

**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.

**Impact of COVID on instruction**

According to Tai et al., (2021), ‘the coronavirus disease 2019 (COVID-19) pandemic has disproportionately affected racial and ethnic minority groups, with high rates of death in African American, Native American, and LatinX communities...Minority groups are disproportionately affected by chronic medical conditions and lower access to healthcare that may portend worse COVID-19 outcomes. Furthermore, minority communities are more likely to experience living and working conditions that predispose them to worse outcomes. Underpinning these disparities are long-standing structural and societal factors that the COVID-19 pandemic has exposed.’

From March 2020 to March 2021, TUSD provided instruction remotely during the height of the COVID-19 outbreak. Although almost all students experienced learning loss, families in economic hardship with fewer available resources such as childcare and/or adult supervision, a quiet place to study at home, connectivity issues, shared devices, etc. were even more negatively affected academically by remote instruction.

Impact of COVID-19 and Learning Loss: TUSD Students in Grades 3 – 8 Percent Proficient on State Testing Broken by USP Ethnicity							
	ELA				Math		
	2018-19	2020-21	ELA Loss		2018-19	2020-21	Math Loss
African Am.	28%	17%	-11%		24%	9%	-15%
Hispanic	30%	20%	-10%		27%	10%	-17%
White	48%	39%	-9%		46%	27%	-19%

**Estimated Time to Reach a C Letter Grade**

The current ADE school grade is a D. The state has initiated a new state test and has also adjusted the state accountability model. The impact of these changes is unknown and consequently, the estimated time to improve the state letter grade determination may need some flexibility. The academic goals for subgroups and for the entire school are both realistic and rigorous. With these state considerations in mind, the estimated time for Utterback to increase its letter grade from a D to a C could be one year or two years depending on changes to the test and the letter grade model.

**Student Profile:**

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

**Limitations of 2020-21 AzM2 data as a comparison to other years**

When reviewing the findings from state testing during remote instruction and COVID-19, please note that participation rates among students taking the state assessment were so low, especially in high school, that caution is needed when drawing conclusions about student performance at the district level and statewide. It is recommended against making a simple comparison to prior years’ performance data because of the instructional challenges caused by COVID-19, low student educational engagement/participation rates, and family trauma. Both at the district and the state level, learning loss is evident, especially among our youngest grades. TUSD had only a 57% participation rate for state testing and so the data may or may not be representative of the district as a whole.

AzMERIT Difference in ELA Percent Passing Comparison of TUSD and the State by Grade and Subject						
Grade	ELA 2019		ELA 2021		ELA Loss	
	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	38%	46%	21%	35%	-17%	-11%
4	40%	51%	29%	44%	-11%	-7%
5	43%	52%	32%	45%	-11%	-7%
6	27%	42%	19%	35%	-8%	-7%
7	26%	41%	19%	38%	-7%	-3%
8	24%	38%	17%	35%	-7%	-3%
9						
10			19%	32%		
11						

AzMERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject						
Grade	MATH 2019		MATH 2021		Math Loss	
	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State

3	42%	51%	18%	36%	-24%	-15%
4	36%	48%	16%	34%	-20%	-14%
5	36%	46%	16%	31%	-20%	-15%
6	23%	41%	8%	29%	-15%	-12%
7	22%	38%	12%	30%	-10%	-8%
8	18%	32%	9%	26%	-9%	-6%
Alg I						
Geom			13%	26%		
Alg II						

### 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%
<b>All</b>	<b>9%</b>	<b>13%</b>

## 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.

### **Achievement Gap is heavily influenced by SES**

The persistence of the achievement gap between White students compared to African American and Latino students has been an ongoing and perplexing issue in school improvement. Studies such as Reardon & Portilla (2016) and von Hippel et al., (2018) have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling.

Since the 1970's, schools have shown little or no progress in closing the academic gap in test score performance. (Stiefel et al., 2006) The continuing focus on this issue undermines our faith in public education to provide all students with an equitable and quality education. Confounding this issue is the assumption that academic advancement is based primarily on individual ability or achievement. This assumption appears to confirm implicitly that the capability and motivation of students of color, especially African American students, is somehow lacking. To the extent that

people assume that the achievement gap is evidence of the limited academic capabilities and outcomes among students of color feeds implicit (and explicit) racism that permeates American society and schooling today. (Hawley & Freitas 2020, unpublished paper.) Many studies over the last two decades have argued that poverty continues to be the primary catalyst for the achievement gap and confirm Sean Reardon’s recent statement (2019) that the racial "achievement gap" in standardized-test scores shouldn't be considered a racial gap at all...Instead, it's more accurate to call it a "poverty gap."

*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%
<b>All</b>	<b>13%</b>

**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%
<b>All</b>	<b>9%</b>

### **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**



1. Improvement Goal: By May 2022, students in grades 3-8 will increase the percentage of students proficient by 10 percentage points as measured by the AzM2 SY 2021-22, ELA assessment.
2. Improvement Goal: By May 2022, students in grades 3-8 will increase the percentage of students proficient by 10 percentage points as measured by the AzM2 SY 2021-22, Math assessment.
3. Achievement Gap Goal:
  - a. By 2024-25, the achievement gap between White students and African American students will be reduced by 4% in Math and ELA as measured on the state assessment (AASA)
  - b. By 2024-25, the achievement gap between White students and Hispanic students will be reduced by 3% for in Math and ELA as measured on the state assessment (AASA)

### 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: ELA**

**Strategy 1a:** Teachers will provide results from analyzing student work, identifying students in need of Tier 2 and or 3 instructions.

Utterback's PLC: Ensuring collaboration and a focus on results and ensuring. Teachers will be using RTI instruction. RTI teachers will focus attention on students who are minimally and partially proficient.

**Strategies to Monitor 1a:** Teachers and the leadership team will provide additional classes for targeted interventions in both ELA and Math that will empower students in fully understanding their growth and progress. With the support of the RTI teachers, interventions will be targeted, and small group focused.

**Strategy 1b:** Professional development on Professional Learning Communities will continue to 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 multiple outside vendors/consultants to develop lessons that address the needs of all students. These include but are not limited to Empower, West Ed, AVID. By participating in PD and PLCs regularly, teachers and the leadership team will be able to identify students needing additional support and interventions while integrating what has been learned in both PD and PLCs.

**Strategies to Monitor 1b:** Professional development from outside vendors and contractors will be used regularly and as needed to

enhance the instruction and intervention modalities of Utterback.

**Strategy 1c:** Utterback will use disaggregated data from multiple assessment types to measure and inform instruction.

**Strategies to Monitor 1c:** The Leadership team along with teachers and support staff (RTI teachers) will collaborate and work during PLCs to analyze data that supports students' needs and growth.

## 2. **Improvement Goal: Math**

**Strategy 2a:** Teachers will provide results from analyzing student work, identifying students in need of Tier 2 and or 3 instructions.

Utterback's PLC: Ensuring collaboration and a focus on results and ensuring. Teachers will be using RTI instruction. RTI teachers will focus attention on students who are minimally and partially proficient.

**Strategies to Monitor 2a:** Teachers and the leadership team will provide additional classes for targeted interventions in both ELA and Math that will empower students in fully understanding their growth and progress. With the support of the RTI teachers, interventions will be targeted, and small group focus.

**Strategy 2b:** Professional development on Professional Learning Communities will continue to 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 multiple outside vendors/consultants to develop lessons that address the needs of all students. These include but are not limited to Empower, West Ed, AVID. By participating in PD and PLCs regularly, teachers and the leadership team will be able to identify students needing additional support and interventions while integrating what has been learned in both PD and PLCs.

**Strategies to Monitor 2:** Professional development from outside vendors and contractors will be used regularly and as needed to enhance the instruction and intervention modalities of Utterback.

**Strategy 2c:** Utterback will use disaggregated data from multiple assessment types to measure and inform instruction.

**Strategies to Monitor 2c:** The Leadership team along with teachers and support staff (RTI teachers) will collaborate and work during PLCs to analyze data that supports students' needs and growth.

## 3. **Improvement Goal: Subgroups Achievement (W, AA, Hispanic)**

**Strategy 3a:** Provide classes that allow for targeted response to intervention classes in ELA and math that encourage students to take responsibility for their learning through effective instruction.

- Strategy 3b:** - Percent of English Language Learners scoring proficient will increase by 9% from 6% in 2019 to 15% in 2022.
- Percent of Students with Disabilities scoring proficient will increase by 6% from 9% in 2019 to 15% in 2022.
- Percent of Hispanic students scoring proficient will increase by 1% from 16% in 2019 to 17% in 2022.
- Percent of Economically Disadvantaged Students scoring proficient will increase by 1% from 14% in 2019 to 15% in 2022.

**Strategy 3c:** During the school year within our targeted groups, students are identified for support as needed.

**4. Improvement Goal: MPP**

**Strategy 4a.** Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along with book studies and site or regional facilitators.

**Strategies to Monitor 4a:** By having a specific teacher that excels in the coaching of West Ed, Utterback will have an additional on-site professional to continue to support the growth and use of algebra tiles, question stems and other manipulatives that support the growth and understanding of MPP.

**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-c:**

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

**Strategy 1a:**

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Response to Intervention (RTI) reading teacher will provide	Principal Taranika Sanders	School Year 21-22 in time for AASA testing.	Technology to support differentiated and RTI.

<p>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 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 diversity and grit change student and teacher perspectives, increasing academic expectations and outcomes for students.</p>			<p>Targeted support in ELA. I-Ready IXL</p>
<p><b>Tasks to Monitor, Assess, and Adjust</b></p>	<p><b>Person(s) to Carry Out Tasks</b></p>	<p><b>Timeline/Target Dates</b></p>	<p><b>Resources Needed</b></p>
<p>We will provide classes that allow for targeted response to intervention classes in ELA and Math that encourage students to take responsibility for their learning through effective instruction. By allowing math and</p>	<p>Teachers</p>	<p>Daily</p>	<p>Lesson plans Communication with students Relationship with students</p>

<p>ELA teachers to provide additional support, teachers can effectively provide interventions to grade level standards.</p>			
<p>RTI additional support for those identified students daily. Students will be monitored and there will be fluidity of enrollment based on student needs and results of regular assessments as well as Benchmark scores. - Fidelity to TUSD instructional scope and sequence for pacing and rigor in all core areas.</p>	<p>RTI teacher Teachers</p>	<p>Daily</p>	<p>Benchmark scores Instructional scope and sequence Pacing guides</p>
<p>Utterback will provide 2 intervention programs for both Math and ELA. Based on need, students will have access to 5 sections of ELA intervention and 3 sections of Math intervention. During the school year within our targeted groups, students are identified for support as needed. In Tier 1 instruction teachers assess and then formulate small groups for more targeted support.</p>	<p>Teachers Interventionist</p>	<p>As needed</p>	<p>Data</p>

**Strategy 1b:**

<p>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.</p>	<p>Principal Taranika Sanders</p>	<p>School Year 21-22 in time for AASA testing.</p>	<p>Consultation Dates with Empower  PD Schedule including AVID training to implement best teaching practices</p>
<p><b>Tasks to Monitor, Assess, and Adjust</b></p>	<p><b>Person(s) to Carry Out Tasks</b></p>	<p><b>Timeline/Target Dates</b></p>	<p><b>Resources Needed</b></p>
<p>TUSD summer PD offerings to staff - AVID Summer institutes - AVID year-long courses for entire staff - Wednesday staff development sessions - PLC structures to support and extend teacher acquisition of content and curriculum standards requirements - PD, Lesson Study, and PLC structures to support teacher's use of TUSD curriculum resources/content - PD to support teacher's delivery of culturally relevant curriculum and content.</p>	<p>Teachers</p>	<p>Year round</p>	<p>District curriculum Lesson plans AVID curriculum PLC Structures and notes</p>

<p>The Unicorn Leadership Team will collect and analyze MTSS meeting minutes, academic achievement outcomes, targeted group achievement, PLC minutes, progress monitoring through iXL.</p>	<p>Leadership Team Teachers MTSS Team</p>	<p>Year round</p>	<p>Meeting notes Reports from online platforms Observation notes</p>
<p>Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along with book studies and site or regional facilitators.</p>	<p>Teachers Curriculum Service Provider Support staff</p>	<p>Year round after PD sessions</p>	<p>West Ed: Math Pathways and Pitfalls Praise, Probe, Polish</p>

**Strategy 1c:**

<p>Utterback will use disaggregated data from the following assessments to measure and inform instruction: - Quarterly Benchmarks - School City Grades, reduction of referrals to MTSS - Grade Level Common ELA Lesson</p>	<p>Principal Taranika Sanders</p>	<p>School Year 21-22 in time for AASA testing. (Daily August-May) - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams (August-May)</p>	<p>Benchmark Results MTSS PLC time Diagnostic Results</p>
--	-----------------------------------	--	---

Plans as evidenced in Lesson plans and observations			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
The Unicorn Leadership Team will collect and analyze student data to ensure students are enrolled in appropriate classes, conduct walk throughs to ensure that lesson is rigorous and aligned to Curriculum 6.0. PLC notes and benchmarks will be reviewed and analyzed to inform coaching/professional development needs.	Leadership team	Year round	Data Lesson plans Observation notes
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 supporting 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.	RTI Reading teacher MTSS Team Teachers	Year round	Data Assessments Lesson plans Observation notes

**2. Improvement Goal:**



**Strategy 2a:**

**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: Teachers will provide results from analyzing student work and identify students in need of Tier 2 and or 3 instructions by:

**Strategy 2a-c:**

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<p>Response to Intervention (RTI) reading teacher will provide intervention, implementation of curriculum, instructional strategies (EEl), data analysis, and assessment. The RTI reading teacher will be supporting student achievement by supporting 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 teachers help the classroom 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 diversity and grit change student and teacher perspectives, increasing academic expectations and outcomes for students.</p>	<p>Principal Taranika Sanders</p>	<p>School Year 21-22 in time for AASA testing.</p>	<p>Technology to support differentiated and RTI. Targeted support in ELA. I-Ready IXL</p>

<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
<p>We will provide classes that allow for targeted response to intervention classes in ELA and Math that encourage students to take responsibility for their learning through effective instruction. By allowing math and ELA teachers to provide additional support, teachers can effectively provide interventions to grade level standards.</p>	<p>Teachers</p>	<p>Daily</p>	<p>Lesson plans Communication with students Relationship with students</p>
<p>RTI additional support for those identified students daily. Students will be monitored and there will be fluidity of enrollment based on student needs and results of regular assessments as well as Benchmark scores. - Fidelity to TUSD instructional scope and sequence for pacing and rigor in all core areas.</p>	<p>RTI teacher Teachers</p>	<p>Daily</p>	<p>Benchmark scores Instructional scope and sequence Pacing guides</p>
<p>Utterback will provide 2 intervention programs for both Math and ELA. Based on need, students will have access to 5 sections of ELA intervention and 3 sections of Math intervention. During the school year within our</p>	<p>Teachers Interventionist</p>	<p>As needed</p>	<p>Data</p>

targeted groups, students are identified for support as needed. In Tier 1 instruction teachers assess and then formulate small groups for more targeted support.			
--	--	--	--

**Strategy 2b:**

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
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
TUSD summer PD offerings to staff - AVID Summer institutes - AVID year-long courses for entire staff - Wednesday staff	Teachers	Year round	District curriculum Lesson plans AVID curriculum

<p>development sessions - PLC structures to support and extend teacher acquisition of content and curriculum standards requirements - PD, Lesson Study, and PLC structures to support teacher's use of TUSD curriculum resources/content - PD to support teacher's delivery of culturally relevant curriculum and content.</p>			<p>PLC Structures and notes</p>
<p>The Unicorn Leadership Team will collect and analyze MTSS meeting minutes, academic achievement outcomes, targeted group achievement, PLC minutes, progress monitoring through iXL.</p>	<p>Leadership Team Teachers MTSS Team</p>	<p>Year round</p>	<p>Meeting notes Reports from online platforms Observation notes</p>
<p>Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along with book studies and site or regional facilitators.</p>	<p>Teachers Curriculum Service Provider Support staff</p>	<p>Year round after PD sessions</p>	<p>West Ed: Math Pathways and Pitfalls Praise, Probe, Polish</p>

**Strategy 2c:**

<p>Utterback will use disaggregated data from the following assessments to measure and inform instruction: - Quarterly Benchmarks - School City Grades, reduction of referrals to MTSS - Grade Level Common ELA Lesson Plans as evidenced in Lesson plans and observations</p>	<p>Principal Taranika Sanders</p>	<p>School Year 21-22 in time for AASA testing. (Daily August-May) - Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams (August-May)</p>	<p>Benchmark Results MTSS PLC time Diagnostic Results</p>
<p><b>Tasks to Monitor, Assess, and Adjust</b></p>	<p><b>Person(s) to Carry Out Tasks</b></p>	<p><b>Timeline/Target Dates</b></p>	<p><b>Resources Needed</b></p>
<p>The Unicorn Leadership Team will collect and analyze student data to ensure students are enrolled in appropriate classes, conduct walk throughs to ensure that lesson is rigorous and aligned to Curriculum 6.0. PLC notes and benchmarks will be reviewed and analyzed to inform coaching/professional development needs.</p>	<p>Leadership team</p>	<p>Year round</p>	<p>Data Lesson plans Observation notes</p>
<p>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</p>	<p>RTI Reading teacher MTSS Team Teachers</p>	<p>Year round</p>	<p>Data Assessments Lesson plans Observation notes</p>

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.			
---	--	--	--

**Improvement Goal 3: Strategies a-c. Subgroup Achievement (W, AA, Hispanic):** Provide classes that allow for targeted response to intervention classes in ELA and math that encourage students to take responsibility for their learning through effective instruction.

**Strategy 3a:** Provide classes that allow for targeted response to intervention classes in ELA and math that encourage students to take responsibility for their learning through effective instruction.

	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Math and ELA teachers will give additional support to effectively provide interventions to grade-level standards.	Math and ELA Teachers Interventionist	ongoing	
<b>Task to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
<b>Strategy 3b:</b> - Percent of English Language Learners scoring proficient will increase by 9% from 6% in 2019 to 15% in 2022. - Percent of Students with Disabilities scoring proficient will increase by 6% from 9% in 2019 to 15% in 2022. -Percent of Hispanic students scoring proficient will increase by 1% from 16% in 2019 to 17% in 2022. - Percent of Economically Disadvantaged Students scoring proficient will increase by 1% from 14% in 2019 to 15% in 2022. -Percent of ELL and ExEd students scoring proficient will increase by 2%			
Math Focus PD -Teachers will attend PD, book studies, peer observations, teacher leadership groups, and collaborate on how	Teachers and Teacher Leaders	ongoing	

to set high expectations and meet the needs of subgroups including Ex Ed over the 21-22 school year.			
<b>Tasks to Monitor, Assess, and Adjust</b>	<b>Person(s) to Carry out Tasks</b>	<b>Timeline</b>	<b>Resources</b>
<b>Strategy 3c:</b> During the school year within our targeted groups, students are identified for support as needed.			
Create a menu of supports that include RTI classes in math and/or ELA, before, after and Saturday school tutoring, Identification of AVID students that support our targeted groups, support from cultural departments within the district. In Tier 1 instruction teachers assess and then formulate small groups for more targeted support. Our MTSS coordinator then looks at this data in conjunction with teachers to determine Tier 2 and possibly tier 3 supports through PLC's.	MTSS RTI Teacher AVID teachers	ongoing	

**4. Improvement Goal: MPP**

	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>
Teachers, Curriculum Service Providers and other support staff will participate in professional development on the use of West	Teachers Curriculum Service Provider Support Staff Leadership Team	Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as	West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides,

<p>Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons to enhance the instruction of all students. WestEd coaching and conferences will provide support for teacher leaders, interventionists, and CSPs, along with book studies and site or regional facilitators.</p>		<p>semiannual data reflections on subgroup achievement.</p>	<p>and math manipulative kits will be provided so that teachers can plan for differentiated instruction, and targeted math interventions to support struggling students, including those in subgroups.</p>
<p><b>Tasks to Monitor, Assess, and Adjust</b></p>	<p><b>Person(s) to Carry Out Tasks</b></p>	<p><b>Timeline/Target Dates</b></p>	<p><b>Resources Needed</b></p>
<p>One teacher participates in the MPP Teacher Leadership Cohort. Math and Ex Ed teachers all attend professional development on Math Pathways and Pitfalls, Algebra Tiles, Math Discussion Strategies, and other math focused workshops facilitated by WestEd, district personnel, and school site facilitators.</p>	<p>Teacher</p>	<p>As needed</p>	<p>West Ed materials</p>
<p>Teachers are provided math manipulatives and training on how to use the manipulatives to support students in building increased mathematical concepts, skills, and awareness, and to</p>	<p>Math Teachers Interventionist</p>	<p>Daily</p>	<p>Algebra Tiles</p>



support differentiation and students in subgroup			
Middle school math and exceptional education teachers are provided algebra tiles and professional development on the use of algebra tiles.	ExEd Teachers	Daily	Algebra Tiles Discussion Builders Other manipulatives Questioning strategies
WestEd's Discussion Builder Posters are provided to all classrooms along with PD on the use of discussion strategies to support all students in higher order thinking, problem solving, language skills, meta-cognition, questioning, and to increase student engagement.			

**5. Progress Monitoring**

During the 2021-2022 School Year, TUSD is strategically utilizing short cycle assessments from the following curricular adoptions: *Benchmark Advance*, *Eureka*, and *IXL*. These assessments are expected to be implemented at designated sites.

Short cycle assessments are designed to provide teachers with immediate feedback on students’ performance towards standards mastery during the instructional cycle. By having set timeframes for providing short cycle assessments, teachers can engage in meaningful dialogue using actionable data during PLC/CTTs regarding students’ growth and performance over time, and plan instruction to ensure students are on target to meet grade level standards. The schedule below shows the points at which the short cycle assessments take place.

<p><b>2nd Grade Benchmark</b>  <b>Advanced:</b>            Unit 1 : by Sept. 24th            Unit 2: by Oct. 7th            Unit 3: by Oct. 29th            Unit 4: by Nov. 19th            Unit 5: by Dec. 10th            Unit 6: by Jan. 14th            Unit 7: by Feb. 4th            Unit 8: by March 4th</p> <p>Unit 9: by April 1st (optional)            Unit 10: by May 13th</p>	<p><b>3<sup>rd</sup> Grade Benchmark</b>  <b>Advanced:</b>            Unit 1 : by Sept. 10th            Unit 2: by Oct. 1st            Unit 3: by Oct. 29th            Unit 4: by Nov. 19th            Unit 5: by Dec. 10th            Unit 6: by Jan. 14th            Unit 7: by Feb. 4th            Unit 8: by March 4th            Unit 9: by April 1st (optional)            Unit 10: by May 13th</p>	<p><b>4<sup>th</sup> Grade Benchmark</b>  <b>Advanced:</b>            Unit 1 : by Sept. 10th            Unit 2: by Oct. 1st            Unit 3: by Oct. 29th            Unit 4: by Nov. 19th            Unit 5: by Dec. 10th            Unit 6: by Jan. 14th            Unit 7: by Feb. 4th            Unit 8: by March 4th            Unit 9: by April 1st (optional)            Unit 10: by May 13th</p>	<p><b>5<sup>th</sup> Grade Benchmark</b>  <b>Advanced:</b>            Unit 1 : by Sept. 10th            Unit 2: by Oct. 1st            Unit 3: by Oct. 29th            Unit 4: by Nov. 19th            Unit 5: by Dec. 10th            Unit 6: by Jan. 14th            Unit 7: by Feb. 4th            Unit 8: by March 4th            Unit 9: by April 1st (optional)            Unit 10: by May 13th</p>
<p><b>2nd Grade Eureka Math:</b>            Module 1 : by Aug. 18th            Module 2: by Aug. 27th</p>	<p><b>3rd Grade Eureka Math:</b>            Module 1 : by Aug. 27th            Module 2: by Sept. 21st</p>	<p><b>4th Grade Eureka Math:</b>            Module 1 : by Aug. 27th            Module 2: by Sept. 17th</p>	<p><b>5th Grade Eureka Math:</b>            Module 1 : by Aug. 20th            Module 2: by Oct. 1st</p>

Module 3: by Sept. 24th Module 4: by Nov. 19th Module 5: by Jan. 21st Module 6: by Feb. 18th Module 7: by April 14th (optional) Module 8: by May 13th	Module 3: by Nov. 12th Module 4: by Jan. 7th Module 5: by Feb. 11th Module 6: by April 1st (optional) Module 7: by May 7th	Module 3: by Oct. 22nd Module 5: by Jan 21st Module 6: by March 10th Module 4: by April 22nd (optional) Module 7: by May 20th	Module 3: by Nov. 19th Module 4: by Jan. 14th Module 5: by March 10th Module 6: by April 22nd (optional)
<b>6-11 IXL Continuous Diagnostic Assessments:</b> Window #1: Aug. 16 – 27 Window #2: Sept. 13 – 24 Window #3: Oct. 25 – Nov. 5 Window #4: Dec. 1 – 14 Window #5: Jan. 18 – 28 Window #6: Feb. 28 – Mar. 10 Window #7: May 2 – 13			

**Next Steps**

**Project Elevate and TUSD Goals for Short Cycle Assessment**

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment or effective recruitment, on-going support, and retention; (2) Culture: to cultivate a strong culture where high expectations for all learners are evident and embraced by school; and (3) Instructional Infrastructure: to implement high quality curriculum and instruction, including an observation and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.

This program is sponsored by the Arizona Department of Education and will provide ongoing mentoring for the principal, professional learning for the site’s leadership team, and collaboration with district leadership. The Short-term goals are:

- Develop equitable instructional infrastructure that includes high-quality curriculum and instruction, observation and feedback, and a cohesive assessment system focused on data driven instruction
- Improve culture of equity, learning and high expectations for all
- Establish effective talent management systems

The long-term goals are:

- Improve equity-focused leadership competencies
- Improve teacher practices
- Achieve significant gains in student achievement
- Reduce achievement gaps between student subgroups
- Sustain highly effective equitable LEA and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in the SY 2021-22. Concurrently, these 18 schools have shifted their assessment protocol to administer short cycle assessments to be more responsive to 'in the moment' instructional practices. This shift away from deficit-oriented strategies such as benchmark testing toward authentic, formative assessments will improve student learning. TUSD's goals in collaboration with Project Elevate are:

- To transform assessments districtwide to an ongoing formative cycle that teachers are in control of
- To utilize assessments as a strategy for learning rather than of learning.
- To shift current assessment and instructional practices for Project Elevate schools to a formative assessment model.
- To utilize short-cycle assessments with Project Elevate

**Review & Approval**

This plan has been reviewed and approved by the following.

Title	Signature	Date
Assistant Superintendent	<i>Richard Sanchez</i>	12/10/2021
Principal	Taranika P. Sanders	12/10/2021