

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

**Principal:** Kelly Mack

**School:** Blenman Elementary


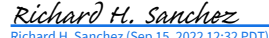
**Region:** Arroyo Chico

**Date Plan Revised:** 7/20/22

**Planning Team:**

| Name           | Position  | Name             | Position |
|----------------|-----------|------------------|----------|
| Kelly Mack     | Principal | Miles Warrior    | SSS      |
| Charlene Bruce | MTSS      | Annette Bejarano | CSP      |
| Carley Mahan   | Teacher   |                  |          |

**Sign Off:**

| Position                | Name            | Signature   | Date         |
|-------------------------|-----------------|---|--------------|
| Principal               | Kelly Mack      | <br><small>Kelly Mack (Sep 15, 2022 07:47 PDT)</small>         | Sep 15, 2022 |
| Regional Superintendent | Richard Sanchez | <br><small>Richard H. Sanchez (Sep 15, 2022 12:32 PDT)</small> | Sep 15, 2022 |

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## I. School Profile

### A. 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

### B. School Summary

Blenman Elementary School is one of the oldest elementary school buildings in TUSD and is set on the edge of the historic Blenman Elm neighborhood. This is a fairly affluent neighborhood, however, most of the population of students that attend Blenman do not live in the neighborhood. We have a diverse population of students with over 14 different languages spoken with almost 30% of students are English language learners and another 20% are ExEd students. We are a racially integrated school. In 2018-2019, our state letter grade fell to an “F”, and we went under school improvement. In 2019-2020, we went up to a “D”. Unfortunately, we did not take the state assessment in 2020-2021 due to covid. Our student population has struggled to come back to “pre-covid” academic levels as seen by our data from AASA in 2021-2022.

Our enrollment has remained about the same throughout the last several years at about 240 kinder through 5<sup>th</sup> grade students. Starting in 2017-2018, our PBIS initiative has dramatically changed the culture and climate of our school. We went from a high percentage of students in the disagree and strongly disagree category in “do not behave in class” on the student quality survey to a very low percentage in 2021-2022.

We have a very strong focus on data analysis and PLCs to collaborate regarding student assessment and strategic intervention. We continue to struggle with student attendance rates and started an initiative in 2022-2023 to encourage attendance and create a cycle of follow-up for families with excessive absences.

### C. Vision

#### EAGLES are:

Empowering our students to be independent,  
Artistic, and creative thinkers with a  
Growth mindset through a  
Loving community while  
Encouraging cultural diversity amongst all learners in a rigorous and  
Supportive academic environment

## **D. Core Values**

### **School Wide Expectations**

At Blenman, we are all about Kindness, Respect, and Responsibility. We show kindness when we have empathy for others. We show respect when we treat others the way we want to be treated. We show responsibility when we are accountable for our actions. At Blenman we are all about Kindness, Respect, and Responsibility

**E. School Profile**

| 2018-19 Letter Grade | 2019-2020 | 2020-2021 |
|----------------------|-----------|-----------|
| F                    | D         | D         |

| Student Profile |                    |                  |                          |                       |                             |
|-----------------|--------------------|------------------|--------------------------|-----------------------|-----------------------------|
| Mobility (Rate) | Absenteeism (Rate) | Promotion (Rate) | F&RL (% of FRL Students) | EL (% of EL Students) | Ex Ed (% of Ex Ed Students) |
| 77.35           | 9.47%              | 99.9%            | 100%                     | 28%                   | 18%                         |

| School Profile (USP Ethnicity) |        |                  |        |                  |        |                 |       |                         |       |              |       |
|--------------------------------|--------|------------------|--------|------------------|--------|-----------------|-------|-------------------------|-------|--------------|-------|
| White                          |        | African American |        | Hispanic/ Latino |        | Native American |       | Asian/ Pacific Islander |       | Multi Racial |       |
| N                              | %      | N                | %      | N                | %      | N               | %     | N                       | %     | N            | %     |
| 51                             | 19.25% | 45               | 16.98% | 142              | 53.58% | 3               | 1.13% | 11                      | 4.15% | 13           | 4.91% |

**F. Achievement Data**

| <b>3 Years of AzMERIT Math Percent Proficiency by Grade</b> |               |               |               |               |               |               |               |               |               |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Math  | 2019<br>Gr. 3 | 2019<br>Gr. 4 | 2019<br>Gr. 5 | 2021 Gr.<br>3 | 2021 Gr.<br>4 | 2021<br>Gr. 5 | 2022 Gr.<br>3 | 2022<br>Gr. 4 | 2022<br>Gr. 5 |
| State ES Avg  | 51%           | 48%           | 46%           | 36%           | 34%           | 31%           | 39%           | 39%           | 37%           |
| District ES Avg   | 42%           | 36%           | 36%           | 18%           | 16%           | 16%           | 28%           | 27%           | 24%           |
| Blenman ES Avg  | 19%           | 17%           | 15%           | 10%           | 4%            | 3%            | 15%           | 0%            | 8%            |

| <b>3 Years of AzMERIT ELA Percent Proficiency by Grade</b> |               |               |               |               |               |               |               |               |               |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| ELA  | 2019<br>Gr. 3 | 2019<br>Gr. 4 | 2019<br>Gr. 5 | 2021 Gr.<br>3 | 2021 Gr.<br>4 | 2021<br>Gr. 5 | 2022 Gr.<br>3 | 2022<br>Gr. 4 | 2022<br>Gr. 5 |
| State ES Avg   | 46%           | 51%           | 52%           | 35%           | 44%           | 45%           | 41%           | 44%           | 39%           |
| District ES Avg  | 38%           | 40%           | 43%           | 21%           | 29%           | 32%           | 29%           | 33%           | 27%           |
| Site ES Avg  | 19%           | 25%           | 35%           | 13%           | 4%            | 20%           | 12%           | 17%           | 13%           |

### 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 3 | *                | *     | *     | *              | *     | 0     | 26.9     | 13.6  | 12.9  | *           | *     | *     | 0               | 0     | 0     | 10    | *     | *     |
| Grade 4 | *                | *     | *     | 0              | 0     | 0     | 31       | *     | 14    | *           | *     | *     | *               | 0     | *     | 10    | *     | *     |
| Grade 5 | *                | *     | *     | *              | *     | *     | 31       | 13    | 21    | *           | *     | *     | *               | 0     | 0     | *     | *     | 10    |

|         | English Language Learners |       |       | Exceptional Education |       |       |
|---------|---------------------------|-------|-------|-----------------------|-------|-------|
|         | 18-19                     | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 |
| Grade 3 | 20                        | *     | *     | 0                     | 0     | 0     |
| Grade 4 | *                         | N/A   | *     | *                     | *     | *     |
| Grade 5 | *                         | *     | 18.2  | *                     | *     | *     |

**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 |
| <b>Grade 3</b> | 0                | *     | 11    | *              | *     | 0     | 22       | *     | 14    | *           | *     | *     | *               | *     | 0     | 10    | *     | *     |
| <b>Grade 4</b> | 10               | *     | *     | *              | *     | *     | 31       | *     | 13    | *           | *     | *     | *               | *     | 0     | 10    | *     | *     |
| <b>Grade 5</b> | *                | *     | *     | *              | *     | *     | 31       | 15    | 24    | *           | *     | *     | *               | 0     | 0     | *     | *     | 11    |
| <b>Total</b>   |                  |       |       |                |       |       |          |       |       |             |       |       |                 |       |       |       |       |       |

|                | English Language Learners |       |       | Exceptional Education |       |       |
|----------------|---------------------------|-------|-------|-----------------------|-------|-------|
|                | 18-19                     | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 |
| <b>Grade 3</b> | *                         | *     | *     | 0                     | 0     | 0     |
| <b>Grade 4</b> | *                         | *     | *     | *                     | *     | *     |
| <b>Grade 5</b> | *                         | *     | *     | *                     | *     | *     |



## II. Overall Student Achievement

### A. Gaps in Student Achievement

#### Interpretive Summary - Student Achievement

Blenman's state letter grade unfortunately decreased from 2017-2018 from a "B" to an "F" in 2018-2019. Our dedicated instruction demonstrated growth through 18-19. Our students did not assess during 18-19 due to covid. We had a limited number of FAY students test during the 20-21 SY. The remote learning model really affected our student population across the subgroups. Now reviewing our data in SY 21-22, we see some comeback, but we have a long way to go.

From the 21-22 data, we had 15 students pass ELA and 9 students pass in math. In 3<sup>rd</sup> grade ELA we see a comeback from 20-21 to 21-22 of 0%. 4<sup>th</sup> grade we see an increase of 12.5%, and in 5<sup>th</sup> grade ELA a decrease of 8%. In 3<sup>rd</sup> grade math, we increased 5% from 20-21 to 21-22. In 4<sup>th</sup> grade we decreased by 4% and in 5<sup>th</sup> grade we increased about 5.5%.

Looking at our ethnicity breakdown, our Hispanic population only had a 10.5% passing rate in ELA and 5% in Math and this is our largest population. Our two second largest populations are White and African American. Whites passing ELA at 26% and math at 11.5% when African American passing rate in ELA is 0% and in math at 6.25%.

We have a 0% passing rate for our ELs in both ELA and Math. ExEd students passed with a 13% rate in ELA and 6% in math.

Based on the demographics of our students, we can infer many reasons why these gaps exist. We have 100% low SES students along with a 77% mobility rate. With these demographics we know our students struggle with social emotional learning. Attendance during 20-21 SY was at an all-time low and in 21-22 we averaged about 90% attendance.

Our curriculum has little relevance to our diverse population of students who speak more than 14 different languages and come from countries all over the world, many of them refugees. Our teachers have spent a significant amount of time in professional development in effective components of instruction, however, we continue to see a lack of rigor in instruction and checking for understanding in formative assessment.

| Identify the Top Three Causes of these Gaps   | Identify the Root of these Causes  | Identify Foundational Causes   |
|---|--|--|
| 1. We do not have a counselor to support SEL for all students nor does our district have a SEL curriculum to follow to guide support. | 1. Our day is not organized to dedicate time for all students to learn SEL competencies through culturally responsive instruction. | 1. We do not have 100% implementation of consistent SEL practices throughout the school year.  |
| 2. Some teachers lack knowledge of rigorous instruction and check for understanding strategies.                                       | 2. Blenman does not have concrete systems for high academic, social emotional expectations.  | 2. We have some teachers that are complacent in instructional practices and not willing to make changes.                                     |
| 3. Not all teachers follow through with progress monitoring on a consistent basis after data analysis and interventions.              | 3. Staff lack knowledge of planning and differentiating engaging lessons using UDL and data to support rigorous instruction.       | 3. Lack of knowledge, modeling, and practice of working with small groups for interventions while the rest of the class works independently. |

**B. SMART Goals for Overall Student Achievement**

| <b>SMART Goal Statement</b><br><i>(All Academic Goals <u>Must</u> Focus on Subgroups)</i>  | <b>Evidence to Be Used to Assess Progress and Accomplishment</b>  |
|--|---|
| 1. By the end of the school year, 25% of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will show proficiency in our state test. | <ul style="list-style-type: none"> <li>● AASA Test Results</li> <li>● Short Cycle Assessments</li> <li>● Quarterly Benchmark Exams</li> <li>● District Pre-Post Exams</li> <li>● Biweekly CFAs in both ELA and math</li> <li>● Progress monitoring</li> </ul> |

**C. Goal Attainment**

**1. Strategies to achieve SMART goals**

| Strategies to achieve SMART goals  |   |
|--|---|
| Strategies:  | Strengths and Obstacles   |
| Increase rigor in instruction by expecting level 2 and 3 DOK answers when checking for understanding | S: Teachers will pick their own strategy based on what they have reflected on as a point of growth<br><br>O: Lack of commitment to reading and coming prepared for group conversation                 |
| Specific timely feedback given to students after each CFA in student data folders.                   | Teachers collaborate on data and create intervention groups based on the CFA data to work with students. Many students have excessive absences and teachers have a lack of consistent follow-through. |

**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            |
| Staff and teachers will read the book, Rigor, and pick one strategy to use per quarter. | Kelly Mack<br>All teachers and staff | Ongoing               | <u>Rigor is Not a Four-Letter Word</u><br><br><u>Study guide</u> | Principal walkthrough Q2 | Rigor of activities |

|  |                                   |         |  |   |  |
|--|-----------------------------------|---------|--|---|--|
| Check in and by the end of the year students can answer DOK level questions at level 2 and 3 in tests and classroom conversations. | All teachers                      | Ongoing | DOK poster<br>MPP discussion<br>builder poster<br>SchoolCity<br>CFAs | Review of<br>School city<br>CFAs and<br>walkthrough<br>data |  |
| A checklist during the walkthrough will be used by the admin to check if it is being implemented in the class.                     | Kelly Mack<br>Annette<br>Bejarano | Ongoing | Walkthrough<br>checklist and<br>walkthrough<br>schedule              | Principal<br>walkthrough                                    |  |

**Action Steps to Implement Improvement Strategies**

| <b>Strategy 2:</b>  |                                     |                              |                                     |                       |                 |
|---|-------------------------------------|------------------------------|-------------------------------------|-----------------------|-----------------|
| <b>Action Steps to Implement Strategy</b>   | <b>Person(s) to Carry Out Tasks</b> | <b>Timeline/Target Dates</b> | <b>Resources Needed</b>             | <b>Monitoring</b>     | <b>Evidence</b> |
| Professional development on UDL   | Mack, Bruce, Bejarano               | Ongoing                      | PPT on UDL                          | PD Calendar           |                 |
| PLC planning time for teachers, Quarterly planning days   | Bruce, Bejarano, teachers           | Ongoing                      | CSP facilitates PLC                 | PLC document          |                 |
| Observation/ coaching feedback with CSP   | Bejarano, teachers                  | Ongoing                      | Walkthrough forms                   | Planning templates    |                 |
| Increased use of checks for understanding as evident on checklist during classroom walkthroughs | Mack                                | Ongoing                      | <u>Check for Understanding</u> book | Walkthrough checklist |                 |

### III. Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

#### A. Gaps in USP subgroup performance

| <b>Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses</b>   |
|---|
| <p>We see our subgroup populations in ExEd and ELLs continuing to fall behind general education, English speaking students. We also see an achievement gap between ethnicity populations. The percentage of white students' proficiency is higher than that of the Hispanic and African American populations.</p> <p>Positive factors: Leadership team is committed to summer planning for systems and working Project elevate<br/>           Negative factors: We have teachers that do not feel the sense of urgency in increasing our student data.</p> <p>Our top priority is to focus on learning targets and outcomes addressing standards-based instruction.</p> |

| <b>Identify the Top Three Causes of these Gaps</b>  | <b>Identify the Root of these Causes</b>   | <b>Identify Foundational Causes</b>   |
|---|--|---|
| Indicator 3.2: We do not have a counselor to support SEL for all students nor does our district have a SEL curriculum to follow to guide support. | 1. Our day is not organized to dedicate time for all students to learn SEL competencies through culturally responsive instruction. | <ul style="list-style-type: none"> <li>- counselor provides small group and whole group lessons using the district SEL curriculum</li> <li>- counselor works with families to identify resources available</li> </ul> |

|  |  |  |
|--|--|--|
| Indicator 2.3: Some teachers lack knowledge of rigorous instruction and check for understanding strategies.                          | 2. Blenman does not have concrete systems for high academic, social emotional expectations.                                  | <ul style="list-style-type: none"> <li>- Pacing and appropriate planning</li> <li>- Intentionally planning with intent to include cultural background and prior knowledge</li> <li>- Specific and visual success criteria available</li> </ul> |
| Indicator 5.5: Not all teachers follow through with progress monitoring on a consistent basis after data analysis and interventions. | 3. Staff lack knowledge of planning and differentiating engaging lessons using UDL and data to support rigorous instruction. | <ul style="list-style-type: none"> <li>- Scheduled weekly progress monitoring and review of student data folders to provide feedback and set academic goals.</li> </ul>  |

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

| <b>SMART Goal Statement</b><br><i>(All Academic Goals <u>Must</u> Focus on Subgroups)</i>  | <b>Evidence to Be Used to Assess Progress and Accomplishment</b>  |
|--|---|
| 1. By the end of each diagnostic assessment, students will show a 20-point growth as measured by the IXL average on ELA and Math.                | <ul style="list-style-type: none"> <li>• My IXL Diagnostic Goal worksheet</li> <li>• IXL diagnostics</li> </ul>                                   |
| The leadership team is committed to summer planning and working through the strategic steps in the IAP implementation plan from Project Elevate. | <ul style="list-style-type: none"> <li>• IAP implementation plan from Project Elevate.</li> <li>• Title 1 Observation and Walk-through</li> </ul> |

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals**

| Strategies to achieve SMART goals  |   |
|--|---|
| Strategies:  | Strengths and Obstacles   |
| Increase rigor in instruction by expecting level 2 and 3 DOK answers when checking for understanding | S: Teachers will pick their own strategy based on what they have reflected on as a point of growth<br><br>O: Lack of commitment to reading and coming prepared for group conversation                 |
| Specific timely feedback given to students after each CFA in student data folders.                   | Teachers collaborate on data and create intervention groups based on the CFA data to work with students. Many students have excessive absences and teachers have a lack of consistent follow-through. |

**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            |
| Staff and teachers will read the book, Rigor, and pick one strategy to use per quarter. | Kelly Mack<br>All teachers and staff | Ongoing               | <u>Rigor is Not a Four-Letter Word</u><br><br><u>Study guide</u> | Principal walkthrough Q2 | Rigor of activities |



|  |                                   |         |  |   |  |
|--|-----------------------------------|---------|--|---|--|
| Check in and by the end of the year students can answer DOK level questions at level 2 and 3 in tests and classroom conversations. | All teachers                      | Ongoing | DOK poster<br>MPP discussion<br>builder poster<br>SchoolCity<br>CFAs | Review of<br>School city<br>CFAs and<br>Walkthrough<br>data |  |
| A checklist during the walkthrough will be used by the admin to check if it is being implemented in the class.                     | Kelly Mack<br>Annette<br>Bejarano | Ongoing | Walkthrough<br>checklist and<br>walkthrough<br>schedule              | Principal<br>walkthrough                                    |  |

| <b>Action Steps to Implement Improvement Strategies</b>    |                                     |                              |                         |                       |                 |
|--|-------------------------------------|------------------------------|-------------------------|-----------------------|-----------------|
| <b>Strategy 2:</b>   |                                     |                              |                         |                       |                 |
| <b>Action Steps to Implement Strategy</b>                  | <b>Person(s) to Carry Out Tasks</b> | <b>Timeline/Target Dates</b> | <b>Resources Needed</b> | <b>Monitoring</b>     | <b>Evidence</b> |
| Professional development on UDL                            | Mack,<br>Bruce,<br>Bejarano         | Ongoing                      | PPT on UDL              | PD Calendar           |                 |
| PLC planning time for teachers,<br>Quarterly planning days | Bruce,<br>Bejarano,<br>teachers     | Ongoing                      | CSP facilitates<br>PLC  | PLC document          |                 |
| Observation/ coaching feedback with<br>CSP                 | Bejarano,<br>teachers               | Ongoing                      | Walkthrough<br>forms    | Planning<br>templates |                 |

|   |      |         |                                     |                       |  |
|---|------|---------|-------------------------------------|-----------------------|--|
| Increased use of checks for understanding as evident on checklist during classroom walkthroughs | Mack | Ongoing | <u>Check for Understanding</u> book | Walkthrough checklist |  |
|---|------|---------|-------------------------------------|-----------------------|--|

## **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.










# Blenman SAAP 22-23

Final Audit Report

2022-09-15

|                 |  |
|-----------------|--|
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