip 	<ul style="list-style-type: none"> •Appreciate a clean and resourceful learning environment 	<ul style="list-style-type: none"> •Be aware of a supportive and friendly working environment
<u>R</u> espect	<ul style="list-style-type: none"> •Respect yourself and each other •Respect the school and others •Respect the 	<ul style="list-style-type: none"> •Use a quiet voice •Use good table manners •Say “please” and “thank you” 	<ul style="list-style-type: none"> •Allow for privacy for each person •Use a quiet voice •Use water and supplies 	<ul style="list-style-type: none"> •Include every one and take turns •Respect all students and adults 	<ul style="list-style-type: none"> •Walk quietly •Help keep walkways clean 	<ul style="list-style-type: none"> •Use a quiet voice and appropriate language •Follow the directions of the 	<ul style="list-style-type: none"> •Use good listening skills •Eyes on the speaker •Enter and exit quietly 	<ul style="list-style-type: none"> •Enter quietly and use whisper voices •Be polite and respond with kindness

	<p>property of the school and others</p> <ul style="list-style-type: none"> • Treat others as you want to be treated • Use kind words and actions 	<ul style="list-style-type: none"> • Maintain a clean environment 	<p>carefully and appropriately</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Respect the playground and equipment • 		<p>bus driver and monitors at all times</p> <ul style="list-style-type: none"> • Take care of YOUR bus • 		
Responsible	<ul style="list-style-type: none"> • Be prepared every day • Be an active listener • Follow directions and stay on task 	<ul style="list-style-type: none"> • Make healthy choices • Use time to eat wisely • Clean up after yourself • Place unopen 	<ul style="list-style-type: none"> • Clean up after yourself • Use the restroom at an appropriate time • Wash and dry hands • Respect school 	<ul style="list-style-type: none"> • Listen to monitors and adults • Use positive and appropriate language • Play fair and take 	<ul style="list-style-type: none"> • Take care of yourself and others • Use appropriate language • Be timely and prompt 	<ul style="list-style-type: none"> • Know and follow the bus rules • Take care of your backpack and personal items 	<ul style="list-style-type: none"> • Treat books nicely • Use whisper voices at all times • Wait patiently while checking out books and materials 	<ul style="list-style-type: none"> • Be kind when addressing adults • Wait patiently until someone can help you

	<ul style="list-style-type: none"> •Keep electronic devices off and away 	<ul style="list-style-type: none"> ned and unclean food in the share table/basket 	<ul style="list-style-type: none"> property 	<ul style="list-style-type: none"> turns with others •Line up at first signal •Stay in approved areas 		<ul style="list-style-type: none"> •Take care of yourself and others •Be a good role model to others 		
Attitude	<ul style="list-style-type: none"> •Make responsible choices •Be accountable for the decisions you make •Be positive and friendly every day 	<ul style="list-style-type: none"> •Make wise decisions to eat a healthy lunch •Invite a new student to sit with you •Help create an enjoyable environment 	<ul style="list-style-type: none"> •Use the restroom appropriately •Keep the restroom clean for others • • 	<ul style="list-style-type: none"> •Be open to learn new games and activities •Invite others to join in •Agree on rules before playing games 	<ul style="list-style-type: none"> •Smile and be kind to people you meet in the walkways •Help new students and visitors to get around 	<ul style="list-style-type: none"> •Be courteous and friendly to all students and adults •Show and appreciate the privilege of riding a school bus 	<ul style="list-style-type: none"> •Ask an adult for help politely when needed •Raise your hand when you would like a turn to speak •Help maintain a clean environment 	<ul style="list-style-type: none"> •Ask for help politely •Be a good role model •Be courteous to adults and others

				•Be a good sport				
<u>SafE</u>	<ul style="list-style-type: none"> •Maintain personal space •Use materials appropriately •Take care of yourself and others 	<ul style="list-style-type: none"> •Be patient and appropriate in line •Place all trash in trash cans •Report or clean up spills •Stay seated until dismissed 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep restrooms clean and neat •Report any unsafe condition to an adult 	<ul style="list-style-type: none"> •Use equipment properly •Report problems or injuries to the nearest adult •Play safely 	<ul style="list-style-type: none"> •Honor personal space •Walk at all times 	<ul style="list-style-type: none"> •Remain seated until the bus comes to a complete stop •Step on and off the bus one at a time •Keep your backpack and personal items with you and secured at 	<ul style="list-style-type: none"> •Criss-cross applesauce when sitting on the floor •Walk at all times •Four on the floor for chairs and stools 	<ul style="list-style-type: none"> •Seek help when needed •Use caution when entering or exiting the office •Wait patiently and quietly while seated

						all times		
--	--	--	--	--	--	--------------	--	--

E. School Profile

School Profile		
2018-19 Letter Grade	2019-20 Letter Grade	2021-22
D	D	Pending

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
33.8	16.1%	100%	51.8%	2.8%	17.6%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
230	37.89%	41	6.75%	265	43.66%	6	0.99%	13	2.14%	52	8.57%

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%
Gridley	33%	29%	22%	62%	100%	12%	14%	18%	19%	15%	14%

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%
Gridley	33%	29%	20%	26%	19%	30%	33%	37%	29%

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	15.8			24.7			22.6	27.4		43.8		46.7						
Grade 7	11.8			19.6			16.9	29.6		47.8	25	20						
Grade 8	11.1	15.4		12.3			24.6	25		30	50	30						

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	5.3			32.6			7	12.9		37.5		26.7						
Grade 7	17.6			17.1			10.3	8.5		58.3	15.4	0						
Grade 8	15			20.6			15.3	13.1		42.3		13.6						
Total	23.9																	

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement

In narrative form, write a detailed explanation of what the data indicates. Ensure to point out descriptions of gaps, where the goal, the current reality and the gap are identified. This should be tied back to an area of outcome. Think of the area of outcome as the place where the data was found, i.e. academics, attendance, integration, etc. Also, indicate in this section a narrative on “why” these gaps might exist. Refer to TUSD’s guide for Equity Based Oriented Continuous Improvement, page 13 to help write that analysis.

ELA Gaps analysis:

In school year (SY) 2019, both the 6th (33%) and 7th (29%) grade students performed better than the district’s averages (6th = 27% and 7th = 26%) yet, both grade level scores fell below the AzMERIT/AASA state average scores (6th state average = 42% with Gridley scoring 9% below and 7th state average = 41% with Gridley scoring 12% below). Moreover, in 2019, Gridley’s eighth grade ELA scores (20%) fell below both the district (24% with Gridley scoring 4% below) and the state average scores (38% with Gridley scoring 18% below). In SY 2021, both the 6th (26%) and 8th (30%) grade levels performed above TUSD’s averages (6th = 19% and 8th = 17%) yet fell below state average scores (6th = 35% and 8th = 35%). The 2021 seventh grade ELA score of 19% indicates that the 7th grade Gridley students (19%) performed exactly with the district average (19%) student average scores yet, these same 7th grade student scores fell below the state average (38%) scores. In 2022, all three Gridley grade level students (6th = 33%, 7th = 37%, and 8th = 29%) scored better than the district average (6th = 24%, 7th = 26%, and 8th = 23%). However, all three grade levels fell below the state average scores (6th = 39%, 7th = 43%, and 8th = 36%). During school years (SY 2019 through SY 2022), across all three grade levels, Gridley students have demonstrated growth across time in ELA thus demonstrating continuous academic improvement except for SY 2020’s scores which have been completely exempted from data collection and analysis processes. Gridley continues to carry forward with its multi-pronged approach for improving Gridley students’ academic student achievement scores by matching or exceeding the state’s student academic achievement scores. Gridley’s multi-pronged approach for reaching identified goals, closing the opportunity gap, and for improving Gridley student’s academic achievement scores includes the following strands:

- Goals include 90% of students will improve their short cycle assessments scores by 10 points each month. This will be done through the IXL Snapshots and IXL diagnostic testing.
- Gridley continuing to conduct gaps analyses.
- Identify the necessary steps for meeting and exceeding the district grand average student achievement scores.

- Strengthening leadership's adherence to our commitment to drive continuous improvement guided by a collaborative co-constructed framework.
- Leadership creating, disseminating, and evaluating the three-way (teacher / family / leadership) communications system focusing on pertinent topics such as the school's schedule changes, its discipline protocol and updates, student growth data, and teacher acknowledgment for supporting student behavioral and academic growth.
- Using data to inform and guide instructional platforms and pathways.
- Data informed interventions are continuously provided for all students.

MATH Gaps analysis:

In 2019, all three grade levels 6th (33%), 7th (29%), and 8th (22%) grade levels performed better than the district's averages (6th = 23%, 7th = 22%, and 8th = 18%) yet, both grade level scores fell below the AzMERIT/AASA state average scores (6th state average = 41% with Gridley scoring 8% below, 7th state average = 38% with Gridley scoring 9% below, and 8th state average = 32% with Gridley scoring 10% below). Moreover, in 2019, Gridley's eighth grade Algebra 1 scores (62%) is on par with the district (62%) and exceeds the state average scores (44% with Gridley scoring 18% above the state scores). In 2021, all three grade levels 6th (12%), 7th (14%), and 8th (18%) at Gridley performed above TUSD's averages (6th = 8%, 7th = 12%, and 8th = 9%) yet fell below state average scores (6th = 29%, 7th = 30%, and 8th = 26%). In 2022, all three Gridley grade level students (6th = 19%, 7th = 15%, and 8th = 14%) scored better than the district average (6th = 13%, 7th = 11%, and 8th = 12%). However, all three grade levels fell below the state average scores (6th = 31%, 7th = 27%, and 8th = 27%). During school years (SY 2019 through SY 2022), across all three grade levels, Gridley students have demonstrated growth across time in MATH thus demonstrating continuous academic improvement except for SY 2020's scores which have been completely exempted from the data collection and analyses processes. Gridley continues to carry forward with its multi-pronged approach for improving Gridley students' academic student achievement scores by matching or exceeding the state's yearly student academic achievement scores. Gridley's multi-pronged approach for closing the opportunity gap and for improving Gridley student's academic achievement scores includes the following strands:

- Goals include 90% of students will improve their short-cycle assessment scores by 10 points each month. This will be done through the IXL Snapshots and IXL diagnostic testing.
- Gridley continuing to conduct ongoing gaps analyses.
- Identifying the necessary steps for meeting and exceeding the district's grand average student achievement scores.
- Strengthening leadership's adherence to our commitment to drive continuous improvement guided by a collaborative co-constructed action plan framework.
- Leadership creating, disseminating, and evaluating the three-way (teacher / family / leadership) communications system focusing on pertinent topics such as the school's schedule changes, its discipline protocol and updates, student growth data,

and teacher acknowledgment for supporting student behavioral and academic growth.

- Using data to inform and guide instructional platforms and approaches.
- Data informed interventions are consistently provided for all students.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. Our leadership does not commit to drive continuous improvement.</p>	<p>1. Leadership lacks systems for ensuring communication with staff about schedule changes, discipline, student growth and teacher acknowledgment to support our students.</p>	<p>Lack of dedicated time for department to discuss cross-grade issues.</p> <p>Lack of staff hired in open positions.</p> <p>Lack of consistent schedules communicated weekly to preserve PLC PD time.</p>
<p>2. Based on all available student data, teachers don't intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UDL.</p>	<p>2. Teachers do not understand the importance of using data to inform and guide instruction.</p> <p>Teachers are not consistently using data to inform their instruction.</p> <p>Teachers and staff have a lack of understanding of the curriculum and assessment process. Teachers were not expected to use a guaranteed viable curriculum. Data analysis for the purpose of instructional improvement is lacking.</p>	<p>Teachers have not been trained in UDL.</p> <p>Teachers are unfamiliar with how to source data.</p> <p>Teachers who do access data are not using it intentionally to inform instruction.</p>

<p>3. Our school doesn't create and maintain positive collaborative partnership among families, communities, and school to support student learning.</p>	<p>3. Staff do not have buy-in about the outcomes of having a strong partnership between home, school and the community and the impact on students.</p>	<p>Parent and community involvement was limited due to the pandemic.</p> <p>Families don't feel expected to be active participants in their student's learning.</p>
--	---	---

B. SMART Goals for Overall Student Achievement

<p align="center">SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p align="center">Evidence to Be Used to Assess Progress and Accomplishment</p>
<p>1. 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.</p> <p>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.</p>	<p>E.g.: Examples of evidence could include:</p> <ul style="list-style-type: none"> ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams
<p>1. Throughout the 22/23 SY, the Gridley school administration support team will meet monthly with teachers to review student data, during PD and grade level PLC to guide instructional decisions that address student gaps for improved academic growth.</p> <p>2. By the end of Quarter 1, admin and teachers will review short-term cycle subgroup data to develop an instructional action plan to align with student needs.</p>	<p>Yearly PD Schedule PLC Agendas and meeting notes organizers Training teachers to source data Teacher Lesson Plans</p> <p>Short Cycle Assessment data Lesson Plans which include formative assessment Benchmarks</p>

<p>3. 90% of all students that are assessed in grades 6th – 8th will show at least 10 points of growth per on the using SC IXL assessments.</p> <p>4. All students that are assessed in grades 6-8 ELA and Math will show 30% AASA growth and all 8th graders assessed using AZSci – AIMS – will show 32% proficiency.</p> <p>5. By May 2023, the Principal and Community will collaborate t plan community events on a monthly basis and create a newsletter to inform parents of on-going, upcoming community events at Gridley Middle School.</p>	<p>Assessment Data (Short cycle- each month)</p> <p>AASA and AIMSci data</p> <p>Monthly Newsletter Bi-monthly Community Events</p>
---	--

C. Goal Attainment

1. Strategies to achieve SMART goals

Three – Five Strategies that help School Achieve Improvement Goal	
Strategies:	Strengths and Obstacles
<p>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.</p>	<p>Eg: Strengths: The CSP, MTSS coordinator, and the site principal do weekly observations and provide follow-up feedback.</p> <p>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.</p>
<p>PLC time will allow teachers and support staff to focus on data driven, intentional, and rigorous instruction in all core content areas.</p>	<p>Strengths: Gridley MS implements a 7-period schedule which allows PLC time to occur within the school day, M-F.</p>

	Obstacle: Not all teachers are familiar with data sources for IXL, Benchmarks, AASA, etc. That would help facilitate their “data talks” with the PLC.
Teachers will administer IXL diagnostics monthly, quarterly Benchmarks, and utilize the data from these assessments to plan interventions for all students.	Strength: This year our CSP will work directly, through PLC time, to assist teachers with the use of data to drive instruction and interventions. Obstacle: Not all teachers are familiar with data digging and its application in their lesson planning.
Through the school-wide Advisory period all teachers will implement interventions to all students targeting ELA and Math.	Strength: This year our CSP will work directly, through PLC time, to assist teachers with the use of data to drive instruction and interventions. Obstacle: Not all teachers are familiar with data digging and its application in their lesson planning.

2. Action steps to implement strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 1:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Set aside time to co-plan to teach across the curriculum.	All teaching staff	Quarterly			

Get all teachers involved/ supporting Advisory classes.	Admin staff- CSP, MTSS, Admin	On-going			
Within the first 2 months the Gridley staff will be trained on Expectations, Communication Norms, Data Review and Short Cycle Assessment.	Admin staff- CSP, MTSS, Teacher leaders	09/30/22			
Utilize daily advisory period to address student learning gaps utilizing IXL, iReady targeted instruction in ELA & Math.	All-Teachers	Yearlong			
Utilize PLC's to identify student (including sub-groups) performance and determine operable tiered interventions.	All teachers CSP, MTSS	Year-long			

Action Steps to Implement Improvement Strategies for Improvement Goal

Strategy 2:

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
One PD a month Content area will meet to look at CFA's and Vertical Articulation	Teachers	Monthly			
Once per quarter PD Day toward the end of the quarter for all CORE content areas to create CFA's and plan for Vertical Articulation	Teachers	Quarterly			

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 SY 2021-2022 ELA data shows that academic performance (state testing passing rate) for African American (19.2%), Native American (20%), ExEd (5.81%) and ELL (0.00%) students are below that of Hispanic (27.31%) and White (39.51%) students. The same is true for SY 2021-2022 MATH. The SY 2021-2022 MATH data shows that academic performance (state testing passing rate) for African American (3.3%), Native American (0.00%), ExEd (1.10%) and ELL (0.00%) students are below that of Hispanic (11.4 %) and White (20.8%) students.

The African American students (7th grade to 8th grade) showed a positive ELA growth trend of 3.6% between SY 2018-2019 and SY 2020-2021.

For SY 2018-2019 and SY 2020-2021 the Hispanic student cohort showed multiple positive ELA growth trends:

- Sixth grade to seventh grade demonstrated a 7.0% positive gain.
- Seventh grade to eighth grade demonstrated a 8.1% positive gain.

For SY 2018-2019 and SY 2020-2021 the hispanic student cohort showed multiple positive MATH growth trends:

- Sixth grade to seventh grade demonstrated a 1.5% positive gain.
- Seventh grade to eighth grade demonstrated a 3.2% positive gain.

Goals include 90% of students will improve their short cycle assessments scores by 10 points each month. This will be done through the IXL Snapshots and IXL diagnostic testing

Gridley's multi-pronged approach for closing the opportunity gap and for improving Gridley student's academic achievement scores includes the following strands:

- Gridley continuing to conduct ongoing gaps analyses.
- Identifying the necessary steps for meeting and exceeding the district's grand average student achievement scores.

- Strengthening leadership’s adherence to our commitment to drive continuous improvement guided by a collaborative co-constructed action plan framework.
- Leadership creating, disseminating, and evaluating the three-way (teacher / family / leadership) communications system focusing on pertinent topics such as the school’s schedule changes, its discipline protocol and updates, student growth data, and teacher acknowledgment for supporting student behavioral and academic growth.
- Using data to inform and guide instructional platforms and approaches.
- Data informed interventions are consistently provided for all students.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Our leadership does not commit to drive continuous improvement.	1. Leadership lacks systems for ensuring communication with staff about schedule changes, discipline, student growth and teacher acknowledgment to support our students.	1. Lack of dedicated time for department to discuss cross-grade issues. Lack of staff hired in open positions. Lack of consistent schedules communicated weekly to preserve PLC PD time.
2. Based on all available student data, teachers don’t intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing UDL.	2. Teachers do not understand the importance of using data to inform and guide instruction. Teachers are not consistently using data to inform their instruction. Teachers and staff have a lack of understanding of the curriculum and assessment process. Teachers were	2. Teachers have not been trained in UDL. Teachers are unfamiliar with how to source data. Teachers who do access data are not using it intentionally to inform instruction.

	not expected to use a guaranteed viable curriculum. Data analysis for the purpose of instructional improvement is lacking.	
3. Our school doesn't create and maintain positive collaborative partnership among families, communities, and school to support student learning.	3. Staff do not have buy-in about the outcomes of having a strong partnership between home, school and the community and the impact on students.	3. Parent and community involvement was limited due to the pandemic. Families don't feel expected to be active participants in their student's learning.

B. SMART Goals for Reducing Achievement Gaps

<p align="center">SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p align="center">Evidence to Be Used to Assess Progress and Accomplishment</p>
<p>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.</p> <p>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.</p>	<p>E.g.: Examples of evidence could include:</p> <ul style="list-style-type: none"> ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams
<p>ELA Impact Goal:</p> <p><u>ELA: 6th Grade</u> – ELA achievement for all students will increase by 10% moving from 33.5% proficient or highly proficient on</p>	<ul style="list-style-type: none"> ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmarks ● IXL Diagnostics

2022 AASA to 44.5% proficient or highly proficient on 2023 AASA.

ELA: 7 Grade – ELA achievement for all students will increase by 10% moving from 37.3% proficient or highly proficient on 2022 AASA to 47.3% proficient or highly proficient on 2023 AASA.

ELA: 8th Grade – ELA achievement for all students will increase by 10% moving from 28.4% proficient or highly proficient on 2022 AASA to 38.4% proficient or highly proficient on 2023 AASA.

Math: 6th Grade – Math achievement for all students will increase by 10% moving from 18.4% proficient or highly proficient on 2022 AASA to 28.4% proficient or highly proficient on 2023 AASA.

Math: 7th Grade – Math achievement for all students will increase by 10% moving from 14.3% proficient or highly proficient on 2022 AASA to 24.3% proficient or highly proficient on 2023 AASA.

Math: 8th Grade – Math achievement for all students will increase by 10% moving from 14.1% proficient or highly proficient on 2022 AASA to 24.1% proficient or highly proficient on 2023 AASA.

African America ELA

- AA ELA – The average proficiency percentage for ELA achievement for African American students will increase

<ul style="list-style-type: none"> • by 10% moving from 60.7% proficient or highly proficient on the Spring 2022 AASA test to 70.7% proficient or highly proficient on the Spring 2023 AASA test. <p><u>African American Math</u></p> <ul style="list-style-type: none"> • AA Math – The average proficiency percentage for Math achievement for African American students will increase by 10% moving from 11.1% proficient or highly proficient on the Spring 2022 AASA test to 21.1% proficient or highly proficient on the Spring 2023 AASA test. <p><u>Ex. Ed. ELA</u></p> <ul style="list-style-type: none"> • Ex. Ed. ELA – The average proficiency percentage for ELA achievement for Ex. Ed. students will increase by 10% moving from 18.5% proficient or highly proficient on the Spring 2022 AASA test to 28.5% proficient or highly proficient on the Spring 2023 AASA test. <p><u>Ex. Ed. Math</u></p> <ul style="list-style-type: none"> • Ex. Ed. Math – The average proficiency percentage for Math achievement for Ex. Ed. students will increase by 10% moving from 3.2% proficient or highly proficient on the Spring 2022 AASA test to 13.2% proficient or highly proficient on the Spring 2023 AASA test. 	
---	--

C. Goal Attainment

1. Strategies to achieve SMART goals

Three – Five Strategies that help School Achieve Improvement Goal	
Strategies:	Strengths and Obstacles

<p>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.</p>	<p>Eg: Strengths: The CSP, MTSS coordinator, and the site principal do weekly observations and provide follow-up feedback.</p> <p>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.</p>
<p>PLC time will allow teachers and support staff to focus on data driven, intentional, and rigorous instruction in all core content areas.</p>	<p>Strengths: Gridley MS implements a 7-period schedule which allows PLC time to occur within the school day, M-F.</p> <p>Obstacle: Not all teachers are familiar with data sources for IXL, Benchmarks, AASA, etc. That would help facilitate their “data talks” with the PLC.</p>
<p>Teachers will administer IXL diagnostics monthly, quarterly Benchmarks, and utilize the data from these assessments to plan interventions for all students.</p>	<p>Strength: This year our CSP will work directly, through PLC time, to assist teachers with the use of data to drive instruction and interventions.</p> <p>Obstacle: Not all teachers are familiar with data digging and its application in their lesson planning.</p>
<p>Through the school-wide Advisory period all teachers will implement interventions to all students targeting ELA and Math.</p>	<p>Strength: This year our CSP will work directly, through PLC time, to assist teachers with the use of data to drive instruction and interventions.</p> <p>Obstacle: Not all teachers are familiar with data digging and its application in their lesson planning.</p>

2. Action steps to implement strategies

Action Steps to Implement Improvement Strategies for Improvement Goal
<p>Strategy 1:</p>

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Set aside time to co-plan to teach across the curriculum.	All teaching staff	Quarterly			
Get all teachers involved/ supporting Advisory classes.	Admin staff- CSP, MTSS, Admin	On-going			
Within the first 2 months the Gridley staff will be trained on Expectations, Communication Norms, Data Review and Short Cycle Assessment.	Admin staff- CSP, MTSS, Teacher leaders	09/30/22			
Utilize daily advisory period to address student learning gaps utilizing IXL, iReady targeted instruction in ELA & Math.	All-Teachers	Yearlong			
Utilize PLC's to identify student (including sub-groups) performance and determine operable tiered interventions.	All teachers CSP, MTSS	Year-long			

Action Steps to Implement Improvement Strategies for Improvement Goal

Strategy 2:

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
One PD a month Content area will meet to look at CFA's and Vertical Articulation	Teachers	Monthly			
Once per quarter PD Day toward the end of the quarter for all CORE content areas to create CFA's and plan for Vertical Articulation	Teachers	Quarterly			

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 10 percentage 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.