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

**Principal:** Taranika Sanders

**School:** Utterback Middle School

**Region:** Arroyo Chico/3

**Date Plan Revised:** 7/20/2022

**Planning Team:**

| Name | Position | Name | Position |
|---|---|---|---|
| Taranika Sanders | Principal | Irina Noudelman | |
| Riki Valdez | Assistant Principal | Michael Montiel | |

**Sign Off:**

| Position | Name | Signature | Date |
|---|---|---|---|
| **Principal** | **Taranika Sanders** | *Taranika Sanders*<br>Taranika Sanders (Sep 15, 2022 10:00 PDT) | Sep 15, 2022 |
| **Regional Superintendent** | **Richard Sanchez** | *Richard H. Sanchez*<br>Richard H. Sanchez (Sep 15, 2022 12:39 PDT) | Sep 15, 2022 |

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# I.       School Profile

## A.       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.

## B.       School Profile

## C.       Vision

## D.       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.

**School Wide Expectations**
 Align school wide expectations to site PBIS expectations.

**E.     School Profile**

| 2018-19 Letter Grade | | |
|---|---|---|
| D | | |

| Student Profile (2021-22 100th day data) | | | | | |
|---|---|---|---|---|---|
| Mobility (Rate) | Absenteeism (Rate) | Promotion (Rate) | F&RL (% of FRL Students) | EL (% of EL Students) | Ex Ed (% of Ex Ed Students) |
| (Annual Rate) 48.50% | | | 100% (1.6 multiplier with CEP school) | 13.4% | 25.5% |

| School Profile (USP Ethnicity) (2021-22 100th day) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| White | | African American | | Hispanic/ Latino | | Native American | | Asian/ Pacific Islander | | Multi Racial | |
| N | % | N | % | N | % | N | % | N | % | N | % |
| | | | | | | | | | | | |
| 21 | 6% | 30 | 9% | 251 | 76% | 18 | 6% | 0 | 0% | 10 | 3% |
| | | | | | | | | | | | |

**F.    Achievement Data**

| 3 Years of AzMERIT Math Percent Proficiency by Grade | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| School | 2019 Gr. 6 | 2019 Gr. 7 | 2019 Gr. 8 | 2019 Alg I | 2019 Geom | 2021 Gr. 6 | 2021 Gr. 7 | 2021 Gr. 8 | 2022 Gr. 6 | 2022 Gr. 7 | 2022 Gr. 8 |
| District Avg | 23% | 22% | 18% | 62% | | 8% | 12% | 9% | 13% | 11% | 12% |
| State Avg | 41% | 38% | 32% | 44% | | 29% | 30% | 26% | 31% | 27% | 27% |
| Utterback | 9% | 15% | 3% | 44% | | 5% | 3% | 7% | 5% | 18% | 5% |

| 3 Years of AzMERIT ELA Percent Proficiency by Grade | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| School | 2019 Gr. 6 | 2019 Gr. 7 | 2019 Gr. 8 | 2021 Gr. 6 | 2021 Gr. 7 | 2021 Gr. 8 | 2022 Gr. 6 | 2022 Gr. 7 | 2022 Gr. 8 |
| District Avg | 27% | 26% | 24% | 19% | 19% | 17% | 24% | 26% | 23% |
| State Avg | 42% | 41% | 38% | 35% | 38% | 35% | 39% | 43% | 36% |
| Utterback | 13% | 17% | 11% | 27% | 12% | 15% | 14% | 21% | 12% |

# 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 | 0 | * | * | * | * | * | 12.4 | 26.9 | 11.4 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | 18.6 | 13.3 | 20 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | 10 | 17.6 | 9.7 | * | * | * | * | * | * | * | * | * |

## 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 | 0 | * | * | * | * | * | 9.5 | 3.8 | 5.4 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | 17.2 | 3.6 | 19.7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | 8.7 | 7.5 | 6.3 | * | * | * | * | * | * | * | * | * |

## II.     Overall Student Achievement

### A.  Gaps in Student Achievement

| Interpretive Summary - Student Achievement |
| --- |
| The data indicates that Utterback will need to make a strong effort to promote higher levels of academic achievement and enhance its level of equitable and meaningful communication and deliberate support of our teachers. This is inclusive of structured professional development that targets the needs of our teaching staff. Utterback will continue to support the observation-feedback loop through collaborative walk-throughs with the district Grants and Federal Programs Department, looking for trend data to inform staff PD.<br><br>All incoming students need to be scheduled based on request and need for RTI in the areas of Math and Language arts. Using baseline testing data<br><br>The Unicorn Leadership Team will plan conduct walk-throughs to monitor quality Tier 1 instruction by ensuring that all teachers are using daily lesson plans that include a learning objective with aligned questioning and discussion, student engagement strategies, and a lesson assessment to address the gaps that currently exist. Lesson plans will continue to use the gradual release of responsibility template that promotes scaffolding instruction, AVID WICOR strategies and Interactive Notetaking Strategies where applicable. Learning objectives will be specific and use higher level DOK questioning.<br><br>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.<br><br>Utterback will continue to 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 supports as needed. For the incoming school year, we use the most recent benchmark or a cumulative performance of the year prior. The menu of supports includes 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. |

| Identify Top Three Causes of these Gaps | Identify the Root of these Causes | Identify Foundational Causes |
|---|---|---|
| 1. Our school staff does not systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. | 1. Teacher's need professional development related to scaffolding strategies to support tier 1 instruction | 1. To improve the teacher's capacity to implement higher order thinking skills through instructional planning and execution. |
| 1. Based on all available student data, teachers do not intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning. | 2. Teachers need support in implementing the strategies for UDL. | 2. Lack of Systems that support Universal Design for Learning |
| 1. Our staff does not have high expectations for the learning of all students | 3. Staff need more training and understanding of the MTSS process. Staff need training on how to redirect students and create consistent procedures to give student voice. | 3. Teachers need more training and strategies on how to handle students who have more than academic struggles. They need to begin implementing schoolwide strategies that allow for students to have academic conversations and gain perspective on various cultural viewpoints. |

**B.     SMART Goals for Student Achievement**

| SMART Goal Statement  (All Academic Goals _Must_ Focus on Subgroups) | Evidence to Be Used to Assess Progress and Accomplishment |
|---|---|

| By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.<br><br>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students. | E.g.: Examples of evidence could include:<br>● AASA Test Results<br>● Short Cycle Assessments<br>● Quarterly Benchmark Exams<br>● District Pre-Post Exams |
|---|---|
| By the end of 2023, students' teachers will have a shared understanding of the intersectionality of content standards, curricula, and social-emotional learning practices. | ● Informal walk-through data-share<br>● Quarterly benchmark data<br>● State assessments<br>● Staff and parent survey data |

**C.    Goal Attainment**

**1.    Strategies to Achieve SMART Goals**

| Strategies that help School Achieve Improvement Goal | |
|---|---|
| **Strategies:** | **Strengths and Obstacles** |
| Eg:  The Elementary will work to increase the quality of Tier I instruction to ensure that instruction is rigorous, standards based, and reflective of the theme. | Eg: Strengths: The MTSS coordinator and the site principal do weekly observations and provide follow up feedback.<br><br>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. |
| We will address building the capacity of teachers by incorporating differentiated professional development through the AVID learning portal, Empowering consultants, informal observations, and reviewing data as a school and in teams.  We will utilize PLCs as a central hub for skill development. | Eg: Strengths: A leadership team and veteran teachers willing to mentor newer teachers.<br><br>Eg: Obstacles: Teachers designing and following quality lesson plans. |
| | Eg: Strengths: AVID summer training for leadership team. |

| Teachers will incorporate AVID strategies into their lesson plans. | Eg: Obstacles: New teachers that may not be familiar with AVID. |
|---|---|
| Teachers will incorporate student needs with curriculum expectations by creating individual learning plans for struggling students. | Eg: Strengths: PLCs that focus on individual student data along with holistic needs to support their growth.<br><br>Eg: Obstacles: Staff need more training and understanding of the MTSS process.  Staff need training on how to redirect students and create consistent procedures. |

## 2.    Action Steps to Implement Strategies

| Action Steps to Implement Improvement Strategies | | | | | |
|---|---|---|---|---|---|
| **Strategy 1**: | | | | | |
| **Action Steps to Implement Strategy** | **Person(s) to Carry Out Tasks** | **Timeline/Target Dates** | **Resources Needed** | **Monitoring** | **Evidence** |
| Ensure roles such as Dean, counselor, Math interventionist, fine arts teacher, and other support teachers help to supplement the learning environment to ensure students' needs are addressed in a holistic way. Improve quality tier one instruction by ensuring all supports are provided | Principal | 9/1/2022 | Funding to support professional development for the dean, counselor, interventionist and fine arts positions.  In addition to funding to support the retention of these positions beyond | • Discipline data<br>• Attendance data<br>• Academic performance | • Monthly data will be reviewed by the school leadership team.<br>• Attendance monitoring by MTSS team<br>• Weekly Progress Reports |

| | | | the current school year. Supplies to support engaging, hands on instruction and activities. | | |
|---|---|---|---|---|---|
| | | | | | |

| Action Steps to Implement Improvement Strategies | | | | | |
|---|---|---|---|---|---|
| **Strategy 2**: | | | | | |
| **Action Steps to Implement Strategy** | **Person(s) to Carry Out Tasks** | **Timeline/Target Dates** | **Resources Needed** | **Monitoring** | **Evidence** |
| Ensure lesson plans use gradual release of responsibility, scaffolding, AVID WICOR strategies, and DOK questioning. | Assistant Principal | 10/1/2022 | • Curriculum resources<br>• Lesson plan template | • Lesson plan effectiveness<br>• Student Engagement | • Admin will review lesson plans for effectiveness<br>• Weekly progress reports for students/PLC student work analysis protocols |

### III. Academic Performance for African American, Latino Students, Native American, Exed And Ell Subgroups: Gap Analyses

### A. Gaps in Student Achievement

| **Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses** |
| --- |
| The data indicates that Utterback will need to make a strong effort to promote higher levels of academic achievement and enhance its level of equitable and meaningful communication and deliberate support of our teachers. This is inclusive of structured professional development that targets the needs of our teaching staff. Utterback will continue to support the observation-feedback loop through collaborative walk-throughs with the district Grants and Federal Programs Department, looking for trend data to inform staff PD. <br><br> All incoming students need to be scheduled based on request and need for RTI in the areas of Math and Language arts. Using baseline testing data <br><br> The Unicorn Leadership Team will  plan conduct walk-throughs to monitor quality Tier 1 instruction by ensuring that all teachers are using daily lesson plans that include a learning objective with aligned questioning and discussion, student engagement strategies, and a lesson assessment to address the gaps that currently exist. Lesson plans will continue to use the gradual release of responsibility template that promotes scaffolding instruction, AVID WICOR strategies and Interactive Notetaking Strategies where applicable. Learning objectives will be specific and use higher level DOK questioning. <br><br> 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. <br><br> Utterback will continue to 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 supports as needed. For the incoming school year, we use the most recent benchmark or a cumulative performance of the year prior. The menu of supports includes 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. |

| Identify Top Three Causes of these Gaps | Identify the Root of these Causes | Identify Foundational Causes |
|---|---|---|
| 1. Our school staff does not systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. | 1. Teacher's need professional development related to scaffolding strategies to support tier 1 instruction | 1. To improve the teacher's capacity to implement higher order thinking skills through instructional planning and execution. |
| 2. Based on all available student data, teachers do not intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning. | 2. Teachers need support in implementing the strategies for UDL. | 2. Lack of Systems that support Universal Design for Learning |
| 3. Our staff does not have high expectations for the learning of all students | 3. Staff need more training and understanding of the MTSS process. Staff need training on how to redirect students and create consistent procedures to give student voice. | 3. Teachers need more training and strategies on how to handle students who have more than academic struggles. They need to begin implementing schoolwide strategies that allow for students to have academic conversations and gain perspective on various cultural viewpoints. |

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

| SMART Goal Statement<br>*(All Academic Goals <u>Must</u> Focus on Subgroups)* | Evidence to Be Used to Assess Progress and Accomplishment |
|---|---|
| By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.<br><br>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students. | E.g.: Examples of evidence could include:<br>● AASA Test Results<br>● Short Cycle Assessments<br>● Quarterly Benchmark Exams<br>● District Pre-Post Exams |
| By the end of 2023, students' teachers will have a shared understanding of the intersectionality of content standards, curricula, and social-emotional learning practices. | ● Informal walk-through data-share<br>● Quarterly benchmark data<br>● State assessments<br>● Staff and parent survey data |

**C. Goal Attainment**

    **1. Strategies to Achieve SMART Goals**

| Strategies that help School Achieve Improvement Goal | |
|---|---|
| **Strategies:** | **Strengths and Obstacles** |
| Eg:  The Elementary will work to increase the quality of Tier I instruction to ensure that instruction is rigorous, standards based, and reflective of the theme. | Eg: Strengths: The MTSS coordinator and the site principal do weekly observations and provide follow up feedback.<br><br>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. |

| | |
|---|---|
| We will address building the capacity of teachers by incorporating differentiated professional development through the AVID learning portal, Empowering consultants, informal observations, and reviewing data as a school and in teams.  We will utilize PLCs as a central hub for skill development. | Eg: Strengths: A leadership team and veteran teachers willing to mentor newer teachers.<br><br>Eg: Obstacles: Teachers designing and following quality lesson plans. |
| Teachers will incorporate AVID strategies into their lesson plans. | Eg: Strengths: AVID summer training for leadership team.<br><br>Eg: Obstacles: New teachers that may not be familiar with AVID. |
| Teachers will incorporate student needs with curriculum expectations by creating individual learning plans for struggling students. | Eg: Strengths: PLCs that focus on individual student data along with holistic needs to support their growth.<br><br>Eg: Obstacles: Staff need more training and understanding of the MTSS process.  Staff need training on how to redirect students and create consistent procedures. |

2. **Action Steps to Implement Strategies**

| Action Steps to Implement Improvement Strategies | | | | | |
|---|---|---|---|---|---|
| **Strategy 1**: | | | | | |
| **Action Steps to Implement Strategy** | **Person(s) to Carry Out Tasks** | **Timeline/Target Dates** | **Resources Needed** | **Monitoring** | **Evidence** |
| Ensure roles such as Dean, counselor, Math interventionist, fine arts teacher, and other support teachers help to supplement the learning environment to ensure students' needs are addressed in a | Principal | 9/1/2022 | Funding to support professional development for the dean, counselor, interventionist | • Discipline data<br>• Attendance data<br>• Academic performance | • Monthly data will be reviewed by the school leadership team.<br>• Attendance monitoring by MTSS team |

| holistic way. Improve quality tier one instruction by ensuring all supports are provided | | | and fine arts positions.  In addition to funding to support the retention of these positions beyond the current school year.

Supplies to support engaging, hands on instruction and activities. | | • Weekly Progress Reports |

| **Action Steps to Implement Improvement Strategies** |
|---|
| **Strategy 2**: |

| **Action Steps to Implement Strategy** | **Person(s) to Carry Out Tasks** | **Timeline/Target Dates** | **Resources Needed** | **Monitoring** | **Evidence** |
|---|---|---|---|---|---|
| Ensure lesson plans use gradual release of responsibility, scaffolding, AVID WICOR strategies, and DOK questioning. | Assistant Principal | 10/1/2022 | • Curriculum resources<br>• Lesson plan template | • Lesson plan effectiveness<br>• Student Engagement | • Admin will review lesson plans for effectiveness<br>• Weekly progress reports for students/PLC student work analysis protocols |

**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.

# Utterback SAAP 22-23

Final Audit Report                                            2022-09-15

| | |
|---|---|
| Created: | 2022-09-15 |
| By: | Rachel Sanchez (rachel.sanchez@tusd1.org) |
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