

Rockwall Independent School District

Herman E. Utley Middle School

2023-2024 Improvement Plan



Mission Statement

Together, at Utley Middle School, we will build relationships and create a learning environment that produces critical thinkers and problem solvers.

Vision

Utley Middle School will develop responsible, lifelong learners by building relationships and working collaboratively to grow both academic and emotional skills in ALL students

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Comprehensive Needs Assessment

Revised/Approved: September 1, 2023

Demographics

Demographics Summary

2021-2022 (most recent year data is available)

Student Demographics

- African-American 14.1%
- Hispanic 25.3%
- White 51.3%
- American Indian 0.9%
- Asian 2.8%
- Pacific Islander 0.2%
- Two or more races 5.4%

Staff Demographics

- African-American 10.5%
- Hispanic 7.1%
- White 80.4%
- Two or more races 2.0%

Demographics Strengths

2022-2023 STAAR Results

ELAR Grade 7 (Approaches/Meets/Masters)

- Asian 96% / 89% / 57%
- White 93% / 77% / 48%
- 2+ races 82% / 73% / 50%

ELAR Grade 8 (Approaches/Meets/Masters)

- Asian 100% / 77% / 54%
- 2+ races 97% / 76% / 55%
- White 97% / 81% / 47%

- Hispanic 91% / 68% / 35%

Math Grade 7 (Approaches/Meets/Masters)

- 2+ races 86% / 71% / 7%
- White 80% / 39% / 7%

Math Grade 8 (Approaches/Meets/Masters)

- White 90% / 71% / 36%
- Hispanic 88% / 65% / 24%
- 2+ races 82% / 48% / 22%

Science Grade 8 (Approaches/Meets/Masters)

- Asian 92% / 77% / 62%
- White 90% / 72% / 36%
- Hispanic 85% / 52% / 20%

Social Studies Grade 8 (Approaches/Meets/Masters)

- Asian 92% / 69% / 54%
- 2+ races 85% / 58% / 36%
- White 84% / 61% / 40%

Student Achievement

Student Achievement Summary

Utley Middle School earned a TEA Accountability Rating of **A** in 2022.

Scaled scores:

- STAAR Performance was a 91 (A)
- Academic Growth was a 90 (A)
- Relative Performance was an 82 - Eco dis 28.7% (B)
- Closing the Gaps was an 87 (B)

We earned a Distinction in Social Studies.

Student Achievement Strengths

Areas where Utley scored in Q1:

- Accelerated Student Progress in Math
- Algebra I Participation *and* Performance (Meets)
- Grade 8 Social Studies Performance (Masters)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Mathematics Growth targets are not being met in multiple subpopulations (African-American, White, 2+ Races, Eco Dis, EB, and SPED)

Problem Statement 2: Mathematics Academic Achievement targets are not being met for EB and SPED populations.

School Culture and Climate

School Culture and Climate Summary

Having a strong and positive school culture is the keystone of a campus's success. Clearly stated expectations and consistency in applying those expectations, combined with a culture of mutual respect, lead to an environment where students and staff feel empowered to lead and make a positive impact on the campus. Teachers and students alike are encouraged to participate in activities that promote school spirit. Additionally, teachers and students have a voice to share their concerns and celebrations through various committees designed for that very reason.

School Culture and Climate Strengths

- We published *The Utley Way* -- formalized and explicit expectations for student behavior that are communicated regularly and applied consistently.
- We celebrate staff through programs such as the 200 Board, "Thursday Thanks" all-staff emails, October and February Months of Love, U-Chain, and Teacher of the Year.
- We celebrate students through PBIS, ZAP time, "Phone Fridays" at lunch, PRIDE citations, and Pack Leader of the Month.
- We have regularly planned staff events to strengthen school culture, such as spirit days, appreciation days, and jeans days.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Utley has 23 new staff members for the 23-24 school year, including a new principal and assistant principal. Several are new to the profession. Two staff members who resigned at the end of last year came back and were rehired.

The most recent teacher data is from 21-22.

- White 80.4% (students 50%)
- African American 10.5% (students 14%)
- Hispanic 7.1% (students 25%)
- 2+ Races 2.0% (students 5%)

Staff Quality, Recruitment, and Retention Strengths

- Overall, the staff at Utley is very strong. They are proud to be Wolves and spread positivity about our school in the community.
- Utley has a number of teachers who have been at this campus for several years. Their experience and knowledge of The Utley Way is invaluable, especially in mentoring new staff.
- Despite the nationwide teacher shortage and a lack of highly qualified and experienced applicants in Rockwall ISD, the new to profession teachers are proving themselves to be strong and effective. There is a ton of potential

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a lack of qualified applicants for open positions. **Root Cause:** Teachers are leaving the profession en masse AND we are losing teachers to other districts that pay more or offer more incentives (like a four-day workweek).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Rockwall ISD has a comprehensive curriculum that allows for teacher flexibility within the scope and sequence, and Utley teachers deliver it with fidelity. Common assessments and systematic data evaluation empower teachers to meet the needs of all learners. The master schedule is designed so that content teams have common planning periods to support regular PLC meetings. As a result, our teachers are comfortable in PLCs and meet regularly to discuss trends, areas of growth, and areas for improvement as they design their lessons using "The Fundamental Five" as a framework. Additionally, the built-in time during the school day for intervention (PACK time) has been invaluable to our students' academic success. Late tutoring buses on Wednesdays also support student achievement.

Curriculum, Instruction, and Assessment Strengths

- Built-in intervention time during the day.
- District-wide curriculum documents with aligned scope and sequence.
- Lexia was piloted by Utley in 22-23 and adopted district-wide 23-24.
- PLC Reboot for all staff during August PD and ongoing.
- All core teachers will participate in Aggressive Monitoring in the first semester.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers have expressed a lack of comfort with interpreting MAP Growth data. **Root Cause:** High teacher turnover and lack of intensive training.

Parent and Community Engagement

Parent and Community Engagement Summary

Utley Middle School takes a multi-pronged approach to communication in order to keep parents informed and involved. A weekly parent newsletter, the "Utley Update," goes out every Sunday to keep parents informed of the latest news, upcoming activities, events, and important announcements each week. We also post information regularly on our social media accounts (Facebook and Twitter) and the Utley webpage. In addition, teachers use their Canvas pages to upload work, notes, and video resources for students and parents to access. Regular updates to the Skyward gradebook are another way that teachers communicate student progress to parents.

Utley has a very involved PTA that plans, organizes, and executes monthly events for both students and staff. They have been highly supportive and generous in their contributions to our campus. The PTA board encourages other parents to get involved through strong marketing and word of mouth.

Parent and Community Engagement Strengths

- *Utley Update* weekly parent newsletter is sent out every Sunday.
- Social media (Facebook and Twitter/"X") engagement is high.
- Active and highly involved PTA and parent volunteers.
- Parent and community donations to support campus programs.

School Context and Organization

School Context and Organization Summary

The Utley Middle School leadership structure is designed to empower staff to use their gifts to lead where they are. Changes were made in our campus leadership structure this year to include more voices. We defined and delineated the roles and responsibilities of the department chairs and the PLC team leads. Each department has a department chair who oversees all PLCs within that department. Each PLC then has a team lead who is not the department chair. We have also expanded representation from the Electives team to break it down into Fine Arts, CTE, AVID, and Athletics. This ensures that all stakeholders' perspectives are considered when making campus decisions.

Members of the campus admin team are the principal, assistant principals, counselors, and testing coordinator.

Members of the campus leadership team include the admin team and all department chairs, plus representatives from AVID and Athletics.

School Context and Organization Strengths

- Clearly defined roles and responsibilities of Department Chairs and PLC Team Leads
- Flattened hierarchy and shared leadership
- Complementary skill sets and experiences among admin

Technology

Technology Summary

Utlely Middle School utilizes technology daily, primarily Chromebooks and smart boards, to enhance student learning. Utlely has an excellent Instructional Technology Specialist who helps teachers develop lesson plans that integrate technology into the lessons. The Instructional Technologist provides weekly newsletters for teachers in order to grow their knowledge and use of technology within the classroom. She is also available to go into PLCs to provide additional technology support.

Technology Strengths

- Chromebook carts in *almost* every classroom.
- Smart panels in every classroom.
- Educational software is used regularly to supplement learning, including Delta Math, Lexia Power Up, and Lowman's.
- Regular access to an ITS who provides resources and support for teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1: There are not enough Chromebooks for every classroom. **Root Cause:** Fast-growing student body

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data





Goals

Revised/Approved: September 1, 2023

Goal 1: Every classroom teacher will utilize high-yield instructional strategies based on The Fundamental Five to increase student achievement.

Performance Objective 1: Utley Administration will provide targeted ongoing professional development focused on high-yield instructional practices involving The Fundamental Five.

Evaluation Data Sources: Weekly datawalks and observations





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Build teacher instructional capacity through Professional Development specifically for Aggressive Monitoring, frequent quickwrites, and student discourse. Provide staff ongoing PD opportunities to develop and implement through intentional lesson design.</p> <p>Strategy's Expected Result/Impact: Providing PD opportunities will result in every classroom teacher the ability to effectively implement The Fundamental Five in their classroom at least once during the first semester. This will provide teachers with instant feedback and data to develop intervention and enrichment plans to increase student opportunities to acquire State Standards.</p> <p>Staff Responsible for Monitoring: PLC Leads, Department Chairs, Administrators</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 1: Every classroom teacher will utilize high-yield instructional strategies based on The Fundamental Five to increase student achievement.

Performance Objective 2: All teachers will implement Aggressive Monitoring during the first semester.

High Priority





Evaluation Data Sources: AWARE, unit exams, CBAs, common formative assessments

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide teachers with guidance and a template, so that they can collaborate, develop and implement Aggressive Monitoring in their class.</p> <p>Strategy's Expected Result/Impact: Teachers will use templates during PLC meetings to create and implement Aggressive Monitoring plan during the first semester.</p> <p>Staff Responsible for Monitoring: PLC Leads, Department Chairs, Administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus administrators will observe teachers implementing Aggressive Monitoring in their classroom through teacher invites (incentives given), data walks, and walk-throughs.</p> <p>Strategy's Expected Result/Impact: Through walk-throughs, classroom observations, and data walks administrators will observe Aggressive Monitoring taking place. This will increase teacher participation and student success to impact a more well-rounded education.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 1: Every classroom teacher will utilize high-yield instructional strategies based on The Fundamental Five to increase student achievement.

Performance Objective 3: All teachers will embed frequent quickwrites into their lessons weekly.





Evaluation Data Sources: Datawalk, walkthrough, and observation data in Strive; PLC planning

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus leaders will model effective use of frequent quick writes through professional learning opportunities, instructional rounds, and PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will become more comfortable with implementing frequent quick writes weekly.</p> <p>Staff Responsible for Monitoring: Admin, department chairs, team leads</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 1: Every classroom teacher will utilize high-yield instructional strategies based on The Fundamental Five to increase student achievement.

Performance Objective 4: All teachers will create multiple opportunities for student discourse every day through intentional lesson design and implementation.

Evaluation Data Sources: Datawalk, walkthrough, and observation data in Strive; PLC planning

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus leaders will model the importance and effectiveness of daily opportunities for student discourse through professional learning opportunities, instructional rounds, and PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will plan multiple opportunities for student discourse in every class.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 2: Utley Middle School will maintain collaborative and high-functioning PLCs with effective processes.

Performance Objective 1: Establish more effective PLCs by implementing consistent procedures and processes.

High Priority

Evaluation Data Sources: Teachers will complete weekly PLC agendas and submit them to the Google Drive shared with their supervising administrator.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Create team norms and collective commitments and place them in the designated PLC Google Drive folder shared with their supervising administrator, and placed in the PLC Reboot excel spreadsheet.</p> <p>Strategy's Expected Result/Impact: Each team will have created norms and collective commitments and place them in the shared designated Google Drive folder.</p> <p>Staff Responsible for Monitoring: PLC Leads, Department Chairs, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: PLC Leads will create a PLC Agenda with their team to use weekly.</p> <p>Strategy's Expected Result/Impact: Agenda will be used to collect meeting minutes, state objectives, document action plans, and record attendance. Agendas will be saved in the designated PLC folder in the shared in the Google Drive.</p> <p>Staff Responsible for Monitoring: PLC Leads, Department Chairs, and Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: PLC Leads will facilitate collaboration, data review, and strategically plan interventions/enrichments.</p> <p>Strategy's Expected Result/Impact: PLC Leads will documents and share Data Digs with supervising administrator. Have high quality instruction plans for intervention and enrichment.</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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Staff Responsible for Monitoring: PLC Leads and Administrators.

Title I:

2.4

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Utley Middle School will maintain a strong culture of safety, security, and civility.

Performance Objective 1: Utley admin will conduct regular safety drills as required by TEA and the Fire Marshall with 100% fidelity to the standards outlined by the Standard Response Protocol and district policy.





Evaluation Data Sources: Raptor app, safety drill after-action reviews

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Admin will debrief and collect feedback after every single drill ("after action review").</p> <p>Strategy's Expected Result/Impact: Identify opportunities for improvement in drill effectiveness.</p> <p>Staff Responsible for Monitoring: Admin in partnership with SRO</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 3: Utley Middle School will maintain a strong culture of safety, security, and civility.

Performance Objective 2: Staff and students will be empowered to follow all safety rules and guidelines with 100% fidelity. This includes wearing ID badges, ensuring all interior and exterior doors are closed and locked at all times, and not propping doors or otherwise giving unauthorized persons access to the building.





Evaluation Data Sources: Discipline data, teacher data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Admin supervision at entry points during arrival and dismissal to check IDs and monitor doors. Admin and staff check IDs at the cafeteria entrance and exit. Teachers check IDs at classroom doors.</p> <p>Strategy's Expected Result/Impact: Consistent enforcement and application of the district ID policy.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Daily exterior door checks</p> <p>Strategy's Expected Result/Impact: Maximum security - all doors locked and secured all the time</p> <p>Staff Responsible for Monitoring: Admin and SRO</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 3: Utley Middle School will maintain a strong culture of safety, security, and civility.

Performance Objective 3: Utley staff will recognize and reward positive student behavior through PBIS.





Evaluation Data Sources: Discipline data, PBIS data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Staff will award PBIS points using the PBIS app to recognize positive student behavior. Strategy's Expected Result/Impact: Students will be motivated to meet behavior expectations Staff Responsible for Monitoring: Staff and admin</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 3: Utley Middle School will maintain a strong culture of safety, security, and civility.

Performance Objective 4: Utley students will receive state-mandated SEL and Character Traits curriculum to ensure effective social-emotional skills, including emotional regulation, mindfulness, and conflict management.





Evaluation Data Sources: Discipline data, counseling data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Every Monday during PACK Time, we will deliver SEL lessons ("Monday Matters")</p> <p>Strategy's Expected Result/Impact: Students will learn social and emotional tools to help them regulate and self-soothe; problem solving skills; and increased confidence and self-esteem.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: Utley will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

Performance Objective 1: Utley will maintain a focus on: 1) Nutrition Promotion, 2) Nutrition Education, 3) Physical Activity, and 4) Other school-based activities, such as those listed at the link below.

<https://docs.google.com/document/d/1N9QQkYooTXHpIcTMl3E7G5UGSb2bYX1jBucHGlypFzA/edit?usp=sharing>

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Rockwall ISD followed nutrition calendar | Formative | | | Summative |
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