Utterback Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Taranika Sanders
Arroyo Chico Region 3 Regional Superintendent: Richard Sanchez

I. SCHOOL PROFILE

Vision and Mission: We exist to provide an equitable education and thereby provide a strong future for all students that we serve despite any perceived deficits.

We are looking to provide the community with a viable school option that is competitive and driven to push our students to success.

We exist to destroy any barriers for our students and create opportunity for every student and family that we serve.

Core Values: A strong desire to make an impact on the lives of every student that enters our facility.

A strong belief in social justice and human rights as a foundation for every interaction with every student

A strong belief that all students and their families are deserving of an equitable institution.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
21	24	261	18	0	6	330
English Language Learners	**Exceptional Education Students**					
42	84					

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	34%	29%	43%	36%	31%	41%	38%	32%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%	18%
Utterback	5%	4%	0%	6%	9%	2%	9%	15%	3%

3 Years of AzMERIT ELA Percent Proficiency by Grade	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	44%	34%	39%	45%	39%	42%	41%	38%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Utterback	16%	20%	14%	10%	22%	11%	13%	17%	11%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	5%	16%
African Am.	3%	6%
Hispanic	10%	14%
Native Am.	0%	20%
Asian-PI	NA	NA
Multi-Racial	11%	11%
All	**9%**	**13%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Utterback Middle School has identified the following gaps in areas of student outcomes. For each, Utterback provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Data Source: TUSD Benchmarks/Webdata/ AZMErit Data

1. ELA

Current Reality: *40% of students in ELA are proficient or highly proficient as reflected by district benchmarks.*

Most recent valid AZMerit data from 2018-19 reflects the following scores by subgroups:

USP Ethnicity	ELA
White	16%
African Am.	6%
Hispanic	14%
Native Am.	20%
Asian-PI	NA
Multi-Racial	11%
All	**13%**

Desired State:
- *Move 10% minimally proficient and PP to P in 21-22 in ELA.*
- Utterback wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: 60% not passing

2. Math

Current Reality: 50.4% of students in Math are Proficient or highly proficient based on TUSD Benchmark data.

Most recent valid AZMerit data from 2018-19 reflects the following scores by subgroups

USP Ethnicity	Math
White	5%
African Am.	3%
Hispanic	10%
Native Am.	0%
Asian-PI	NA
Multi-Racial	11%
All	**9%**

Desired State:
- Move 30% of Minimally Proficient and Partially Proficient students to Proficiency
- Utterback wants to eliminate gaps between racial and ethnic groups within the next ten years

Gap: 49.6% of students in Math are not passing

B. SMART Improvement Goals

Based on gaps identified in section A, above, Utterback Middle School developed SMART improvement goals designed to move Utterback Middle students from the current reality to the desired state.

1. *Improvement Goal:*
2. *ELA achievement will increase by 10% of minimally and partially proficient to 35.5% proficient as measured by the Q3 benchmark exam.*
3. *Improvement Goal:* Math Achievement will increase by 10% of minimally and partially proficient to 42% proficient as measured by the Q1-Q3 Benchmark Exam (aggregated proficiency rates).

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Utterback Middle School 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. *Improvement Goal:*

   Strategy 1a: Teachers will provide results from analyzing student work, I-ready results and identify students in need of Tier 2 and or 3 instruction. The following big ideas that drive Utterback's PLC: Ensuring that students learn, a culture of collaboration and a focus on results and ensuring we are meeting the emotional needs of our students. Teachers will be using IXL and I-ready to identify skills needed for RTI instruction. RTI teachers will focus attention on students who are minimally and partially proficient.

   Strategy 1b: Professional development on Professional Learning Communities will continue. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results). Teachers will receive professional development from Empower to develop lessons that address the needs of all students.

2. *Improvement Goal:*

   Strategy 2a: Teachers will provide results from analyzing student work, I-ready results and identify students in need of Tier 2 and or 3 instruction. The following big ideas that drive Utterback's PLC: Ensuring that students learn, a culture of collaboration and a focus on results and ensuring we are meeting the emotional needs of our students. Teachers will be using IXL and I-ready to identify skills needed for RTI instruction. RTI teachers will focus attention on students who are minimally and partially proficient.

   Strategy 2b: Professional development on Professional Learning Communities will continue. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results). Teachers will receive

professional development from Empower to develop lessons that address the needs of all students.

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. ***Improvement Goal:***
   Strategy 1a:
   Improvement Goal 4: ELA Achievement will increase by 20% from 46.8% proficient to 66.8% as measured by the Q1-Q3 Benchmark Exam (aggregated proficiency rates).

Strategy: PLCs: Teachers will provide results from analyzing student work and identify students in need of Tier 2 and or 3 instruction.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Response to Intervention (RTI) reading teacher will provide intervention, implementation of curriculum, instructional strategies (EEI), data analysis, and assessment. The RTI reading teacher will be supporting student achievement by support Tier II and Tier III interventions. Additionally, RTI reading teacher will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students. Through data analysis, the RTI	Principal Taranika Sanders	School Year 21-22 in time for AASA testing.	Technology to support differentiated and RTI. Targeted support in ELA. I-Ready IXL

teachers help the classrooms teacher identify interventions that support student social-emotional needs and disruptions in learning due to COVID-19 closure. Their focus on empathy, self-control, integrity, embracing of diversity and grit change student and teacher perspectives, increasing academic expectations and outcomes for students.			
Professional Development to focus on strengthening Tier I instruction in both reading and math. An external provider consultant, in collaboration with ADE, will be hired for 5 days to support with the following: ELA- Teachers will receive training on guided reading instruction and how to differentiate reading groups to student individual needs. The external provider will conduct whole school PDs, observations, coaching and feedback on improving instruction.	Principal Taranika Sanders	School Year 21-22 in time for AASA testing.	Consultation Dates with Empower PD Schedule including AVID training to implement best teaching practices
Utterback will use disaggregated data from the following assessments to measure and inform instruction: - Quarterly Benchmarks - School City	Principal Taranika Sanders	School Year 21-22 in time for AASA testing.	Benchmark Results MTSS PLC time Diagnostic Results

Grades, reduction of referrals to MTSS - Grade Level Common ELA Lesson Plans as evidenced in Lesson plans and observations (Daily August-May) - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams (August-May)			

2. *Improvement Goal:*

   Strategy 1a:

   Improvement Goal 5: Math Achievement will increase by 10% from 56.2% proficient to 66.2% as measured by the Q1-Q3 Benchmark Exam (aggregated proficiency rates).

Strategy: PLCs: Teachers will provide results from analyzing student work and identify students in need of Tier 2 and or 3 instruction.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Response to Intervention (RTI) reading teacher will provide intervention, implementation of curriculum, instructional strategies (EEI), data analysis, and assessment. The RTI reading teacher will be supporting student achievement by support Tier II and Tier III interventions. Additionally, RTI reading teacher will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.	Principal Taranika Sanders	School Year 21-22 in time for AASA testing.	Technology to support differentiated and RTI. I-Ready IXL

Through data analysis, the RTI teachers help the classrooms teacher identify interventions that support student social-emotional needs and disruptions in learning due to COVID-19 closure. Their focus on empathy, self-control, integrity, embracing of diversity and grit change student and teacher perspectives, increasing academic expectations and outcomes for students.			
Professional Development to focus on strengthening Tier I instruction in both reading and math. An external provider consultant, in collaboration with ADE, will be hired for 5 days to support with the following: Math- Teachers will gain knowledge on how to provide math interventions focused on the 8 Mathematical Practices within their classrooms. Teachers will gain knowledge on how to effectively implement Tier I instruction and differentiate instruction to meet the needs of all students. The district will provide copies of periodic EMPOWER reports to the Program Specialist.	Principal Taranika Sanders	School Year 21-22 in time for AASA testing.	Consultation Dates with Empower

PD Schedule including AVID training to implement best teaching practices |
| Utterback will use disaggregated data from the | Principal Taranika Sanders | School Year 21-22 in time for AASA testing. | Benchmark Results MTSS |

following assessments to measure and inform instruction: - Quarterly Benchmarks - School City Grades, reduction of referrals to MTSS - Grade Level Common Math Lesson Plans as evidenced in Lesson plans and observations (Daily August-May) - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams (August-May)			PLC time Diagnostic Results