Booth - Fickett Math/Science Magnet School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Demetra Baxter-Oliver
Arcadia Region 4, Regional Superintendent: Cathy Comstock

I.   SCHOOL PROFILE

Vision and Mission: Booth-Fickett K8 Math/Science Magnet School serves as a magnet to deliver culturally responsive curriculum in a safe environment, inspiring students to achieve success on their educational journey to being productive members of society through family and community engagement

Core Values:

- Integrity
- Empathy
- Accountability

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
93	61	257	13	6	27	457
English Language Learners	**Exceptional Education Students**					
39	65					

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade

	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	47%	47%	47%	41%	34%	29%	53%	47%	47%	43%	36%	31%	51%	48%	46%	41%	38%	32%
District Avg	39%	36%	38%	21%	20%	13%	43%	36%	37%	24%	20%	21%	42%	36%	36%	23%	22%	18%
Fickett Magnet	23%	42%	44%	25%	14%	7%	30%	27%	35%	11%	15%	15%	37%	20%	27%	11%	17%	4%

3 Years of AzMERIT ELA Percent Proficiency by Grade

	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	43%	48%	44%	41%	44%	34%	44%	47%	48%	39%	45%	39%	46%	51%	52%	42%	41%	38%
District Avg	34%	37%	32%	26%	30%	21%	35%	38%	37%	23%	31%	24%	38%	40%	43%	27%	26%	24%
Fickett Magnet	23%	37%	29%	24%	26%	17%	37%	38%	39%	20%	27%	19%	39%	23%	41%	15%	22%	14%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity

USP Ethnicity	Math	ELA
White	16%	23%
African Am.	10%	18%
Hispanic	16%	22%
Native Am.	12%	18%
Asian-PI	NA	NA
Multi-Racial	24%	28%
All	**16%**	**22%**

A. GAPS IN STUDENT OUTCOMES Based on data analysis, Booth Fickett K-8 has identified the following gaps in areas of student outcomes. For each, Booth Fickett provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

   1. **Gap: ELA- Student achievement in ELA varies slightly by grade level. Grade levels of particular focus are 4th, 6th, and 8th grades.**

Data Source: 2019 AZM2 data

Current Reality:

3rd Grade-ELA achievement was 39% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 46%.

4th Grade-ELA achievement for all students was 23% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 51%.

5th Grade-ELA achievement for all students was 41% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 52%.

6th Grade-ELA achievement for all students was 15% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 42%.

7th Grade-ELA achievement for all students is 22% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 41%.

8th Grade-ELA achievement for all students is 14% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 38%.

Desired State:

3rd Grade-ELA achievement for all students will increase by 10% moving from 35% proficient or highly proficient on 2019 AZM2 to 45% proficient or highly proficient on 2022 AZM2.

4th Grade-ELA achievement for all students will increase by 10% moving from 23% proficient or highly proficient on 2019 AZM2 to 33% proficient or highly proficient on 2022 AZM2.

5th Grade-ELA achievement for all students will increase by 10% moving from 41% proficient or highly proficient on 2019 AZM2 to 51% proficient or highly proficient on 2022 AZM2.

6th Grade-ELA achievement for all students will increase by 10% moving from 15% proficient or highly proficient on 2019 AZM2 to 25% proficient or highly proficient on 2022 AZM2.

7th Grade-ELA achievement for all students will increase by 10% moving from 22% proficient or highly proficient on 2019 AZM2 to 32% proficient or highly proficient on 2022 AZM2.

8th Grade-ELA achievement for all students will increase by 10% moving from 14% proficient or highly proficient on 2019 AZM2 to 24% proficient or highly proficient on 2022 AZM2.

Booth Ficket wants to eliminate gaps between racial and ethnic groups within the next 2 years.

2. **Gap:** Mathematics- Multiple grade levels reflect achievement levels below 30%. Grades 4-8 are levels of focus, with an emphasis on middle school grades.

3. The gap between African American and White students in ELA is 5%, in Math it is 6%

   The gap between Hispanic and White students in ELA is 1%, in Math 0%

Data Source: 2019 AZM2 data

Current Reality:

3rd Grade-MATH achievement for all students was 37% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 51%.

4th Grade-MATH achievement for all students was 20% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 48%.

5th Grade-MATH achievement for all students was 26% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 46%.

6th Grade-MATH achievement for all students was 10% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 41%.

7th Grade-MATH achievement for all students was 17% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 38%.

8th Grade-MATH achievement for all students was 4% proficient or highly proficient on 2019 AZM2 in comparison to the State average of 32%.

Desired State:

3rd Grade-MATH achievement for all students will increase by 10% moving from 37% proficient or highly proficient on 2019 AZM2 to 47% proficient or highly proficient on 2022 AZM2.

4th Grade-MATH achievement for all students will increase by 10% moving from 20% proficient or highly proficient on 2019 AZM2 to 30% proficient or highly proficient on 2022 AZM2.

5th Grade-MATH achievement for all students will increase by 10% moving from 26% proficient or highly proficient on 2019 AZM2 to 36% proficient or highly proficient on 2022 AZM2.

6th Grade-MATH achievement for all students will increase by 10% moving from 10% proficient or highly proficient on 2019 AZM2 to 20% proficient or highly proficient on 2022 AZM2.

7th Grade-MATH achievement for all students will increase by 10% moving from 17% proficient or highly proficient on 2019 AZM2 to 27% proficient or highly proficient on 2022 AZM2.

8th Grade-MATH achievement for all students will increase by 10% moving from 4% proficient or highly proficient on 2019 AZM2 to 14% proficient or highly proficient on 2022 AZM2.

Booth Ficket wants to eliminate gaps between racial and ethnic groups within the next two years.

B. **SMART Improvement Goals** Based on gaps identified in section A, above, Booth Fickett K-8 developed SMART improvement goals designed to move Booth Fickett students from the current reality to the desired state.

   1. *ELA Improvement Goal: Students will be provided with targeted interventions based on Universal Screener data. Targeted interventions will address gaps in learning identified by data analysis.*
   2. *Math Improvement Goal: Students will be provided with targeted interventions based on Universal Screener data. Targeted interventions will address gaps in learning identified by data analysis.*
   3. *Instructional Improvement Goal: All Teachers will be provided with professional development to implement high functioning PLC practices that lead to improved use of data to plan instruction.*

C. **MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES** After analyzing gaps and goals, Booth Fickett K-8 reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

   1. ***ELA Improvement Goal:***
      Strategy 1a: Assessment to identify student needs
      Strategy 1b: Interventions to address student needs

   2. ***Math Improvement Goal:***
      Strategy 2a: Assessment to identify student needs

Strategy 2b: Interventions to address student needs

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. ELA Improvement Goal:

Strategy 1a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Administration of Universal Screener	Classroom teachers in ELA	By the end of the first quarter	
MTSS team review of data	MTSSF and team	Ongoing	
Reading Intervention pull out/push in	Reading Interventionist	Ongoing	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Consistency of use of universal screener	MTSSF, Administration	Ongoing	
Intervention Schedule	MTSSF, Administration, Reading Interventionist	monthly	

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
	Classroom teachers in Math	By the end of the first quarter	
		Ongoing	
Math Intervention pull out/push in	Math Interventionist	Monthly progress monitoring	

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Consistency of use of universal screener		Ongoing	
Intervention Schedule		Monthly	