

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

**Principal:** Martin Muecke

**School:** Magee Middle School

**Region:** Pantano/5

**Date Plan Revised:** 08/07/2022

**Planning Team:**

Name	Position	Name	Position
Martin Muecke	Principal	Karen Nichols	MTSS
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**Sign Off:**

Position	Name	Signature	Date
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## I. School Profile

### A. Mission

Old Statement: 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.

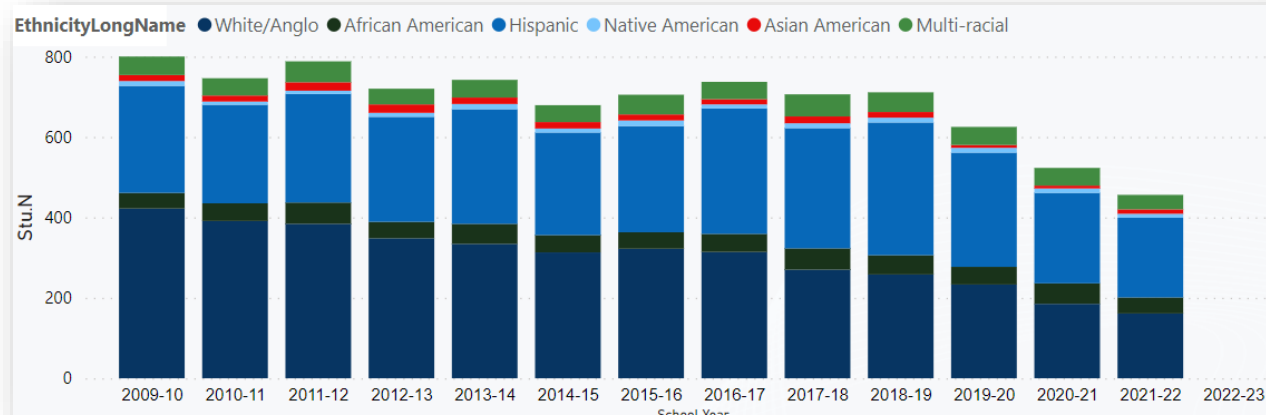
The Magee experience will engage our students socially, emotionally, and academically with experiences that embrace diversity and prepare our students for the 21st Century.

### B. School Summary

Magee Middle School is 59 years old and is well established in the East part of Tucson. The school's current racial breakdown is:

- 29 African American
- 154 Hispanic
- 129 White
- 10 Native
- 8 Asian
- 31 Multi-Racial

This is a difference from year's past where Magee did not have as large of a representation of other races and white was the predominant race. As the chart below shows, white was the dominant race at Magee in 2009. Over the past 12 years, it is still largely present, but not to the same extent as it was 12 years ago.



Magee’s current academic grade as determined by the Arizona Department of Education is an F. This grade is assigned to the school due to the school having received multiple D letter grades. The state did chose to carry the previous year’s letter grade forward for the Spring 2020 results. The state chose not to issue a letter grade for the Spring 2021 school year. The school is currently awaiting determination of it’s Spring 2022 letter grade.

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
D	D	F	F	No Grade	Pending

The school offers a wide variety of elective programs that include Art, Band, Orchestra, Boys and Girls PE, AVID, and Technology classes. For the 2022-2023 school year, the school is proud to offer a Two Way Dual Language program. This program allows qualifying students to learn Spanish language arts and math taught in Spanish. The program is a continuation from Bloom Elementary, where the initial cohort of participant students are now starting their 6<sup>th</sup> grade year.



In addition to the TWDL program, the school was awarded the 21<sup>st</sup> Century Community Learning Center grant. This grant will allow Magee to offer before and after school tutoring and enrichment activities starting September 19<sup>th</sup>, 2022. The program will also fund transportation for students. A lack of transportation has been a hinderance to participation for many students due to the vast Magee attendance zone.



Magee Middle School was also allowed to be part of the district's Opening Minds through the Arts program. This program allows our school's drama teacher to teach drama skills integrated into student's Social Studies and English Language Arts programs. This program allows our 6<sup>th</sup> graders and a small group of 8<sup>th</sup> graders to get an enriched experience that is helpful to our drama program.



Magee runs many of its school improvement initiatives from its AVID program. AVID's philosophy centers around equipping all students for college and career preparation. With this philosophy, many teachers have been trained in specific AVID strategies such as WICOR board configurations, Focused Notetaking Skills, CLOSE reading skills, collaborative study groups, etc.



Magee offers two high school courses that students can take for high school credit: Algebra and Spanish.

Magee has a reputation that is slowly improving. It has been known as a place of turmoil for several years but has recently improved. In the 2019-2020 school year, a teacher used a racial term that was overheard by students. As a result, school administration took appropriate disciplinary action that some staff members saw as unfair. Many staff members also felt that the administration at the time was confrontational and hostile. There was also a sense that some staff members were favoring students with a higher socio-economic status and not ready to face the realities of Magee's changing demographics.

The school has also been hindered by a turnover in school administration. The current principal is in his 3<sup>rd</sup> year, but there has not been a principal to go longer than that amount in the past 12 years. As a result, there is inconsistencies in teaching practices, delays in hiring, and an overall knowledge gap that has hurt the campus. A new assistant principal, dean of students, counselor, restorative practices facilitator, and a new CSP joined the staff for the 2022-2023 school year. The school has been

challenged for highly qualified teaching candidates like many schools in the state. As of August, 2022, all classes are taught by HQ teachers. 8<sup>th</sup> grade science is taught by a certified substitute until a foreign teacher is able to complete the visa process. It is projected that both teachers will be in the classroom by the early part of September, 2022.

**C. Vision**

As a community, Magee will promote responsibility, and integrity through realizing potential, recognizing, and fostering success for each student as they continue developing into confident members of society.

**D. Core Values**

- AVID Site based instructional practices
- A positive student experience
- Relevant instruction to prepare students for high school

**SCHOOL WIDE EXPECTATIONS**

- AVID based instructional practices embedded in all content classes
- Positive relationships between staff and students
- Academically challenging classrooms for all students
- Proper supports and scaffolds to meet the needs of all of our learners

**E. School Profile**

<b>2018-19 Letter Grade</b>		
F		

<b>Student Profile</b>					
<b>Mobility (Rate)</b>	<b>Absenteeism (Rate)</b>	<b>Promotion (Rate)</b>	<b>F&amp;RL (% of FRL Students)</b>	<b>EL (% of EL Students)</b>	<b>Ex Ed (% of Ex Ed Students)</b>
	6%	100%	Below 80% School does not qualify for National School Lunch Program	4%	23%

<b>School Profile (USP Ethnicity)</b>											
<b>White</b>		<b>African American</b>		<b>Hispanic/ Latino</b>		<b>Native American</b>		<b>Asian/ Pacific Islander</b>		<b>Multi Racial</b>	
N	%	N	%	N	%	N	%	N	%	N	%

**F. Achievement Data**

<b>3 Years of AzMERIT Math Percent Proficiency by Grade</b>											
	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%
Magee	23%	23%	13%	43%		5%	19%	15%	15%	19%	14%

<b>3 Years of AzMERIT ELA Percent Proficiency by Grade</b>									
	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%
Magee	33%	31%	25%	17%	30%	25%	26%	27%	30%



### 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			ExEd			EL		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 6</b>	13.3	0	40%	5	7.1	0%	0	0	0
<b>Grade 7</b>	33.3	12.5	25%	0	0	0%	0	0	n/a
<b>Grade 8</b>	0	20	30.8%	5.9	0	5%	0	0	0

#### Math

	African American			ExEd			EL		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 6</b>		0%	0%		0%	0%		0%	0%
<b>Grade 7</b>		10%	0%		0%	3.8%		0%	N/A
<b>Grade 8</b>		11.1%	0%		0%	0%		0%	0%
<b>Total</b>									

## II. Overall Student Achievement

### A. Gaps in Student Achievement

#### Interpretive Summary - Student Achievement

Magee's data shows many different outcomes from the Spring 2022 AASA results. The school focused on the growth of students as that was determined to be 50% of the letter grade. Magee currently has an F grade as the result of 3 straight years of a D grade. With the state formula placing so much emphasis on growth, efforts were made to target those students.

These efforts included the funding of a private tutoring vendor that provided an extra intervention period during the day for students who were determined to be "cusp" students. It also included implementation of schoolwide AVID strategies in the core classrooms.

Tier 2 instruction was limited in many of our classrooms. Our staff has found it difficult to integrate a true Tier 2 block that had small group instruction into our daily 60-minute period. There was a successful push to block out some time twice a week for IXL instruction. Teachers embraced the simplicity of allowing IXL to provide the needed intervention time. However, there was still a consistent lack of modified lessons and student work in the classroom for struggling students.

As a result, our school had steady student proficiency growth from minimal to partial, partial to proficient, etc. However, our overall proficiency levels were not as high as anticipated. It is hopeful that proficiency will grow in the 2022-2023 school year with continued intervention efforts.

				Minimal		Partially		Proficient		Highly Proficient
Spring 2021	6th ELA			54.2%		29.2%		16.7%		0.0%
Spring 2022	7TH ELA			45%		29%		21%		6%

Spring 2021	7TH ELA			44.70%		25%		21%		9.20%
Spring 2022	8th ELA			51%		19%		23%		7%
Spring 2021	6th Math			84.50%		10.70%		4.00%		1.00%
Spring 2022	7th Math			69%		13%		15%		4%
Spring 2021	7th Math			90%		0%		10%		8%
Spring 2022	8th Math			71%		14%		10%		4%

### Subgroup Problems

[TSI Results Year Over Year Comparison](#)

[Project Elevate Data](#)

Magee's targeted subgroups did not make adequate progress on the Spring 2022 AASA test. The most successful of the 3 groups, African American students, did make some growth that is not to be discounted. However, ELL and ExEd students are still completely in the minimally proficient range.

## African American Students

In math, our African American, Ex Ed, and ELL students did grow in our IXL and AASA data, but for the most part they not make actual proficiency status on the AASA test. This is evidenced in the TSI Results link above. In ELA, our subgroups did make progress. Our African American students achieved 40%(grade 6), 25% (gr.7), and 30.8% (gr.8) proficiency respectively.

ELA 2021		ELA 2022		
Scale Score	Performance Level	Scale Score	Performance level	Growth Points
Column	Column8	Column	Column10	Column1
2527	Partially Proficient	2564	Proficient	1
2553	Proficient	2551	Partially Proficient	
		2578	Proficient	
2542	Partially Proficient	2568	Proficient	1
2520	Minimally Proficient	2537	Minimally Proficient	
2514	Minimally Proficient	2533	Minimally Proficient	
2513	Minimally Proficient	2492	Minimally Proficient	
2500	Minimally Proficient	2513	Minimally Proficient	
2540	Minimally Proficient	2561	Partially Proficient	1
2576	Proficient	2585	Proficient	
2522	Minimally Proficient	2567	Partially Proficient	1
2535	Minimally Proficient	2582	Proficient	2
2527	Minimally Proficient	2529	Minimally Proficient	
		2595	Proficient	

AzMERIT Spring 2021 - All Grades and Cusps				
Math		Math 2022		
Scale Score	Performance Level	Scale Score	Performance Level	Growth Points
Column	Column12	Column	Column14	Column1
3563	Partially Proficient	3578	Minimally Proficient	
3572	Partially Proficient	3620	Partially Proficient	
3577	Minimally Proficient	3637	Partially Proficient	1
3546	Minimally Proficient	3595	Minimally Proficient	
3563	Minimally Proficient	3575	Minimally Proficient	
3546	Minimally Proficient	3585	Minimally Proficient	
3588	Minimally Proficient	3590	Minimally Proficient	
3558	Minimally Proficient	3599	Minimally Proficient	
3625	Minimally Proficient	3655	Partially Proficient	1
3622	Minimally Proficient	3652	Partially Proficient	1
3597	Minimally Proficient	3626	Minimally Proficient	
3612	Minimally Proficient	3645	Minimally Proficient	
3579	Minimally Proficient	3616	Minimally Proficient	
3619	Minimally Proficient	3645	Minimally Proficient	

## English Language Learners

Magee's ELL students did not make growth in the AASA test in either ELA or Math. This passing rate shows a continuing lack of adapted instruction to assist these students. Though Magee did make some achievements on the AZELLA test that allowed the school to be rewarded 4 growth points and 2 bonus points towards it's letter grade.

AzMERIT Spring 2021 - All Grades and Cusps				
ELA 2021		ELA 2022		
Scale Score	Performance Level	Scale Score	Performance level	Growth Points
Column	Column8	Column	Column10	Column1
2459	Minimally Proficient	2490	Minimally Proficient	
2465	Minimally Proficient	2502	Minimally Proficient	
2490	Minimally Proficient	2486	Minimally Proficient	
2469	Minimally Proficient	2474	Minimally Proficient	
2498	Minimally Proficient	2511	Minimally Proficient	
		2532	Minimally Proficient	

AzMERIT Spring 2021 - All Grades and Cusps				
Math		Math 2022		
Scale Score	Performance Level	Scale Score	Performance Level	Growth Points
Column	Column12	Column	Column14	Column1
3512	Minimally Proficient	3552	Minimally Proficient	
3481	Minimally Proficient	3558	Minimally Proficient	
		3568	Minimally Proficient	
3481	Minimally Proficient	3573	Minimally Proficient	
3561	Minimally Proficient	3630	Minimally Proficient	
3589	Minimally Proficient	3634	Minimally Proficient	

## Exceptional Education

Our ExEd students showed minimal growth on the AASA test. There is still a lack of accommodations in the core content classrooms for our students.

AzMERIT Spring 2021 - All Grades and Cusps				
ELA 2021		ELA 2022		
Scale Score	Performance Level	Scale Score	Performance level	Growth Points
Column	Column8	Column	Column10	Column1
2513	Minimally Proficient	2543	Partially Proficient	1
2486	Minimally Proficient	2502	Minimally Proficient	
2452	Minimally Proficient	2513	Minimally Proficient	
2470	Minimally Proficient	2495	Minimally Proficient	
2508	Minimally Proficient	2522	Minimally Proficient	
2491	Minimally Proficient	2513	Minimally Proficient	
2513	Minimally Proficient	2495	Minimally Proficient	
2543	Proficient	2519	Minimally Proficient	
2504	Minimally Proficient	2543	Partially Proficient	1
2489	Minimally Proficient	2438	Minimally Proficient	
2493	Minimally Proficient	2492	Minimally Proficient	
2496	Minimally Proficient	2509	Minimally Proficient	
2507	Minimally Proficient	2506	Minimally Proficient	
		2501	Minimally Proficient	
2507	Minimally Proficient	2501	Minimally Proficient	
		2497	Minimally Proficient	
2489	Minimally Proficient	2481	Minimally Proficient	
2523	Minimally Proficient	2513	Minimally Proficient	
		2524	Minimally Proficient	
2513	Minimally Proficient	2509	Minimally Proficient	
2489	Minimally Proficient	2507	Minimally Proficient	
2504	Minimally Proficient	2513	Minimally Proficient	
		2537	Minimally Proficient	
		N/A		
		N/A		
		2493	Minimally Proficient	
2502	Minimally Proficient	2507	Minimally Proficient	
2496	Minimally Proficient	2529	Minimally Proficient	
		2503	Minimally Proficient	
		2519	Minimally Proficient	
2524	Minimally Proficient	2525	Minimally Proficient	
2494	Minimally Proficient	2507	Minimally Proficient	
		2511	Minimally Proficient	
2551	Partially Proficient	2529	Minimally Proficient	
2557	Partially Proficient	2567	Partially Proficient	

AzMERIT Spring 2021 - All Grades and Cusps				
Math		Math 2022		
Scale Score	Performance Level	Scale Score	Performance Level	Growth Points
Column	Column12	Column	Column14	Column1
3543	Minimally Proficient	3586	Minimally Proficient	
3519	Minimally Proficient	3526	Minimally Proficient	
3525	Minimally Proficient	3537	Minimally Proficient	
3530	Minimally Proficient	3552	Minimally Proficient	
3535	Minimally Proficient	3563	Minimally Proficient	
3494	Minimally Proficient	3563	Minimally Proficient	
3547	Minimally Proficient	3573	Minimally Proficient	
3603	Proficient	3590	Minimally Proficient	
3558	Minimally Proficient	3590	Minimally Proficient	
3512	Minimally Proficient	3553	Minimally Proficient	
3563	Minimally Proficient	3562	Minimally Proficient	
3552	Minimally Proficient	3562	Minimally Proficient	
3558	Minimally Proficient	3569	Minimally Proficient	
3512	Minimally Proficient	3569	Minimally Proficient	
3521	Minimally Proficient	3569	Minimally Proficient	
3521	Minimally Proficient	3575	Minimally Proficient	
3531	Minimally Proficient	3575	Minimally Proficient	
3539	Minimally Proficient	3575	Minimally Proficient	
3552	Minimally Proficient	3590	Minimally Proficient	
3539	Minimally Proficient	3590	Minimally Proficient	
3563	Minimally Proficient	3590	Minimally Proficient	
3568	Minimally Proficient	3595	Minimally Proficient	
3558	Minimally Proficient	3621	Minimally Proficient	
3531	Minimally Proficient			
3546	Minimally Proficient			
3567	Minimally Proficient	3586	Minimally Proficient	
3567	Minimally Proficient	3596	Minimally Proficient	
3625	Minimally Proficient	3610	Minimally Proficient	
3579	Minimally Proficient	3616	Minimally Proficient	
3553	Minimally Proficient	3621	Minimally Proficient	
3601	Minimally Proficient	3634	Minimally Proficient	
3567	Minimally Proficient	3634	Minimally Proficient	
3529	Minimally Proficient	3642	Minimally Proficient	
3605	Minimally Proficient	3642	Minimally Proficient	
3579	Minimally Proficient	3626	Minimally Proficient	

As one can see, there is upward growth of Magee students towards proficiency. Unfortunately, there were so many students who started at such a minimal level, there is still a wide gap between those students and a proficient score. The goal of our staff was for

our students to make more than one year's growth. One possible contributing factor is attendance. The COVID endemic devastated the campus with many students missing 10 day increments for either a positive test or for quarantining. In addition, staff were consistently getting sick and also having to quarantine. This resulted in teachers having to consistently give up planning periods to cover for the lack of substitute teachers.

In addition to the COVID related absences, Magee also does not have a planning period. As much as the school's instructional coach and administration believe in the PLC concept, there is no allocated time to do it outside of the 90 minute block on early release Wednesdays. Many of the school's teachers were kind enough to give up some planning periods on Fridays, but with absences and fatigue, those meetings were inconsistent. This year, most of the Wednesday PLC time will be blocked off on Wednesdays. With the addition of a 2<sup>nd</sup> Curriculum Service Provider, the school will divide the Math/Science team and the ELA/Social Studies team into separate rooms for closer monitoring and implementation of schoolwide improvement initiatives (CFA's, AVID strategies, Interventions, etc.).

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p>1. A lack of effective consistent collaborations between teams impacting students.</p>	<p>1. 2.7 Our teachers do not collaborate with each other, other teachers, administrators, families, and education professionals to ensure the success of all students.</p>	<p><b>Subgroups</b></p> <ul style="list-style-type: none"> <li>• Teachers are working in isolation based on grade/content without talking about how to meet subgroup needs</li> <li>• Teachers lack PD for meeting ELL needs and how to adapt curriculum for Ex Ed needs</li> <li>• Lack of PLC focus on serving the needs of identified subgroups</li> </ul> <p><b>Teacher Planning</b></p> <ul style="list-style-type: none"> <li>• Lack of team plans that incorporate DOK</li> <li>• Lack of communication about student progress to design lessons</li> </ul>

		<p>that are differentiated to meet student needs</p> <ul style="list-style-type: none"> <li>• Plans lack input from administration (feedback)</li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Instruction is adult centered</li> <li>• Instruction lacks opportunity for student engagement</li> <li>• Lack of differentiated instruction to meet individual student needs</li> </ul>
<p>2. <b>2.3</b> Teachers lack understanding of specific student needs and the required planning for differentiated lessons based on data using district curriculum to meet subgroup needs</p>	<p>2. Based on all available student data, teachers do not intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning</p>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Inconsistent alignment of lesson objectives to district curriculum</li> <li>• Teachers are not sure about how to adapt the curriculum to meet student needs</li> <li>• Lack of lesson plans that include goals, success criteria &amp; possible misconception</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Lack of fluency with UDL</li> <li>• Lack of knowledge about how to adapt curriculum</li> <li>• Lack of data analysis skills</li> </ul> <p><b>PLC's</b></p> <ul style="list-style-type: none"> <li>• Lack of cross content planning</li> <li>• Lack of planning for differentiation</li> </ul>

		<ul style="list-style-type: none"> <li>• Lack of understanding students cultural backgrounds and prior knowledge</li> </ul> <p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Some teachers do not have proficiency with analyzing data</li> <li>• Some teachers don't know how to make meaningful goals from their data</li> <li>• Some teachers don't know how to turn their goals into meaning differentiated lessons</li> </ul>
<p>3. 5.2 Lack of community (pride in work, pride in school) among leadership, teachers, students, targeted subgroups and families</p>	<p>3. 5.2 Our staff does not create an environment which builds mutual respect among leadership, teachers, students, and families</p>	<p>3.</p> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Lack of shared mission and vision</li> <li>• Conflicting philosophies</li> <li>• Lack of evidence-based support for philosophy</li> </ul> <p><b>Culture Climate</b></p> <ul style="list-style-type: none"> <li>• Lack of regularly scheduled student celebrations</li> <li>• Lack of teacher recognition celebrations</li> <li>• Lack of buy in</li> <li>• Lack of shared values (staff)</li> <li>• Lack of collective commitment</li> </ul> <p><b>New needs of students</b></p> <ul style="list-style-type: none"> <li>• Lack of intervention services built from the beginning of the year</li> </ul>



		<ul style="list-style-type: none"> <li>• Lack of shared responsibility by all staff members</li> <li>• Lack of staff excitement, exhaustion</li> </ul>
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**B. SMART Goals for Overall Student Achievement**

<p align="center"><b>SMART Goal Statement</b> <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p align="center"><b>Evidence to Be Used to Assess Progress and Accomplishment</b></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"> <li>• AASA Test Results</li> <li>• Short Cycle Assessments</li> <li>• Quarterly Benchmark Exams</li> <li>• District Pre-Post Exams</li> </ul>
<p><b>ELA Impact Goal</b></p> <p>ELA: 6th Grade-ELA achievement for all students will increase by 10 % moving from 25.9 % proficient or highly proficient on 2022 AZM2 to 35.9% proficient or highly proficient on 2023 AZM2.</p> <p>ELA: 7th Grade-ELA achievement for all students will increase by 10 % moving from 26.8% proficient or highly proficient on 2022 AASA to 36.8% proficient or highly proficient on 2023 AASA.</p>	<ul style="list-style-type: none"> <li>• AASA Test Results</li> <li>• Short Cycle Assessments</li> <li>• Quarterly Benchmark Exams</li> <li>• District Pre-Post Exams</li> <li>• AVID strategies data</li> <li>• IReady Diagnostics</li> </ul>

ELA: 8th Grade-ELA achievement for all students will increase by 10 % moving from 30.6 % proficient or highly proficient on 2022 AASA to 40.6% proficient or highly proficient on 2023 AASA.

**Math Impact Goal**

6th Grade-MATH achievement for all students will increase by 10 % moving from 14.6 % proficient or highly proficient on 2022 AASA to 24.6% proficient or highly proficient on 2023 AASA.

7th Grade-MATH achievement for all students will increase by 10 % moving from 18.8 % proficient or highly proficient on 2022 AASA to 28.6% proficient or highly proficient on 2023 AASA.

8th Grade-MATH achievement for all students will increase by 10 % moving from 14.9 % proficient or highly proficient on 2022 AASA to 24.9% proficient or highly proficient on 2023 AASA.

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals**

<b>Strategies that help School Achieve Improvement Goal 2</b>	
<b>Strategies:</b>	<b>Strengths and Obstacles</b>
<p>Eg: <i>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.</i></p>	<p>Eg: Strengths: <i>The MTSS coordinator and the site principal do weekly observations and provide follow up feedback.</i></p> <p>Eg: Obstacles: <i>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.</i></p>
<p>The school leadership team and AVID site team will focus on AVID based strategies for the classrooms in all core content areas.</p>	<p>Strengths: Much of the staff already has exposure to these strategies from professional development sessions last year. The school's administration team is tasked for checking on implementation.</p> <p>Obstacles: Lack of consistent implementation in many classrooms. Smaller Wednesday PLC groups will allow strategic planning for implementation.</p>
<p>Magee teachers will use Common Formative Assessments to monitor success of student learning. Assessments will be calendared in the Elevate folder with the assistance of the school's Curriculum Service Providers.</p>	<p>Strengths: Some staff members have already implemented weekly or bi-weekly CFA's. Many staff members have used School City to create CFA's.</p> <p>Obstacles: Creating CFA's that are standards based.</p>
<p>Magee Social Studies and Science teachers will implement reading, writing, and math strategies in their classrooms to support ELA and Math standards.</p>	<p>Strengths: The school has dedicated a weekly PLC time where ELA teachers will meet with Social Studies teachers.</p> <p>Obstacles: Social Studies and Science teachers see additional standards as outside of their scope of practice.</p>

<p>The school will implement a successful RTI math program with the use of a full time RTI Math teacher for the 22/23 school year.</p>	<p>Strengths: Magee had a pull out RTI program for students last year through the use of a private vendor on campus for periods 2-5. The counselor and IDS (no longer staffed) created rosters of students for the program. This year the counselor along with PLC teams can identify qualifying students.</p> <p>Obstacles: Creating a data literate conversation that included looking at ongoing CFA data, identifying “cusp” students who can impact the school letter grade, and identifying TSI students for participation in the RTI math class.</p>
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## 2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
AVID strategies will be consistently implemented in Magee classrooms.	AVID Site Team	Fall 2022 Spring 2023	Wednesday PLC time	Administration, AVID Site Coordinator	AVID Site Team artifacts, administration walkthroughs
Magee teachers will use Common Formative Assessments (CFA's) to assess student learning	Magee core content teachers,	Fall 2022 Spring 2023	Wednesday PLC time to plan and schedule CFA assessments	Administration, CSP's	Elevate Assessment calendar, grade book, School City created tests
Magee Social Studies and Science teachers will implement reading, writing, and math strategies in their	Magee core content teachers	Fall 2022 Spring 2023	Wednesday PLC time to plan and implement standards-based	Administration, CSP's, AVID, Site Coordinator	Administration walkthroughs

classrooms to support ELA and Math standards.			ELA and Math instruction into Science and Social Studies classes		
Magee elective teachers will implement (IReady/Writing instruction) once a week	Magee elective teachers	Fall 2022 Spring 2023	Wednesday PLC time to get trained and implement IReady diagnostics and instruction	Administration	Administration walkthroughs, IReady reports

**Action Steps to Implement Improvement Strategies for Improvement Goal 2**

<b>Strategy 2:</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
AVID Strategies-Teachers will develop lesson plans that have specific AVID strategies integrated in the room.	AVID Site Coordinator, administration	September 2022	CSP, AVID Site Team/Site Coordinator, Wednesday PLC Time	AVID Site Coordinator, administration	Lesson Plans, observations/walkthroughs
AVID-Teachers will have a posted WICOR board in their classrooms to support instruction.	AVID Site Coordinator, administration	August 2022	CSP, AVID Site Team/Site Coordinator, Wednesday PLC Time	AVID Site Coordinator, administration	Lesson Plans, observations/walkthroughs

AVID-Schoolwide training will take place at the start of the school year, the middle part of the school year, and as determined by the AVID site committee.	AVID Site Coordinator, AVID Site Team, administration	August 2022	CSP, AVID Site Team/Site Coordinator, Beginning of the year staff meeting	AVID Site Coordinator, AVID Site Team, administration	Sign In Sheet
CFA-Magee core content teachers will develop 5 question CFA's in School City, IXL, and IReady. CFA's will be aligned to district scope and sequence and documented on the Elevate calendar.	CSP, site administration	September 2022	CSP, Wednesday PLC Time	CSP, site administration	CFA results
CFA-Teachers will get a training on how to make a CFA using School City (ELA, Math, Social Studies, Science).	CSP, site administration	September 2022	CSP, Wednesday PLC Time	CSP, site administration	CFA results, training sign in sheet
Social Studies and Science Support- Targeted PLC time will be used to identify strategies and collaborations for strengthening ELA and Math scores.	CSP, Site administration	October 2022	CSP, Wednesday PLC Time	CSP, Site administration	Wednesday sign in sheet. Meeting agendas
Elective Support- Elective teachers will spend 30-45 minutes a week for IReady support.	CSP, Site administration	September 2022	CSP, Wednesday PLC Time	CSP, Site administration	IReady results

### III. Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

#### A. Gaps in Student Achievement

##### Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

The impact of COVID on our subgroups has been substantial. In addition to our overall student population, our subgroups have particularly suffered. This is indicated by the low achievement scores from the Spring 2021 AZM2 tests. The remote learning aspect of COVID was inconsistent for our students. Many of our staff had never taught online before, so many months were spent getting their curriculum and assignments online. In addition, there were issues with Zoom and Chromebook access to the many internet connections that were needed. With so many students at home, they often were unsupervised. This was not an ideal situation for most students as they generally didn't participate or focus anywhere near their capability compared to live, in-person instruction. Our TSI identified subgroups has experienced a noticeable dropoff in attendance as evidenced by the information below.

School returned to a Hybrid model and into the 2021-2022 school year with live instruction. However, with county mandated quarantine rules, many of our students missed over 15% of their attendance days. Note that a student only has to miss 10% of their days to be considered "chronically absent" from instruction.

For the 2022-2023 school year, we hope that attendance can stat at or above the 95% level.

**2021-2022**

School	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Overall Attendance Average
Gridley Middle School	85.86%	78.77%	83.28%	81.87%	91.27%	84.66%	84.27%
Magee Middle School	84.29%	82.94%	78.60%	74.95%	89.09%	82.34%	81.48%
Secrist Middle School	82.88%	86.34%	80.98%	83.74%	95.42%	79.36%	82.16%
<b>Total</b>	<b>84.80%</b>	<b>82.33%</b>	<b>81.35%</b>	<b>78.70%</b>	<b>91.07%</b>	<b>82.91%</b>	<b>82.94%</b>

### 2020-2021

School	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Overall Attendance Average
Gridley Middle School	85.86%	78.77%	83.28%	81.87%	91.27%	84.66%	84.27%
Magee Middle School	84.29%	82.94%	78.60%	74.95%	89.09%	82.34%	81.48%
Secrist Middle School	82.88%	86.34%	80.98%	83.74%	95.42%	79.36%	82.16%
<b>Total</b>	<b>84.80%</b>	<b>82.33%</b>	<b>81.35%</b>	<b>78.70%</b>	<b>91.07%</b>	<b>82.91%</b>	<b>82.94%</b>

### 2019-2020

School	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Overall Attendance Average
Gridley Middle School	93.36%	91.96%	92.78%	90.36%	97.50%	93.91%	93.17%
Magee Middle School	92.62%	91.52%	90.79%	92.54%	98.26%	91.84%	91.74%
Secrist Middle School	91.15%	92.09%	89.83%	89.52%	92.78%	88.09%	90.38%
<b>Total</b>	<b>92.72%</b>	<b>91.86%</b>	<b>91.41%</b>	<b>91.32%</b>	<b>96.69%</b>	<b>92.12%</b>	<b>92.10%</b>

### 2018-2019



School	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Overall Attendance Average
Gridley Middle School	93.36%	91.96%	92.78%	90.36%	97.50%	93.91%	93.17%
Magee Middle School	92.62%	91.52%	90.79%	92.54%	98.26%	91.84%	91.74%
Secrist Middle School	91.15%	92.09%	89.83%	89.52%	92.78%	88.09%	90.38%
<b>Total</b>	<b>92.72%</b>	<b>91.86%</b>	<b>91.41%</b>	<b>91.32%</b>	<b>96.69%</b>	<b>92.12%</b>	<b>92.10%</b>

Parent involvement is also lacking. Magee made some headway in that department with a very active Fall season. We had a Family and Community Engagement coordinator who was active and scheduled monthly events throughout the Fall. This was supported by a limited PTSA. Attendance at the events was good, but it was noticed that attendance dropped off significantly later in the Fall. The FACE teacher didn't have a lot of support from other staff members. This was due to conflicts that were unrelated to the actual event. This year, our school will have new FACE coordinator. The school will still have events, but likely not as many as we had last Fall. The school will focus on supporting parent skills that can be quickly translated for student support (math nights, reading nights, technology night, etc.)

The lack of continuity and instability with the teaching staff has also created a deficit that has impacted our learning. Staff turnover is roughly 22% every year. This means that there is a constant flux of new teachers coming to the building. With the new teachers, there is a learning curve to get to know the students, learn the school culture, district curriculum, etc. Most times, the new teachers are brand new to the profession through an emergency certification process. This means that many months are spent learning the culture and expectations of the building and district.

Ultimately, the deficit for our subgroups do come down to a standard of caring. Staff members see themselves as teachers, but not as counselors and advocates. Increased achievement can happen if staff members saw themselves as counselors first, and teachers second. This is not an easy paradigm shift. Magee is on a slow trajectory upwards. Building positive relationships with our diverse student body will go a long way to improved student outcomes for all.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Lack of standards-based instruction	1. Lack of continuity with teachers. Magee has 20%-25% turnover with it's staff.	1. Administrative turnover; teacher/staff turnover
2. Student assignments and classwork is not modified to the academic level of the students.	2. Familiarity with modifying instruction for different levels of students	2. Lack of time to analyze student IEP and assessment results
3. ELD training	3. Familiarity with ELD standards	3. Staff has not been training in ELD strategies
4. Not enough ExEd support	4. Familiarity with modifying instruction for different levels of students	4. TUSD has a high number of ExEd students.

**B. SMART Goals for Reducing Achievement Gaps**

SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	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.	<ul style="list-style-type: none"> <li>● IReady results</li> <li>● IXL Results</li> <li>● AASA Test Results</li> <li>● Short Cycle Assessments</li> </ul>

<p>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.</p>	<ul style="list-style-type: none"> <li>● Quarterly Benchmark Exams</li> <li>● District Pre-Post Exams</li> </ul>
<p>African American ELA</p> <ul style="list-style-type: none"> <li>● AA ELA-The average proficiency percentage for ELA achievement for African American students will increase by 10% moving from 32% % proficient or highly proficient on the Spring 2022 AASA test to 42% proficient or highly proficient on the Spring2023 AASA test.</li> </ul> <p>African American Math</p> <ul style="list-style-type: none"> <li>● AA Math-The average proficiency percentage for Math achievement for African American students will increase by 10 % moving from 0% proficient or highly proficient on the 2022 AASA test to 10% proficient or highly proficient on the Spring 2023 AASA test.</li> </ul> <p>ELL ELA</p> <ul style="list-style-type: none"> <li>● ELL ELA-The average proficiency percentage for ELA achievement for ELL students will increase by 10 % moving from 0% proficient or highly proficient on the 2022 AASA test to 10% proficient or highly proficient on the Spring 2023 AASA test.</li> </ul>	<ul style="list-style-type: none"> <li>● IReady results</li> <li>● IXL Results</li> <li>● AASA Test Results</li> <li>● Short Cycle Assessments</li> <li>● Quarterly Benchmark Exams</li> <li>● District Pre-Post Exams</li> </ul> <ul style="list-style-type: none"> <li>● IReady results</li> <li>● IXL Results</li> <li>● AASA Test Results</li> <li>● Short Cycle Assessments</li> <li>● Quarterly Benchmark Exams</li> <li>● District Pre-Post Exams</li> </ul> <ul style="list-style-type: none"> <li>● IReady results</li> <li>● IXL Results</li> <li>● AASA Test Results</li> <li>● Short Cycle Assessments</li> <li>● Quarterly Benchmark Exams</li> <li>● District Pre-Post Exams</li> </ul> <ul style="list-style-type: none"> <li>● IReady results</li> </ul>

ELL Math

- ELL Math-The average proficiency percentage for Math achievement for ELL students will increase by 10 % moving from 0% proficient or highly proficient on the 2022 AASA test to 10% proficient or highly proficient on the Spring 2023 AASA test.

ExEd ELA

- ExEd ELA-The average proficiency percentage for ELA achievement for ELL students will increase by 10 % moving from 0% proficient or highly proficient on the 2022 AASA test to 10% proficient or highly proficient on the Spring 2023 AASA test.

ExEd Math

- ExEd Math-The average proficiency percentage for Math achievement for ELL students will increase by 10 % moving from 0% proficient or highly proficient on the 2022 AASA test to 10% proficient or highly proficient on the Spring 2023 AASA test.

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- IXL Results
- AASA Test Results
- Short Cycle Assessments
- Quarterly Benchmark Exams
- District Pre-Post Exams
  
- IReady results
- IXL Results
- AASA Test Results
- Short Cycle Assessments
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**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals**

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.
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	Strengths: The school has dedicated a weekly PLC time where ELA teachers will meet with Social Studies teachers.

<p>Magee Social Studies and Science teachers will implement reading, writing, and math strategies in their classrooms to support ELA and Math standards.</p>	<p>Obstacles: Social Studies and Science teachers see additional standards as outside of their scope of practice.</p>
<p>The school will implement a successful RTI math program with the use of a full time RTI Math teacher for the 22/23 school year.</p>	<p><b>Strengths:</b> Magee had a pull out RTI program for students last year through the use of a private vendor on campus for periods 2-5. The counselor and IDS (no longer staffed) created rosters of students for the program. This year the counselor along with PLC teams can identify qualifying students.</p> <p><b>Obstacles:</b> Creating a data literate conversation that included looking at ongoing CFA data, identifying “cusp” students who can impact the school letter grade, and identifying TSI students for participation in the RTI math class.</p>

**2. Action Steps to Implement Strategies**

<b>Action Steps to Implement Improvement Strategies for Improvement Goal 2</b>					
<b>Strategy 1:</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
<p>AVID strategies will be consistently implemented in Magee classrooms.</p>	<p>AVID Site Team</p>	<p>Fall 2022 Spring 2023</p>	<p>Wednesday PLC time</p>	<p>Administration, AVID Site Coordinator</p>	<p>AVID Site Team artifacts, administration walkthroughs</p>

Magee teachers will use Common Formative Assessments (CFA's) to assess student learning	Magee core content teachers,	Fall 2022 Spring 2023	Wednesday PLC time to plan and schedule CFA assessments	Administration, CSP's	Elevate Assessment calendar, grade book, School City created tests
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Magee elective teachers will implement (IReady/Writing instruction) once a week	Magee elective teachers	Fall 2022 Spring 2023	Wednesday PLC time to get trained and implement IReady diagnostics and instruction	Administration	Administration walkthroughs, IReady reports

**Action Steps to Implement Improvement Strategies for Improvement Goal 2**

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AVID Strategies-Teachers will develop lesson plans that have specific AVID strategies integrated in the room.	AVID Site Coordinator, administration	September 2022	CSP, AVID Site Team/Site Coordinator, Wednesday PLC Time	AVID Site Coordinator, administration	Lesson Plans, observations/walkthroughs

AVID-Teachers will have a posted WICOR board in their classrooms to support instruction.	AVID Site Coordinator, administration	August 2022	CSP, AVID Site Team/Site Coordinator, Wednesday PLC Time	AVID Site Coordinator, administration	Lesson Plans, observations/walkthroughs
AVID-Schoolwide training will take place at the start of the school year, the middle part of the school year, and as determined by the AVID site committee.	AVID Site Coordinator, AVID Site Team, administration	August 2022	CSP, AVID Site Team/Site Coordinator, Beginning of the year staff meeting	AVID Site Coordinator, AVID Site Team, administration	Sign In Sheet
CFA-Magee core content teachers will develop 5 question CFA's in School City, IXL, and IReady. CFA's will be aligned to district scope and sequence and documented on the Elevate calendar.	CSP, site administration	September 2022	CSP, Wednesday PLC Time	CSP, site administration	CFA results
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Elective Support- Elective teachers will spend 30-45 minutes a week for IReady support.	CSP, Site administration	September 2022	CSP, Wednesday PLC Time	CSP, Site administration	IReady results
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## **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.