

Blenman Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Kelly Mack
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

I. SCHOOL PROFILE

Vision and Mission: The mission of Blenman is to provide a safe and nurturing environment where students develop critical thinking skills as self-directed learners who are empowered to contribute to their communities.

Core Values: The vision of Blenman Elementary is to prepare our students to become critical analytical thinkers through authentic learning so that they become responsible collaborative participants in a global economy.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
48	41	115	7	15	15	241
English Language Learners	Exceptional Education Students					
22	28					

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Blenman	22%	14%	26%	14%	24%	10%	19%	17%	15%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Blenman	26%	37%	15%	16%	32%	21%	19%	25%	35%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	10%	38%
African Am.	10%	27%
Hispanic	20%	24%
Native Am.	33%	50%
Asian-PI	14%	14%
Multi-Racial	18%	27%
All	17%	27%

A. GAPS IN STUDENT OUTCOMES

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

1. Sub-header 1

Data Source: TUSD Data Dashboard- DIBELS 19.20

Current Reality: *Achievement gap between all subgroups (20.5% gap between non-ELD kinders and ELD kinders)*

- *% of Kinder Non-ELD students passing= 20.5%*
- *% of ELD students passing = 0%*
- *% of Kinder Non Ex-ExEd students passing = 20.5%*
- *% of Ex. Ed Students passing= 25%*

Desired State: Increase CORE/At grade level students by 5% in 2021-22

Gap: about 80% from CORE

Data Source: TUSD Data Dashboard -AZMerit 20.21, AZMERIT 18-19 SY

Current Reality: *Achievement gap between all subgroups (13% of our students are proficient in ELA and 10% in math)*

- *% Of Non ELD students proficient= 11%*
- *% Of ELD students proficient= 0%*
- *% Of Non-Ex. Ed. Students proficient= 11%*
- *% Of Ex. Ed. Students proficient=0%*

3rd Grade ELA achievement for all students is at 19% (Proficient of Highly Proficient) in comparison to the State average of 46%

3rd Grade Math achievement for all students is at 19% (Proficient of Highly Proficient) in comparison to the State average of 51%.

Desired State: Increase Proficient 3rd grade students in ELA and Math by 5% in 2021-22

Blenman wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: about 90% from Proficient

The gap between African American and White students in ELA is 11%, in Math it is 0%

The gap between Hispanic and White students in ELA is 14%, in Math 10%

Data Source: TUSD Data Dashboard-AZMerit 20.21

Current Reality: *Achievement gap between all subgroups (4 % of our students are proficient in both ELA and math)*

- *% Of Non-ELD students proficient= 4%*
- *% Of ELD students proficient = 0%*
- *% Of Non Ex.Ed students proficient =4% and*
- *% Of Ex. Ed students proficient =0%*

4th Grade ELA achievement for all students is at 25% (Proficient of Highly Proficient) in comparison to the State average of 51%.

4th Grade Math achievement for all students is at 17% (Proficient of Highly Proficient) in comparison to the State average of 48%.

Desired State: Increase Proficient 4th grade students in ELA and Math by 5% in 2021-22

Blenman wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: about 96% from Proficient

The gap between African American and White students in ELA is 11%, in Math it is 0%

The gap between Hispanic and White students in ELA is 14%, in Math 10%

Data Source: TUSD Data Dashboard - AZMerit 20.21, AZMERIT 18-19 SY

Current Reality: *Achievement gap between all subgroups (3 % of our students are passing in Math and 20% are passing ELA)*

- *% Of Non-ELD students passing= 11%*
- *% Of ELD students passing= 0%*
- *% Of Non Ex.Ed students passing=11%*
- *% Of Ex. Ed. Students passing= 0%*

5th Grade ELA achievement for all students is at 35% (Proficient of Highly Proficient) in comparison to the State average of 52%.

5th Grade Math achievement for all students is at 15% (Proficient of Highly Proficient) in comparison to the State average of 46%.

Desired State: Increase Proficient 5th grade students in ELA and Math by 5% in 2021-22

Blenman wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: about 97% from Proficient in Math/ about 80% from Proficient in ELA

The gap between African American and White students in ELA is 11%, in Math it is 0%

The gap between Hispanic and White students in ELA is 14%, in Math 10%

B. SMART Improvement Goals

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

- 1. Improvement Goal: 25% of Blenman kinder students will increase their scores from intensive/strategic to Core/ at grade level as demonstrated by the DIBELS amplify assessment.*
- 2. Improvement Goal: 18% of 3rd graders will increase their percent passing from Minimally Proficient/ Partially Proficient to Proficient in Math and 15% in ELA as demonstrated on AZM2.*
- 3. Improvement Goal: 9% of 4th graders will increase their percent passing from Minimally Proficient/Partially Proficient to Proficient in Math and in ELA as demonstrated on AZM2.*
- 4. Improvement Goal: 8% of 5th graders will increase their percent passing from Minimally Proficient/Partially proficient to Proficient in Math and 25% of 5th graders will increase their percent passing from Minimally Proficient/Partially proficient to Proficient in ELA as demonstrated on AZM2.*

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Blenman 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: Daily practice of skills that focus on the focused standards in the quarterly scope and sequence in whole group & small group differentiated instruction. Teachers will monitor student progress by checking for understanding by using bi-weekly common formative assessments in Benchmark universe.

Strategy 1b: Data analysis during PLCs to plan interventions from CFA Data:

- Performance trends
- DOK levels tested

- Item types/ misconceptions of content

Strategy 1c: Increased use of higher order DOK questioning. Pre-planned questions per lesson as created in summer template using the DOK and MPP classroom posters and documented in lesson plans.

Strategy 1d: Regularly scheduled bi-monthly CFAs on Benchmark Universe or Cengage Reach aligned to standards for students to practice test taking tools.

Strategy 1e: Use of previous years quarterly benchmark scores and current year's scores to create cusp lists of students to provide targeted small group and one on one instruction and tutoring.

2. Improvement Goal:

Strategy 1a: Daily practice of skills that focus on the overarching weekly standards in whole group, small group differentiated instruction. Teachers will monitor student progress by checking for understanding by using daily informal checks for understanding and common formative assessments every two weeks using either IXL or Eureka mid-module assessments.

Strategy 1b: Data analysis during PLCs to plan interventions from CFA Data:

- Performance trends
- DOK levels tested
- Item types/ misconceptions of content

Strategy 1c: Regularly scheduled bi-monthly CFAs on IXL/ mid-module Eureka aligned to standards for students to practice test taking tools

Strategy 1d: Use of previous years quarterly benchmark scores and current year's scores to create cusp lists of students to provide targeted small group and one on one instruction and tutoring.

Strategy 1e: School wide math intervention block based on math screener developed with Empower. 45-minute block based on skill development.

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:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Differentiated assignments	teacher	Sept 7th- EOY	Benchmark Universe/ Cengage Reach
Daily checks for understanding	teacher	Daily	Lesson plans
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review DIBELS reports	teachers	Sept 7th- EOY	DIBELS amplify
Review CFA data in PLCS	CSP, teachers	Every 2 weeks	Benchmark Universe/ Cengage

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLCs	CSP	August 23rd- EOY	CFA data from Benchmark Uni.
Data template tool	teachers	August 23rd- EOY	Data tool uploaded into Teams
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Specific interventions	Teacher, interventionist, MTSS	Daily	Imagine learning (ELs) and IXL
Review of item types on CFA with students	teacher	Every 2 weeks	Benchmark Uni assessment

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pre-planned questions	teacher	BOY-EOY	Lesson plans, MPP and DOK posters
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Daily checks for understanding	teacher	BOY-EOY	Benchmark/ Cengage, lesson plans
Bi-monthly CFAs and review of data	Teacher, CSP	Every 2 weeks	data

Strategy 1d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assigned CFAs	teachers	Aug. 23rd- EOY, every 2 weeks	Benchmark Universe/ Cengage
Feedback to students	teachers	Every 2 weeks	Benchmark Universe/ Cengage
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of data/ item types	Teachers, students	Every 2 weeks, or as needed	data

Strategy 1e:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of SCA build cusp lists	Teachers, CPS, MTSS, SSS, Reading interventionist	Every quarter	Benchmark universe, IXL,
Assign interventions/ tutoring to students	CSP, MTSS, SSS, Reading interventionist, TAs	Every quarter or as needed for flexible grouping	Differentiated assignments
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Checks of understanding of tutoring groups	Teachers, TAs, reading interventionist, MTSS, SSS	End of each tutored day	Differentiated assignments

Weekly assessment of tutored concepts for growth	Teachers, TAs, reading interventionist, MTSS, SSS	At the end of each week	Differentiated assignments
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2. Improvement Goal:

Strategy 1a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Differentiated assignments	teacher	Aug 23rd- EOY	Eureka
Daily checks for understanding	teacher	Daily	Lesson plans
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review IXL, Eureka reports	teachers	Aug 23rd- EOY	IXL, Eureka
Review CFA data in PLCS	CSP, teachers	Every 2 weeks	SchoolCity

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLCs	CSP	August 23rd- EOY	CFA data from SchoolCity
Data template tool	teachers	Aug 23rd- EOY	Data tool uploaded into Teams
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Specific interventions	Teacher, interventionist, MTSS	Daily	Eureka, IXL
Review of item types on CFA with students	teacher	Every 2 weeks	SchoolCity assessment

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assigned CFAs	teachers	Aug. 23rdSCA- EOY, every 2 weeks	SchoolCity
Feedback to students	teachers	Every 2 weeks	SchoolCity
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of data/ item types	Teachers, students	Every 2 weeks, or as needed	data

Strategy 1d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of SCA to build cusp lists	Teachers, CPS, MTSS, SSS, Reading interventionist	Every quarter	Imagine math, IXL, Eureka mid-module scores
Assign interventions/ tutoring to students	CSP, MTSS, SSS, Reading interventionist, TAs	Every quarter or as needed for flexible grouping	Differentiated assignments

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Checks of understanding of tutoring groups	Teachers, TAs, reading interventionist, MTSS, SSS	End of each tutored day	Differentiated assignments
Weekly assessment of tutored concepts for growth	Teachers, TAs, reading interventionist, MTSS, SSS	At the end of each week	Differentiated assignments