Safford K-8 School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Katie Kuhn
Sant Cruz Regional Superintendent: Mark Alvarez

I. SCHOOL PROFILE

Vision and Mission:

Safford K-8 School exists to provide high quality instruction in all curricular areas in a safe and encouraging environment. Students, staff, parents, and the larger community are bound together to develop a climate where diversity and compassion is appreciated. We are here to promote supportive, engaging, and challenging avenues that will lead students to lifelong learning and a successful quality of life.

Core Values:

The core values that define our work and who we are as a school are safety, community, diversity, lifelong learners, and a successful quality of life.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
20	16	377	27	2	12	454
English Language Learners	**Exceptional Education Students**					
42	80					

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	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	47%	47%	47%	41%	34%	29%	53%	47%	47%	43%	36%	31%	51%	48%	46%	41%	38%	32%
District Avg	39%	36%	38%	21%	20%	13%	43%	36%	37%	24%	20%	21%	42%	36%	36%	23%	22%	18%
Safford	33%	16%	34%	3%	4%	1%	40%	42%	33%	6%	2%	3%	29%	14%	29%	2%	2%	2%

3 Years of AzMERIT ELA Percent Proficiency by Grade

	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	43%	48%	44%	41%	44%	34%	44%	47%	48%	39%	45%	39%	46%	51%	52%	42%	41%	38%
District Avg	34%	37%	32%	26%	30%	21%	35%	38%	37%	23%	31%	24%	38%	40%	43%	27%	26%	24%
Safford	18%	20%	23%	13%	18%	10%	17%	27%	19%	9%	15%	11%	28%	22%	25%	10%	8%	10%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity

USP Ethnicity	Math	ELA
White	8%	31%
African Am.	10%	13%
Hispanic	7%	13%
Native Am.	5%	11%
Asian-PI	NA	NA
Multi-Racial	5%	16%
All	**7%**	**13%**

A. GAPS IN STUDENT OUTCOMES

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

1. MIDDLE SCHOOL ELA

Data Source: 2018-2019 AZMERIT

Current Reality: 9.1% passing rate

Desired State: The goal would be a minimum passing percentage of the larger subgroup (Hispanic students) to reflect our highest achieving subgroup (21.4%).

Gap: Overall there were no Asian or Multi-Racial students who had a passing score yet make up only 1.3% of all middle school students tested. African American and White students had a combined passing rate of 21.4% yet make up only 7.7% of all middle school students tested. Hispanic students make up 81% of the student body tested in middle school and had an 8.1% passing rate.

2. MIDDLE SCHOOL MATHEMATICS

Current Reality: 1.6% passing rate

Desired State: The goal would be a minimum passing percentage of the larger subgroup (Hispanic students) to reflect our highest achieving subgroup (7.1%).

Gap: Overall there were no Asian, Multi-Racial or Native American students who had a passing score yet make up only 10/7% of all middle school students tested. African American and White students had a combined passing

percentage of 7.1% yet make up only 7.5% of all middle school students tested. Hispanic students make up 82% of the student body tested in middle school and had a 1.3% passing rate.

3. **3rd-5th Grade ELA**

Current Reality: 24.6% passing rate

Desired State: The goal would be that all students would raise their score by 10% or more on the next AzMerit benchmark.

Gap: All students of Multi-Racial, African American, and Native American ethnicities in grades 3rd-4th did not pass the assessment, however they only account for 4 students out of 73 total.

4. **3rd-5th Grade Math**

Current Reality: 24.4% passing rate

Desired State: Of all 3rd-5th grade students, 37% of them were partially proficient. Our goal is that at minimum, the student body in 3rd-5th grade that scored partially proficient increase their score to proficient or highly proficient.

Gap: Students in 4th grade had a 14.3% passing rate which is about half the rate of 3rd and 5th.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Safford K-8 developed SMART improvement goals designed to move Safford K-8 students from the current reality to the desired state.

1. By the end of first quarter, 90% of all middle school ELA teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.
2. By the end of first semester, 90% of all ELA classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
3. By the end of the year, 90% of students will use their own data to chart and set academic goals

Evidence to Be Used to Assess Progress and Accomplishment
Walk-through data-goal setting (strength/stretch) TEAM file uploads (lesson plans)
Walk-through data, Student artifacts, Adherence to the short cycle schedule, PLC notes addressing the collected data, Intervention set-up, Scaffolding of highly leveraged standards in order address gaps
Walk-through data, Journals, Data binders

1. Primary Need: Middle School Mathematics teachers need to actively use researched based strategies for teaching
   a. By the end of first semester all middle school math teachers will be using anchor charts, talk moves, and math journals with their students on a weekly basis, that is reflective of the appropriate math unit.
   b. By the end of first quarter, 90% of all middle school math teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.
   c. By the end of first semester, 90% of all math classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
   d. By the end of first semester, 90% of all math classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
   e. By the end of the year, 90% of students will use their own data to chart and set academic goals

Evidence to Be Used to Assess Progress and Accomplishment
· Classroom observations · Artifacts · Student work · Lesson plans · Teacher work with consultants (AES)
Walk-through data, TEAM file uploads (lesson plans)
Walk-through data, Student artifacts, Adherence to the short cycle schedule, PLC notes addressing the collected data, Intervention set-up, Scaffolding of highly leveraged standards in order address gaps

Walk-through data, Journals, Data binders

2. Primary Need: Elementary teachers need to actively use researched based strategies for teaching mathematics
   a. By the end of first semester all elementary teachers will be using anchor charts, talk moves, and math journals with their students on a weekly basis, that is reflective of the appropriate math unit.
   b. By the end of first quarter, 90% of all elementary school math teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.
   c. By the end of first semester, 90% of all math classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
   d. By the end of the year, 90% of students will use their own data to chart and set academic goals

Evidence to Be Used to Assess Progress and Accomplishment
· Classroom observations · Artifacts · Student work · Lesson plans · Teacher work with consultants (AES)
Walk-through data, TEAM file uploads (lesson plans)
Walk-through data, Student artifacts, Adherence to the short cycle schedule, PLC notes addressing the collected data, Intervention set-up, Scaffolding of highly leveraged standards in order address gaps
Walk-through data, Journals, Data binders

3. Primary Need: Elementary teachers need to actively use researched based strategies for teaching ELA
   a. By the end of first quarter, 90% of all elementary school ELA teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.
   b. By the end of first semester, 90% of all elementary ELA classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.
   c. By the end of the year, 90% of students will use their own data to chart and set academic goals

Evidence to Be Used to Assess Progress and Accomplishment
Walk-through data TEAM file uploads (lesson plans)
Walk-through data, Student artifacts, Adherence to the short cycle schedule, PLC notes addressing the collected data, Intervention set-up, Scaffolding of highly leveraged standards in order address gaps
Walk-through data, Journals, Data binders

4. Primary Need: K-8 teachers need to engage in the PLC cycle to create more meaningful lessons, assessments, and reflect on their teaching practices and student learning.
   a. By the end of first semester all K-8 teachers will actively participate in a CTT, sharing and rotating roles, and paying attention each aspect of the cycle and the four PLC guiding questions on a weekly basis.

Evidence to Be Used to Assess Progress and Accomplishment
· Walk-throughs · Artifacts · Student work · Lesson plans · Teacher work with CSPs · Assessments · Data · PLC agendas and notes

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, [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 Goals:

By the end of first quarter, 90% of all K-8 ELA/Math teachers will post and use a 2-part objective, lesson plans, use open ended questioning techniques and demonstrate a quiet signal throughout the day.

a. Professional development focused on student journals, AES strategies, trauma informed strategies, and GATE strategies
b. PLC support
c. Walk-through feedback

Sources of Evidence of Potential Effectiveness
Student work, data, and observations
Agendas, notes, peer dialogue
Classroom observation forms, informal observations, classroom artifacts, peer observations

2. Improvement Goal:

By the end of first semester all middle school math teachers will be using anchor charts, talk moves, and math journals with their students on a weekly basis, that is reflective of the appropriate math unit.

a. Professional development focused on the use of anchor charts, journals, and talk moves
b. Ongoing observation, modeling, and feedback on lesson planning and delivery

Sources of Evidence of Potential Effectiveness
Student work, data, and observations
Student work, data, lesson plans and observations

3. **Improvement Goal:**

By the end of first semester, 90% of all math & ELA classrooms will utilize student journals, participate in short-cycle assessments, and use the data to monitor, adjust and intervene throughout the instructional cycle.

a. Professional development focused journaling across content areas.
b. Ongoing observation of PLC cycle

Sources of Evidence of Potential Effectiveness
Agendas, notes, student journals, data, and observations
Agenda, notes, student work cycle with journals

4. **Improvement Goal:**

By the end of the year, 90% of students will use their own data to chart and set academic goals

a. Professional development focuses on data - setting up, review, use of data
b. Journal use for data analysis

Sources of Evidence of Potential Effectiveness
Student work, data, and observations
Creating student data component of journal based on leveraged and foundational standards

5. **Improvement Goal:**

By the end of first semester all K-8 teachers will actively participate in a PLCs, sharing and rotating roles, and paying attention to each aspect of the cycle and the four PLC guiding questions on a weekly basis.

a. Weekly lesson plans will be uploaded into TEAMS and posted in classrooms.
b. PLC attendance, observation, guidance, and feedback

Sources of Evidence of Potential Effectiveness
· Lesson plans posted & walk-through data · Intervention/ Enrichment evidence based on CFA/Short cycle assessment data

Sign-in sheets, agendas, CTT notes, student work and assessment data

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.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide professional development to MS.teachers on use of content area journals, short cycle assessment data analysis,	Rhonda Rhudy	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants Journals
Provide professional development to elementary teachers on use of content area journals, short cycle assessment data analysis,	Kathryn Chavez	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants Journals
Ongoing observation of PLC cycle	Kathryn Chavez/Rhonda Rudy	Ongoing PLCs	PLC attendance, TEAMS files

Improvement Goal: By the end of the year, 90% of students will use their own data to chart and set academic goals

Strategy: Individualized goal-setting of students (data journals)

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide professional development to MS.teachers on individualized goal-setting based on short cycle assessment data analysis	Rhonda Rhudy	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants

			Journals
Provide professional development to elementary teachers on individualized goal-setting based on short cycle assessment data analysis	Kathryn Chavez	Two sessions by end of first semester	Collaboration with AES and Eureka math consultants Journals