

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

Principal: Tamara Nicolosi

School: Alice Vail Middle School

Region: Arcadia/4

Date Plan Revised: August 30, 2022

Planning Team:

Name	Position	Name	Position
Tamara Nicolosi	Principal	Deborah Fast	CSP
Adam Drudge	MTSS	Jackie Stensel	ELA Teacher
Mollie Grove	Science Teacher		

Sign Off:


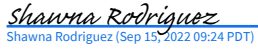
Position	Name	Signature	Date
Principal	Tamara Nicolosi	 <small>Tamara Nicolosi (Sep 15, 2022 07:14 PDT)</small>	Sep 15, 2022
Regional Superintendent	Shawna Rodriguez	 <small>Shawna Rodriguez (Sep 15, 2022 09:24 PDT)</small>	Sep 15, 2022

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I. School Profile

A. Mission

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

B. School Summary

Alice Vail Middle School is a school for students in 6-8th grade in central Tucson. The school has a focus on the whole child. In addition to rigorous academics and GATE classes and programs, the school encourages students to participate in the many arts classes on campus as well as computer science, engineering electives and physical education. Starting this school year on Wednesdays, students participate in a Social Emotional Lesson with their 2nd period teacher. Alice Vail has programs launching in 2022-23 including becoming an AVID (Advancement Via Individual Determination) and Verizon Innovative Learning School. In 2019, the school was assigned a “D” label, and students and teachers are continuing to recover from the disruptions brought on by COVID-19. Teachers have the opportunity this school year to increase collaborative planning and student support through a new 7-period day that allows for both content area and grade level PLCs to meet twice per week. In 2021, a community of parents came together to launch a PTSA.

C. Vision

Alice Vail aspires to see all our students prepared to transition to success in high school and life. To that end, a goal for this school year is to raise students' academic achievement to grade level or to see 1.5 years of growth in ELA (English Language Arts) and math. If we are succeeding in our mission, we would see that in 3-5 years all of our students are performing at grade level, be independent learners and feel a sense of belonging and safety at school.

D. Core Values

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

Life-Long Learning

Kindness

Strength through Diversity

Responsibility

Honesty

Respect
Courage
Innovation

School wide expectations

Alice Vail Middle School has a shared list of high expectations for students (Falcon Essentials). These are centered around the PBIS core at the school of being Respectful, Responsible, Safe, and Kind. Staff is focusing on creating and supporting students in meeting high academic, social emotional and behavioral standards. The school has a new PBIS electronic point system this year. LiveSchool allows teachers and staff to quickly provide positive reinforcements for demonstrating the Falcon Essentials and great citizenship.

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)
37.20%	7%	100	100 (CEP)	24%	17.5%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
212	29.53%	50	6.96%	362	50.42%	13	1.81%	17	2.37%	64	8.91%

E. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade									
Math	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
State ES Avg	41%	38%	32%	29%	30%	26%	31%	27%	27%
District ES Avg	23%	22%	18%	8%	12%	9%	13%	11%	12%
Alice Vail	24%	28%	25%	15%	18%	24%	12%	12%	15%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	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
State ES Avg	42%	41%	38%	35%	38%	35%	39%	43%	36%
District ES Avg	27%	26%	24%	19%	19%	17%	24%	26%	23%
Site ES Avg	30%	30%	31%	29%	29%	36%	32%	34%	33%

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	34	11	23	*	*	*	127	44	71	10	*	*	*	*	*	63	30	53
Grade 7	24	*	38	*	*	*	120	34	110	10	*	13	*	*	*	69	27	61
Grade 8	21	*	27	10	*	*	124	35	103	14	*	15	*	*	*	74	15	78

	English Language Learners			Exceptional Education		
	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*	N/A	*	10	*	15
Grade 7	*	N/A	*	15	*	3
Grade 8	*	N/A	*	15	13	17

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	34	17	25	*	*	*	126	51	74	10	*	*	*	*	*	64	35	52
Grade 7	23	10	40	*	*	*	121	43	116	10	*	13	*	*	*	69	26	63
Grade 8	21	10	27	*	*	*	125	40	109	14	*	16	*	*	*	74	16	79

	English Language Learners			Exceptional Education		
	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	20	13	14	*	*	*
Grade 7	15	11	18	*	*	*
Grade 8	12	*	21	*	*	*

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement
<p>The analysis of the data (AzMerit) indicates that Alice Vail students have had a significant drop in proficiency with math that has not returned to the 2019 levels. Each grade is 50% of the 2019 proficiency. Even so, the Alice Vail downward trend in math is like the district trend with math proficiency over the last 3 years. This indicates that this trend has been impacted by outside influences of the COVID pandemic and the volatile conditions of instructional delivery during the last 3 years.</p> <p>Analysis of data for ELA proficiency has not been as severe as Math. The 2022 ELA proficiency scores are nearing the 2019 proficiency levels. Improvement is still needed, and the gap analysis indicated that the root causes are the same as with the deficiency in Math achievement.</p> <p>The impact of the pandemic conditions is tragic, but data prior to 2019 reveals that Alice Vail’s math achievement was already deficient and in need of improvement. Root causes of this deficiency are as described in the Gap Analysis. Alice Vail students need to gain a minimum of 1.5 years of growth in both Math and ELA to gain momentum toward and beyond grade-level standards. Elevated expectations, alignment and clarity of curriculum, assessments, and instructional methods, and an environment that supports the social emotional learning of students are needed to achieve this for all students.</p>

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ol style="list-style-type: none"> 1. Some of our teachers do not maintain high academic, behavioral and social emotional learning expectations for all students. 	<ol style="list-style-type: none"> 1. Lack of buy-in and agreement on definition of high expectations. 	<ul style="list-style-type: none"> • Lack of clarity on expectations • Need for agreements and commitments on expectations and high-level goals • Covid created interruptions in staffing

		<p>and in student instruction</p> <ul style="list-style-type: none"> • Mobility and stability in the school • Teacher fatigue with covering classes with staffing shortage
<p>2. Our school staff does not systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</p>	<p>2. Time and information are lacking on the curriculum and best resources. Assessment alignment has not occurred.</p>	<ul style="list-style-type: none"> • Time • Lack of common planning time • Roll out of curriculum resources not systematic, too fast • Clarity on assessments needed • Common assessments need to be developed • Training needed
<p>3. Our staff does not create an environment which builds mutual respect among leadership, teachers, students, and families.</p>	<p>3. We do not currently have a curriculum or structured approach to teachers supporting students in Social Emotional Learning.</p>	<ul style="list-style-type: none"> • Online learning created a gap in student and staff social engagement • Students have not had social emotional learning as a focus in school • Staff coverage of classes due to teacher shortage has created a lack of time and has caused fatigue • Lack of time for staff collaboration

B. SMART Goals for 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>ELA achievement for 6th grade students will increase by 5% moving from 32% proficient or highly proficient on the 2022 AASA to 37% proficient or highly proficient on 2023 AASA.*</p>	<ul style="list-style-type: none"> • AASA Test Results • Short Cycle Assessments • IXL Diagnostics

<p>ELA achievement for 7th grade students will increase by 5% moving from 34% proficient or highly proficient on the 2022 AASA to 39% proficient or highly proficient on 2023 AASA.*</p> <p>ELA achievement for 8th grade students will increase by 5% moving from 33% proficient or highly proficient on the 2022 AASA to 38% proficient or highly proficient on 2023 AASA.*</p> <p>*Note that this goal includes African American, Latino, Native Americans, English Learners, and Exceptional Education students.</p> <p>Math achievement for 6th grade students will increase by 7% moving from 12% proficient or highly proficient on the 2022 AASA to 19% proficient or highly proficient on 2023 AASA.*</p> <p>Math achievement for 7th grade students will increase by 7% moving from 12% proficient or highly proficient on the 2022 AASA to 19% proficient or highly proficient on 2023 AASA.*</p> <p>Math achievement for 8th grade students will increase by 7% moving from 15% proficient or highly proficient on the 2022 AASA to 22% proficient or highly proficient on 2023 AASA.*</p> <p>*Note that this goal includes African American, Latino, Native Americans, English Learners, and Exceptional Education students.</p>	<ul style="list-style-type: none"> ● Quarterly Benchmark Exams ● Classroom Summative Assessments ● Common School Assessments ● Walkthrough data
<p>By the end of year diagnostic assessment in May 2023, 60% of students with disabilities and ELL students will show at least 1.5 years of growth OR will be “on grade level” in both ELA and Math.</p>	<ul style="list-style-type: none"> ● IXL Diagnostics ● Assessment calendar ● Walkthrough data

By the end of the year diagnostic assessment in May 2023, 75% of students will show at least 1.5 years growth OR will be “on grade level” in both ELA and Math.	
By June 30, 2023, Alice Vail Middle school will have an instructional system in place and have begun implementation of the new district adopted SEL curriculum and digital citizenship curriculum. Progress will be measured by a 10% increase in students feeling safe on campus on the 22-23 climate survey and a drop in student suspensions.	<ul style="list-style-type: none"> • SEL and Digital Citizenship lesson plans/schedule • Character Strong training • Panorama Surveys • SQS Surveys • Discipline data

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
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.	<p>Eg: Strengths: The 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>Strategy 1a: Teachers in PLC (professional learning communities) teams will implement data digs to identify grade level and individual student areas of strength and areas for improvement.</p> <p>Strategy 1b: Content area teams will target instruction to specific ELA and math domains that are identified in data for improvement. ELA and math interventions supporting individual students will be implemented.</p>	<p>Strengths: Moving to a 7-period day to allow for increased collaboration in both grade level and content area teams.</p> <p>Data protocol is established, and many staff members have been trained and used it previously.</p> <p>Date talk protocol is in place for student data talks, goal setting and progress monitoring.</p> <p>Math team is experienced in peer observation and reflection protocol supported through WestED.</p>

<p>Strategy 1c: Scholastic (ELA) and WestEd (Math) will provide job-embedded coaching for instructional practices (such as: instruction and assessments that match objectives, small group instruction, purposeful practice with stations, analyzing data, etc.) with all ELA and math teachers.</p> <p>Strategy 1d: A comprehensive assessment calendar will be developed and implemented to monitor student progress and instructional effectiveness (Tier 1 & Tier 2).</p> <p>Strategy 1e: MTSS (Multi-Tiered System of Support) facilitator, administration and student advocates will meet regularly to analyze student achievement data, grades, behavior to determine students who need Tier II and III interventions.</p>	<p>Verizon Innovative Learning and AVID are new to the school.</p> <p>Obstacles: The school has hired 14 new staff members for the 2022-23 school year with a variety of experiences. We have 3 brand new teachers to the classroom.</p> <p>We have many new initiatives to onboard to the school. This requires strategy and alignment.</p>
<p>Strategy 2a: Build and implement assessment calendar and schedule for student learning monitoring and feedback.</p> <p>Strategy 2b: Teachers analyze data during PLC's focusing on improved Tier I instruction and identifying students for Tier II.</p> <p>Strategy 2c: Continue to refine and plan student data talk protocols with data tracking and goal setting.</p> <p>Strategy 2d: Share the goal of student growth of 1.5 years in announcements each day.</p> <p>Strategy 2e: Celebrate success of students on their growth goal.</p>	<p>Strengths: Implemented data tracking and student data talks in 21-22.</p> <p>PLC time to look at data.</p> <p>Obstacles: New staff that have not used the tools or assessments.</p> <p>Changing district assessment expectations, lack of consistency.</p>
<p>Strategy 3a: Create a schedule that allows for dedicated time for Social Emotional Learning.</p>	<p>Strengths: SEL was identified as one of our greatest needs.</p>

<p>Strategy 3b: Create a plan for weekly SEL and Digital Citizenship lessons by grade level.</p> <p>Strategy 3c: Teachers deliver SEL lessons to students during a dedicated time each Wednesday.</p> <p>Strategy 3d: Counselors and Social Worker support teachers in delivery and in any uncovered student needs.</p> <p>Strategy 3e: Progress monitoring through walkthroughs and surveys.</p>	<p>Counselor and social worker support.</p> <p>Character Strong Curriculum</p> <p>PLC time</p> <p>Obstacles: Time for training and lesson review.</p> <p>Some teachers are not as comfortable with SEL.</p> <p>Panorama survey is new and added on.</p>
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2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 1 and 2:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Develop the 7-period day Grade Level PLC model to allow for the development of team expectations	Principal/CS P	August 2022	Funding for 7-period day	Participation in PLC meetings by leadership	Meeting attendance/Notes
Provide professional development and tasks to guide PLC data work	CSP	August 2022	Time in PD calendar and PLC Time	Posting of PLC notes in Teams monitored by CSP and Admin	Meeting attendance/notes
Provide PD time to collaborate, share ideas, and celebrate across grade levels.	Principal/CS P	Ongoing	Time in PD calendar and PLC Time	PD calendar monitored for	Agendas

				PLC sharing and celebrations	
Set up walkthrough schedule to support and monitor ongoing progress with PLC teams and individual classrooms	Admin/Leadership Team	August 2022	Schedule/Time Support for high needs ExEd classes (ED, Autism) to free up Admin time	Weekly check-ins with walkthrough team and data analysis	Walkthrough forms and data

Action Steps to Implement Improvement Strategies for Improvement Goal

Strategy 3:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
All-teacher training for Character Strong, which includes participating in some lesson/s together.	Counselors/ Social Worker/ Teacher Leaders	August	Character Strong curriculum	Training sign-in sheets Teacher reflections and surveys	Agenda Sign-in sheets Surveys
Create a weekly lesson schedule (Character Strong & Digital Citizenship), which includes a list of any needed materials/resources.	Counselors/ Social Worker	August	<ul style="list-style-type: none"> •Character Strong curriculum guide •TUSD Digital Citizenship Curriculum Timeline 	Training sign-in sheets Teacher reflections and surveys	Agenda Sign-in sheets Surveys
Monitor implementation of SEL lessons during walkthroughs.	Admin, counselors, Social Worker	Ongoing	Walkthrough forms	Bi-weekly walkthroughs	Walkthrough results
Utilize Panorama and schoolwide data to monitor student progress.	Admin, PLC teams	Each Semester	Access to data, time	PLC team agenda	PLC minutes

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

Below are the details of disaggregation with performance data, such as the district's Post assessment. There are some interesting differences between ELA and Math results and by grade level. In some cases, the gaps are narrow and even reverse. It's unclear whether differences are by design, proportion (low Asian Pacific American, high Hispanic, etc.), or some other reason. What is known is that the gaps and differences have not been analyzed by teachers due to a lack of time to perform deeper data analysis in PLCs and training for how to collect and analyze disaggregated data. In addition, equity training may be necessary to recognize that equality and equity are not synonymous. Professional development with culturally relevant teaching and differentiated instruction is needed.

6th Grade District Post ELA scores for the 2022 SY indicate that the white population average proficiency was 2.0—8% higher than other ethnicities, 25% higher than ELLs, 5% higher than RFEP, and 23% higher than ExED.

7th Grade District Post ELA scores for the 2022 SY indicate that the white population average proficiency was 5.0—10% higher than most ethnicities (Asian Pacific American was 9% higher and multi-racial was 6% higher), 18% higher than ELLs, 1% higher than RFEP, and 21% higher than ExED. Specific learning disabilities scored 52.2% (14 students).

8th Grade District Post ELA scores for the 2022 SY indicate that the white population average proficiency was 15—16% higher than most ethnicities (Asian Pacific American was 5.5% higher and multi-racial was .6% higher), 34% higher than ELLs, 10% higher than RFEP, and 26% higher than ExED.

6th Grade District Post MATH scores for the 2022 SY indicate that the white population average proficiency was 6.0—16.5% higher than other ethnicities (Asian Pacific American was 3% higher and multi-racial was 5% higher), 19% higher than ELLs, the same as RFEP, and 16% higher than ExED.

7th Grade District Post MATH scores for the 2022 SY indicate that the white population average proficiency was 1.0—4.5% higher than other ethnicities, 8% higher than ELLs, 3.8% higher than RFEP, and 6% higher than ExED.

8th Grade District Post MATH scores for the 2022 SY indicate that the white population average proficiency was 0.7—5.0% lower than other ethnicities, 0.6% higher than ELLs, 6,7% lower than RFEP, and 2.5% higher than ExED.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
High numbers of EDSC students on campus takes a lot of time from focusing on student achievement and instruction.	EDSC staff, administrative, and support staff need more training and an effective system for reducing multiple types of EDSC disruptive behavior.	<ul style="list-style-type: none"> • Lack of time to prepare preventive and action plans for individual students. • Without individual preventive action plans, staff have had to be reactive and test methods until finding a successful resolution.
Lack of time for PLC focus on individual student learning.	<p>Without time for PLC focus, student work and learning have taken a backseat to behavior resolutions for ExED students.</p> <p>Without time for PLC focus, data dives have not focused on achievement gaps of subgroups.</p> <p>Lack of timely disaggregated data with assessment tools. Example: IXL is not disaggregated, so School City needs to upload and disaggregate results.</p>	<ul style="list-style-type: none"> • With minimal time for PLCs, the focus has been on behavioral. • Instructional plans cannot be implemented with disruptive behavior. • Focus on individual student learning with standardized testing is not reliable data for ExED students. • Systematic observational data and comparison to IEP goals needs more analysis and action steps for ExED students.
Some of our teachers do not maintain high academic, behavioral and social emotional	Lack of buy-in and agreement on definition of high expectations.	<ul style="list-style-type: none"> • Lack of clarity on expectations • Need for agreements and

learning expectations for all students.	Lack of understanding of culturally relevant and differentiated instruction.	commitments on expectations and high-level goals <ul style="list-style-type: none"> • Covid created interruptions in staffing and in student instruction • Mobility and stability in the school • Teacher fatigue with covering classes with staffing shortage
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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>By the end of the year diagnostic assessment in May 2023, 75% of all students will show at least 1.5 years growth OR will be “on grade level” in both ELA and Math.*</p> <p>*Note that this goal includes African American, Latino, Native American, and Multi-Racial students.</p>	<ul style="list-style-type: none"> • IXL Diagnostics • Assessment calendar • Walkthrough data

<p>By the end of year diagnostic assessment in May 2023, 60% of students with disabilities and ELL students will show at least 1.5 years of growth OR will be “on grade level” in both ELA and Math.</p>	
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C. Goal Attainment

1. Strategies to Achieve SMART Goals

<p align="center">Strategies that help School Achieve Improvement Goals</p>	
<p align="center">Strategies:</p>	<p align="center">Strengths and Obstacles</p>
<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 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>Strategy 1a: Teachers in PLC (professional learning communities) teams will implement data digs to identify grade level and individual student areas of strength and areas for improvement.</p> <p>Strategy 1b: Content area teams will target instruction to specific ELA and math domains that are identified in data for improvement. ELA and math interventions supporting individual students will be implemented.</p> <p>Strategy 1c: Scholastic (ELA) and WestEd (Math) will provide job-embedded coaching for instructional practices (such as: instruction and assessments that match objectives, small group instruction, purposeful practice with stations, analyzing data, etc.) with all ELA and math teachers.</p>	<p>Strengths: Moving to a 7-period day to allow for increased collaboration in both grade level and content area teams.</p> <p>Data protocol is established, and many staff members have been trained and used it previously.</p> <p>Date talk protocol is in place for student data talks, goal setting and progress monitoring.</p> <p>Math team is experienced in peer observation and reflection protocol supported through WestED.</p> <p>Verizon Innovative Learning and AVID are new to the school.</p>

<p>Strategy 1d: A comprehensive assessment calendar will be developed and implemented to monitor student progress and instructional effectiveness (Tier 1 & Tier 2).</p> <p>Strategy 1e: MTSS (Multi-Tiered System of Support) facilitator, administration and student advocates will meet regularly to analyze student achievement data, grades, behavior to determine students who need Tier II and III interventions.</p>	<p>Obstacles: The school has hired 14 new staff members for the 2022-23 school year with a variety of experiences. We have 3 brand new teachers to the classroom.</p> <p>We have many new initiatives to onboard to the school. This requires strategy and alignment.</p>
<p>Strategy 2a: Build and implement assessment calendar and schedule for student learning monitoring and feedback.</p> <p>Strategy 2b: Teachers analyze data during PLC's focusing on improved Tier I instruction and identifying students for Tier II.</p> <p>Strategy 2c: Continue to refine and plan student data talk protocols with data tracking and goal setting.</p> <p>Strategy 2d: Share the goal of student growth of 1.5 years in announcements each day.</p> <p>Strategy 2e: Celebrate success of students on their growth goal.</p>	<p>Strengths: Implemented data tracking and student data talks in 21-22.</p> <p>PLC time to look at data.</p> <p>Obstacles: New staff that have not used the tools or assessments.</p> <p>Changing district assessment expectations, lack of consistency.</p>
<p>Strategy 3a: Create a schedule that allows for dedicated time for Social Emotional Learning.</p> <p>Strategy 3b: Create a plan for weekly SEL and Digital Citizenship lessons by grade level.</p> <p>Strategy 3c: Teachers deliver SEL lessons to students during a dedicated time each Wednesday.</p>	<p>Strengths: SEL was identified as one of our greatest needs.</p> <p>Counselor and social worker support.</p> <p>Character Strong Curriculum</p> <p>PLC time</p>

<p>Strategy 3d: Counselors and Social Worker support teachers in delivery and in any uncovered student needs.</p> <p>Strategy 3e: Progress monitoring through walkthroughs and surveys.</p>	<p>Obstacles:</p> <p>Time for training and lesson review.</p> <p>Some teachers are not as comfortable with SEL.</p> <p>Panorama survey is new and added on.</p>
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2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 1 and 2:					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Develop the 7-period day Grade Level PLC model to allow for the development of team expectations	Principal/CS P	August 2022	Funding for 7-period day	Participation in PLC meetings by leadership	Meeting attendance/Notes
Provide professional development and tasks to guide PLC data work	CSP	August 2022	Time in PD calendar and PLC Time	Posting of PLC notes in Teams monitored by CSP and Admin	Meeting attendance/notes
Provide PD time to collaborate, share ideas, and celebrate across grade levels.	Principal/CS P	Ongoing	Time in PD calendar and PLC Time	PD calendar monitored for PLC sharing and celebrations	Agendas
Set up walkthrough schedule to support and monitor ongoing progress with PLC teams and individual classrooms	Admin/Leadership Team	August 2022	Schedule/Time Support for high needs ExEd classes (ED, Autism) to free up Admin time	Weekly check-ins with walkthrough team and data analysis	Walkthrough forms and data

Action Steps to Implement Improvement Strategies for Improvement Goal

Strategy 3:

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
All-teacher training for Character Strong, which includes participating in some lesson/s together.	Counselors/ Social Worker/ Teacher Leaders	August	Character Strong curriculum	Training sign-in sheets Teacher reflections and surveys	Agenda Sign-in sheets Surveys
Create a weekly lesson schedule (Character Strong & Digital Citizenship), which includes a list of any needed materials/resources.	Counselors/ Social Worker	August	<ul style="list-style-type: none"> •Character Strong curriculum guide •TUSD Digital Citizenship Curriculum Timeline 	Training sign-in sheets Teacher reflections and surveys	Agenda Sign-in sheets Surveys
Monitor implementation of SEL lessons during walkthroughs.	Admin, counselors, Social Worker	Ongoing	Walkthrough forms	Bi-weekly walkthroughs	Walkthrough results
Utilize Panorama and schoolwide data to monitor student progress.	Admin, PLC teams	Each Semester	Access to data, time	PLC team agenda	PLC minutes

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.









Vail MS SAAP 22-23

Final Audit Report

2022-09-15

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