APPENDIX II – 6

SCHOOL NAME: Bonillas Traditional Magnet School	MAGNET THEME(S): Traditional

MAGNET LEADERSHIP TEAM MEMBERS	
NAME	TITLE
Jennifer Ambrosio	Principal
Kelly Mack	Magnet Coordinator
Noemi Carlos-Armstrong	Family Liaison
Jay Christopher	Counselor
David Escobar	2nd grade teacher
Nicole Keel	1st grade teacher
Carissa Lamm	K teacher
Lynnette Lehman	Resource teacher
Sarah Niegocki	Self-contained ExEd teacher
Stephanie Hill	K teacher
Angela Temple	1st grade teacher
Barbara Smith	5th grade teacher
Elizabeth McKenzie-Uriate	3rd grade teacher
James Green	4th grade teacher

MAGNET LEADERSHIP TEAM MEETINGS	
DATE	# MINUTES MET
8/15/16	60
9/6/16	60
9/19/16	60
10/3/16	60
11/16/16	60
1/10/17	60

INTEGRATION

Recruitment: What actions were taken during Semester 1 that support your integration goal? Include tours, phone inquiries, mailings, school visits, other recruitment activities conducted by your site. Insert additional lines as needed. Keep appropriate documentation (recruitment log) on site for review.

Recruitment Activities/Reflections			
Which event/activity was the most successful during Semester 1? What is your evidence? Which was the least successful? What is your evidence? ==Reflection:== It's hard to determine which was the most successful seeing as we didn't the names of our families from the lottery.			
Event/Activity	**Date(s) or date range**	**District or Site?**	**Notes**
Literacy Children's Museum	9/17/16	District	Great turn out
FAME Children's Museum	10/23/16	District	Great turn out
Howl-o-ween Children's Museum	10/31/16	District	Great turn out; glad we had pre-made bags this year
Parent Tours and calls	10/2016-2/2017	Site	5 parent tours and follow up phone calls
Preschool visits	10/2016-12/2016	Site	6 preschool drop offs to brochures
Palo Verde Resource Fair	11/19/2016	District	It was too late; all the parents were in workshops. Should have come in the am
Parent University	12/3/16	District	Parents looking for HS or college; kids already enrolled in schools
Zoo lights	12/10/16	District	Great turn out!
School Expo Children's Museum	1/25/17	District	Great turn out! A few parents interested.
SciFest Children's Museum	2/4/2017	District	Great turn out with kids, didn't talk to many parents
Kinder Round Up	2/10-16/2017	Site	

INTEGRATION

Retention: Use Synergy to access "**Daily Enrollment by Grade, Gender, and USP Ethnicity**." Use your   Snipping Tool to take a screen shot of **Day 40 SY 2016-17** and **Day 100 SY 2016-17**. Insert the two screen in the space below, then fill out the reflection.

Retention Reflection
Are there any noteworthy differences or trends that you notice in comparing 40th day versus 100th day data? If so, what stategies will be employed to ensure future retention?   **Reflection:**

Insert screen shots of **Daily Enrollment by Grade, Gender, and USP Ethnicity** for **Day 40** and **Day 100** below:

131 - Bonillas Basic Curriculum Magnet

On: 09/29/2016 (Day 40 SY 2016-17)

Grade	White/Anglo F	White/Anglo M	African American F	African American M	Hispanic F	Hispanic M	Native American F	Native American M	Asian American F	Asian American M	Multi-racial F	Multi-racial M	Total F	Total M	Total
PS	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	
KG	8	4	0	3	19	16	0	1	0	1	2	0	29	25	54
	14.8%	7.4%	0.0%	5.6%	35.2%	29.6%	0.0%	1.9%	0.0%	1.9%	3.7%	0.0%	53.7%	46.3%	
01	6	3	4	4	23	31	0	0	0	0	0	1	33	39	72
	8.3%	4.2%	5.6%	5.6%	31.9%	43.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	45.8%	54.2%	
02	4	6	3	4	13	29	3	1	0	1	0	1	23	42	65
	6.2%	9.2%	4.6%	6.2%	20.0%	44.6%	4.6%	1.5%	0.0%	1.5%	0.0%	1.5%	35.4%	64.6%	
03	5	6	5	5	20	21	2	1	1	0	1	3	34	36	70
	7.1%	8.6%	7.1%	7.1%	28.6%	30.0%	2.9%	1.4%	1.4%	0.0%	1.4%	4.3%	48.6%	51.4%	
04	3	5	2	0	34	23	1	2	1	0	0	2	41	32	73
	4.1%	6.8%	2.7%	0.0%	46.6%	31.5%	1.4%	2.7%	1.4%	0.0%	0.0%	2.7%	56.2%	43.8%	
05	3	3	1	1	29	30	0	1	0	1	0	1	33	37	70
	4.3%	4.3%	1.4%	1.4%	41.4%	42.9%	0.0%	1.4%	0.0%	1.4%	0.0%	1.4%	47.1%	52.9%	
Total	29	28	15	17	138	150	6	6	2	3	3	8	193	212	405
	7.2%	6.9%	3.7%	4.2%	34.1%	37.0%	1.5%	1.5%	0.5%	0.7%	0.7%	2.0%	47.7%	52.3%	
	57		32		288		12		5		11		405		
	14.1%		7.9%		71.1%		3.0%		1.2%		2.7%		100.0%		

131 - Bonillas Basic Curriculum Magnet

On: 01/20/2017 (Day 100 SY 2016-17)

Grade	White/Anglo F	White/Anglo M	African American F	African American M	Hispanic F	Hispanic M	Native American F	Native American M	Asian American F	Asian American M	Multi-racial F	Multi-racial M	Total F	Total M	Total
PS	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	
KG	8	5	0	2	18	17	0	1	0	1	2	0	28	26	54
	14.8%	9.3%	0.0%	3.7%	33.3%	31.5%	0.0%	1.9%	0.0%	1.9%	3.7%	0.0%	51.9%	48.1%	
01	6	4	4	4	22	33	0	0	0	0	0	1	32	42	74
	8.1%	5.4%	5.4%	5.4%	29.7%	44.6%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	43.2%	56.8%	
02	4	6	3	4	15	30	2	1	0	1	0	1	24	43	67
	6.0%	9.0%	4.5%	6.0%	22.4%	44.8%	3.0%	1.5%	0.0%	1.5%	0.0%	1.5%	35.8%	64.2%	
03	5	7	5	5	20	19	2	1	1	0	1	3	34	35	69
	7.2%	10.1%	7.2%	7.2%	29.0%	27.5%	2.9%	1.4%	1.4%	0.0%	1.4%	4.3%	49.3%	50.7%	
04	3	5	2	0	32	23	1	2	1	0	0	2	39	32	71
	4.2%	7.0%	2.8%	0.0%	45.1%	32.4%	1.4%	2.8%	1.4%	0.0%	0.0%	2.8%	54.9%	45.1%	
05	3	3	1	1	29	31	0	1	0	1	0	1	33	38	71
	4.2%	4.2%	1.4%	1.4%	40.8%	43.7%	0.0%	1.4%	0.0%	1.4%	0.0%	1.4%	46.5%	53.5%	
Total	29	31	15	16	136	153	5	6	2	3	3	8	190	217	407
	7.1%	7.6%	3.7%	3.9%	33.4%	37.6%	1.2%	1.5%	0.5%	0.7%	0.7%	2.0%	46.7%	53.3%	
	60		31		289		11		5		11		407		
	14.7%		7.6%		71.0%		2.7%		1.2%		2.7%		100.0%		

INTEGRATION

Theme Visibility: Theme Visibility is not an emphasis area for SY 2016-17; however, it still plays an important role in establishing the culture and climate of each site.

THEME VISIBILITY	
Review the components and indicators found in the table below. Shade those components/indicators that are strengths for your site in green. In the reflection area below, identify at least one area that still needs enhancement, and what steps will be taken during Semester 2 to ensure that this is addressed.	
Reflection: We have a lot more signage around the exterior of the building now with the new signs. Our teachers are good at displaying student work but we could work on displaying a summary of the work shown. During our PLC grade level time, I will talk with the teams about starting this for the 2nd semester.	
Component	**Indicators**
Current magnet theme is evident on exterior of building/grounds.	Signs, marquee, or banners
Magnet school name is given in phone greeting.	School name and "magnet" are stated when office staff answers phone and in school recording
Magnet theme is evident in main office.	Banners, brochures, magnets, signs, theme related student work, theme related trophies, principal's office decor
Magnet theme is evident in common areas.	Library, cafeteria, MPR, computer labs, conference rooms
Magnet theme is evident in hallways/display areas in posted student work	Multiple examples of theme related student work at all grade levels is displayed with standards and/or summary of project/activity completed. Displays build or change over time.
Magnet theme is noted in school communications/media.	Newsletter, flyers, website, etc.
Teachers have specific areas of the campus and facility for magnet activities/lessons/presentations	At least 2 areas outside the classroom are available for theme related activities ie: studios, labs, gardens
Magnet theme is incorporated into the school's mission statement.	Mission statement is visible in office, common areas and classrooms
Evidence of family/community engagement/partnerships.	Posted area for newsletters, partnership letters, sign-in sheets, scheduled parent meetings, volunteer log, etc.

STUDENT ACHIEVEMENT

Directions: Use SchoolCity to access "**Summary**" data for each of the grade levels tested during Benchmark 1. Use the   Snipping Tool to take a screen shot of each grade level for Math and ELA, then fill out the Reflection box. Make sure to capture both Tucson Unified average scores and your school's average scores for each grade level and subject area.
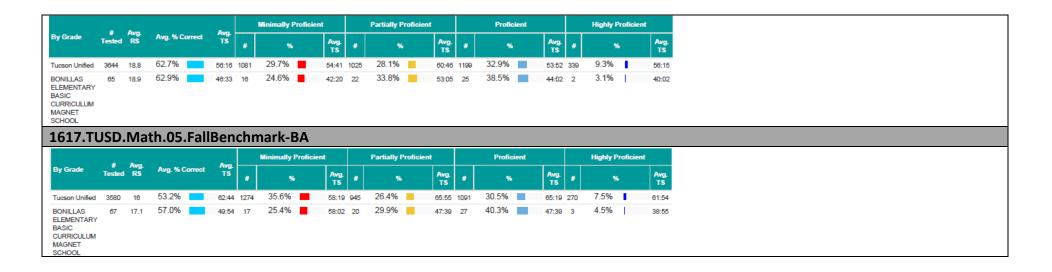
MATH - Fall Benchmark Reflection
Are there any noteworthy differences or trends that you notice in comparing Fall Benchmark achievement between your school and the District for Math? What strategies or action steps are being employed to address these differences/trends (if applicable)? **Reflection:** The 3rd grade Math is below district average.

MATH Fall Benchmark Data
Insert screen shots in the appropriate boxes below. Delete any rows that are not applicable to your site

1617.TUSD.Math.02.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct		Avg. TS	Minimally Proficient			Partially Proficient			Proficient			Highly Proficient		
						#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3511	15.6	60.1%		35:34	904	25.7%	32:56	1120	31.9%	35:44	908	25.9%	35:45	579	16.5%	39:08
BONILLAS ELEMENTARY BASIC CURRICULUM MAGNET SCHOOL	56	17.5	67.4%		18:41	6	10.7%	20:35	21	37.5%	18:44	19	33.9%	18:02	10	17.9%	18:40

1617.TUSD.Math.03.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct		Avg. TS	Minimally Proficient			Partially Proficient			Proficient			Highly Proficient		
						#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3659	14.3	47.6%		60:05	737	20.1%	47:47	1216	33.2%	57:07	1327	36.3%	66:31	379	10.4%	71:04
BONILLAS ELEMENTARY BASIC CURRICULUM MAGNET SCHOOL	62	12.9	43.0%		43:01	16	25.8%	33:10	19	30.6%	48:17	26	41.9%	45:50	1	1.6%	27:12

1617.TUSD.Math.04.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct		Avg. TS	Minimally Proficient				Partially Proficient				Proficient				Highly Proficient			
						#	%		Avg. TS	#	%		Avg. TS	#	%		Avg. TS	#	%		Avg. TS
Tucson Unified	3644	18.8	62.7%		56:16	1081	29.7%		54:41	1025	28.1%		60:46	1199	32.9%		53:52	339	9.3%		56:15
BONILLAS ELEMENTARY BASIC CURRICULUM MAGNET SCHOOL	65	18.9	62.9%		46:33	16	24.6%		42:20	22	33.8%		53:05	25	38.5%		44:02	2	3.1%		40:02

1617.TUSD.Math.05.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct		Avg. TS	Minimally Proficient				Partially Proficient				Proficient				Highly Proficient			
						#	%		Avg. TS	#	%		Avg. TS	#	%		Avg. TS	#	%		Avg. TS
Tucson Unified	3580	16	53.2%		62:44	1274	35.6%		58:19	945	26.4%		65:55	1091	30.5%		65:19	270	7.5%		61:54
BONILLAS ELEMENTARY BASIC CURRICULUM MAGNET SCHOOL	67	17.1	57.0%		49:54	17	25.4%		58:02	20	29.9%		47:39	27	40.3%		47:39	3	4.5%		38:55

STUDENT ACHIEVEMENT

ELA - Fall Benchmark Reflection
Are there any noteworthy differences or trends that you notice in comparing Fall Benchmark achievement between your school and the District for ELA? What strategies or action steps are being employed to address these differences/trends (if applicable)?
Reflection: **Our ELA data is below district average in all grade levels.**

ELA Fall Benchmark Data
Insert screen shots in the appropriate boxes below. Delete any rows that are not applicable to your site
1617.TUSD.ELA.02.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Minimally Proficient			Partially Proficient			Proficient			Highly Proficient		
					#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3155	13.8	55.3%	74:05	1296	41.1%	80:20	512	16.2%	69:12	927	29.4%	73:02	420	13.3%	63:06
BONILLAS ELEMENTARY BASIC CURRICULUM MAGNET SCHOOL	55	13.1	52.2%	40:57	24	43.6%	38:14	13	23.6%	49:59	14	25.5%	39:13	4	7.3%	33:56

1617.TUSD.ELA.03.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Minimally Proficient			Partially Proficient			Proficient			Highly Proficient		
					#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3317	16.9	56.4%	126:08	1356	40.9%	96:21	498	15.0%	121:43	1029	31.0%	155:39	434	13.1%	154:17
BONILLAS ELEMENTARY BASIC CURRICULUM MAGNET	63	13.8	46.1%	50:56	36	57.1%	41:02	10	15.9%	56:49	13	20.6%	66:06	4	6.3%	76:03

1617.TUSD.ELA.04.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Minimally Proficient			Partially Proficient			Proficient			Highly Proficient		
					#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3314	13.6	45.4%	150:37	1424	43.0%	138:11	654	19.7%	168:29	1128	34.0%	156:48	108	3.3%	141:42
BONILLAS ELEMENTARY BASIC CURRICULUM	65	12.9	43.0%	86:01	27	41.5%	80:50	20	30.8%	93:57	18	27.7%	85:00	0	0.0%	-

1617.TUSD.ELA.05.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct		Avg. TS	Minimally Proficient			Partially Proficient			Proficient			Highly Proficient		
						#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3285	12.6	42.2%		113:33	1256	38.2%	99:09	671	20.4%	115:37	1160	35.3%	128:06	198	6.0%	112:42
BONILLAS ELEMENTARY BASIC CURRICULUM	67	12.1	40.2%		79:38	27	40.3%	76:35	14	20.9%	85:02	26	38.8%	79:52	0	0.0%	-

STUDENT ACHIEVEMENT

Directions: Use SchoolCity to access "**Demographic Profile**" for each of the grade levels tested during Benchmark 1. Use "**USP Ethnicity**" in the

"**Profile Groups to Display**" box. Use the   Snipping Tool to take a screen shot of each grade level for Math and ELA, then fill out the Reflection box:

MATH - Achievement Gap Reflection
Are there any noteworthy differences or trends that you notice in comparing Fall Benchmark achievement between ethnicities for Math? What strategies or action steps are being employed to address these differences/trends (if applicable)? **Reflection:** It's hard to identify a statistically significant achievement gap between ethnicities. The Hispanic subgroup is the largest subgroup.

MATH Achievement Gap Data
Insert screen shots in the appropriate boxes below. Delete any rows that are not applicable to your site
1617.TUSD.Math.02.FallBenchmark-BA

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	Students %	Minimally Proficient #	Minimally Proficient %	Partially Proficient #	Partially Proficient %	Proficient #	Proficient %	Highly Proficient #	Highly Proficient %
All Students		17.5	67.4	56	100%	6	10.7%	21	37.5%	19	33.9%	10	17.9%
Ethnicity	African American	11	42.3	2	3.6%	1	50%	1	50%	0	0%	0	0%
	Asian Pacific American	26	100	1	1.8%	0	0%	0	0%	0	0%	1	100%
	Hispanic	17.7	68	42	75%	4	9.5%	17	40.5%	13	31%	8	19%
	Multi Racial	19.5	75	2	3.6%	0	0%	1	50%	0	0%	1	50%
	Native American	18.7	71.8	3	5.4%	0	0%	0	0%	3	100%	0	0%

1617.TUSD.Math.03.FallBenchmark-BA

Student Roster:	SIS 16-17 Current	Assessment Name:	1617.TUSD.Math.03.FallBenchmark-BA
Subject:	Math		

Summary>By Performance Levels

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	%	Minimally Proficient #	%	Partially Proficient #	%	Proficient #	%	Highly Proficient #	%
All Students		12.9	43	62	100%	16	25.8%	19	30.6%	26	41.9%	1	1.6%
Ethnicity	African American	15	50	7	11.3%	1	14.3%	2	28.6%	3	42.9%	1	14.3%
	Hispanic	13.1	43.5	38	61.3%	8	21.1%	14	36.8%	16	42.1%	0	0%
	Multi Racial	13.8	46	5	8.1%	1	20%	1	20%	3	60%	0	0%
	Native American	6.3	21.1	3	4.8%	3	100%	0	0%	0	0%	0	0%
	White	12.3	41.1	9	14.5%	3	33.3%	2	22.2%	4	44.4%	0	0%

1617.TUSD.Math.04.FallBenchmark-BA

Student Roster:	SIS 16-17 Current	Assessment Name:	1617.TUSD.Math.04.FallBenchmark-BA
Subject:	Math		

Summary>By Performance Levels

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	%	Minimally Proficient #	%	Partially Proficient #	%	Proficient #	%	Highly Proficient #	%
All Students		18.9	62.9	65	100%	16	24.6%	22	33.8%	25	38.5%	2	3.1%
Ethnicity	African American	15	50	1	1.5%	0	0%	1	100%	0	0%	0	0%
	Asian Pacific American	27	90	1	1.5%	0	0%	0	0%	1	100%	0	0%
	Hispanic	18.4	61.3	52	80%	13	25%	20	38.5%	18	34.6%	1	1.9%
	Multi Racial	24	80	1	1.5%	0	0%	0	0%	1	100%	0	0%
	Native American	14.3	47.8	3	4.6%	2	66.7%	0	0%	1	33.3%	0	0%

1617.TUSD.Math.05.FallBenchmark-BA

II - 6, p. 13

Student Roster:				SIS 16-17 Current			Assessment Name:			1617.TUSD.Math.05.FallBenchmark-BA		
Subject:				Math								

Summary>By Performance Levels

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	Students %	Minimally Proficient #	Minimally Proficient %	Partially Proficient #	Partially Proficient %	Proficient #	Proficient %	Highly Proficient #	Highly Proficient %
All Students		17.1	57	67	100%	17	25.4%	20	29.9%	27	40.3%	3	4.5%
Ethnicity	African American	15	50	1	1.5%	0	0%	1	100%	0	0%	0	0%
	Asian Pacific American	4	13.3	1	1.5%	1	100%	0	0%	0	0%	0	0%
	Hispanic	17.3	57.8	58	86.6%	14	24.1%	17	29.3%	25	43.1%	2	3.4%
	Multi Racial	19	63.3	1	1.5%	0	0%	0	0%	1	100%	0	0%
	Native American	12	40	1	1.5%	1	100%	0	0%	0	0%	0	0%

STUDENT ACHIEVEMENT

ELA - Achievement Gap Reflection
Are there any noteworthy differences or trends that you notice in comparing Fall Benchmark achievement between ethnicities for ELA? What strategies or action steps are being employed to address these differences/trends (if applicable)?
Reflection: It's hard to identify a statistically significant achievement gap between ethnicities. The Hispanic subgroup is the largest subgroup.

ELA
Achievement Gap Data
Insert screen shots in the appropriate boxes below. Delete any rows that are not applicable to your site

1617.TUSD.ELA.02.FallBenchmark-BA

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	Students %	Minimally Proficient #	Minimally Proficient %	Partially Proficient #	Partially Proficient %	Proficient #	Proficient %	Highly Proficient #	Highly Proficient %
All Students		13.1	52.2	55	100%	24	43.6%	13	23.6%	14	25.5%	4	7.3%
Ethnicity	African American	6	24	2	3.6%	2	100%	0	0%	0	0%	0	0%
	Asian Pacific American	19	76	1	1.8%	0	0%	0	0%	1	100%	0	0%
	Hispanic	13	52.1	41	74.5%	19	46.3%	10	24.4%	8	19.5%	4	9.8%
	Multi Racial	17	68	2	3.6%	0	0%	1	50%	1	50%	0	0%
	Native American	17	68	3	5.5%	0	0%	1	33.3%	2	66.7%	0	0%

1617.TUSD.ELA.03.FallBenchmark-BA

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	Students %	Minimally Proficient #	Minimally Proficient %	Partially Proficient #	Partially Proficient %	Proficient #	Proficient %	Highly Proficient #	Highly Proficient %
All Students		13.8	46.1	63	100%	36	57.1%	10	15.9%	13	20.6%	4	6.3%
Ethnicity	African American	19.1	63.8	7	11.1%	1	14.3%	1	14.3%	4	57.1%	1	14.3%
	Hispanic	12.9	43.2	39	61.9%	26	66.7%	6	15.4%	5	12.8%	2	5.1%
	Multi Racial	13.8	46	5	7.9%	2	40%	1	20%	2	40%	0	0%
	Native American	7.7	25.6	3	4.8%	3	100%	0	0%	0	0%	0	0%
	White	15.6	51.9	9	14.3%	4	44.4%	2	22.2%	2	22.2%	1	11.1%

1617.TUSD.ELA.04.FallBenchmark-BA

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	Students %	Minimally Proficient #	Minimally Proficient %	Partially Proficient #	Partially Proficient %	Proficient #	Proficient %	Highly Proficient #	Highly Proficient %
All Students		12.9	43	65	100%	27	41.5%	20	30.8%	18	27.7%	0	0%
Ethnicity	African American	12	40	1	1.5%	1	100%	0	0%	0	0%	0	0%
	Asian Pacific American	22	73.3	1	1.5%	0	0%	0	0%	1	100%	0	0%
	Hispanic	12.5	41.5	52	80%	22	42.3%	18	34.6%	12	23.1%	0	0%
	Multi Racial	6	20	1	1.5%	1	100%	0	0%	0	0%	0	0%
	Native American	12.7	42.2	3	4.6%	1	33.3%	1	33.3%	1	33.3%	0	0%

1617.TUSD.ELA.05.FallBenchmark-BA

Demographics Profile Groups	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students #	Students %	Minimally Proficient #	Minimally Proficient %	Partially Proficient #	Partially Proficient %	Proficient #	Proficient %	Highly Proficient #	Highly Proficient %
All Students		12.1	40.2	67	100%	27	40.3%	14	20.9%	26	38.8%	0	0%
Ethnicity	African American	14	46.7	1	1.5%	0	0%	0	0%	1	100%	0	0%
	Asian Pacific American	8	26.7	1	1.5%	1	100%	0	0%	0	0%	0	0%
	Hispanic	12.3	41	58	86.6%	23	39.7%	12	20.7%	23	39.7%	0	0%
	Multi Racial	15	50	1	1.5%	0	0%	0	0%	1	100%	0	0%
	Native American	4	13.3	1	1.5%	1	100%	0	0%	0	0%	0	0%

Team (Grade/Content): 5th grade

PROFESSIONAL LEARNING COMMUNITIES

Collaborative Culture – Educators work together in collaborative teams to achieve student learning.				
Critical Attributes	**Learning**	**Literal**	**Refined**	**Internalized**
	▪ Team meets regularly (weekly/biweekly/monthly) during the school day. ▪ Team members attend for compliance purposes only; team members may be unprepared and/or disorganized. ▪ No evidence that school goals, collective commitments and team norms are followed. ▪ Team is unclear regarding PLC focus and processes. ▪ Team does not use the *Guiding Questions for the PLC Team Cycle of Inquiry* to frame PLC discussions. ▪ Team meets only when required on the district designated Wednesday PD for PLC times (Team Cycle of Inquiry is not followed). ▪ Team does not turn in *Agenda and Minutes* log or log does not reflect analysis of student learning or teacher practice and growth.	▪ Team develops written norms and establishes learning goals that clarify expectations and commitments. ▪ Team members arrive prepared & participate. ▪ Team adheres to school goals, collective commitments, and team norms. ▪ Team shows evidence that the focus of PLC is curriculum instruction. ▪ Team is inconsistent in its use of the *Guiding Questions* or engages only shallowly with this tool. ▪ Some individual team members meet at least twice per month to attempt Team Cycle of Inquiry. ▪ Team *Agenda and Minutes* logs reflect limited understanding of PLC process and/or limited rigor with regard to reflections about course content knowledge and effective teaching practice.	▪ Team focuses on prearranged topics that impact student learning and makes revisions to goals to improve team effectiveness. ▪ Team members are committed to the inquiry process and share openly. ▪ Team reflects on alignment of their work with school goals, collective commitments, and team norms. ▪ Team focuses PLC work on curriculum and instruction via cycles of collective inquiry. ▪ Team regularly frames PLC work with the use of the *Guiding Questions*. ▪ Most team members coordinate time each week to meet to maintain Team Cycle of Inquiry. ▪ Team *Agenda and Minutes* logs indicate that some members engage in reflection on their own instructional effectiveness as well as analysis of student learning outcomes.	▪ Team honors their collective commitments to each other and their students in order to maximize learning. ▪ Team members push themselves and one another to grow and deepen in their practice. ▪ Team norms and site commitments are reviewed regularly and members actively use the existence of norms to address challenges in team dynamics as they arise. ▪ Team engages in robust exploration of curriculum content, instructional practice, and student learning via rigorous collaborative inquiry. ▪ Team ensures that the *Guiding Questions* always frame the discussion and thinking of PLC meetings; for many team members the *Guiding Questions* have become internalized habits of mind. ▪ Team takes initiative to coordinate with one another (and with site administration if needed) to ensure that all team members meet weekly to maximize the benefits of Team Cycle of Inquiry. ▪ Team *Agenda and Minutes* logs clearly show strong commitment to ensuring that all team members understand content standards and are rigorous in reflecting on their own needs for growth.

Semester	Levels of Performance	Strengths	Enhancements
1	☐ Learning ☐ Literal ☒ Refined ☐ Internalized	Team focuses on prearranged topics that impact student learning. Team is committed to the inquiry process and shares openly with each other. Team reflects on alignment of their work in accordance with the school goals, our collective commitments, and PLC norms. PLC focuses on curriculum and instruction with the use of guiding questions. Team meets during the school day every other week with an	Team will continue to grow and deepen in their practice. Team will work on more robust exploration of curriculum content in order to address interventions and enrichments.

		ELA focus and every week on Wednesday afterschool to focus on Math. PLC agendas and minutes focus on reflection of teachers' effectiveness and analysis of student outcomes.	

Team (Grade/Content): 5th grade

PROFESSIONAL LEARNING COMMUNITIES

Guaranteed Curriculum - Educators establish what we want our students to learn.

Critical Attributes	Learning	Literal	Refined	Internalized
	• Team uses district developed curriculum guide resources. • Team does not identify an essential learning for the current inquiry cycle. • Team does not discuss whether the essential learning is understood by team members at the level of task analysis.	• Team works together to define the essential learning and establish pacing. • Team selects an essential learning for the current inquiry cycle but does not ensure that it is drawn directly from the District Curriculum. • Team members engage in limited or inconsistent discussion regarding the sub-skills inherent in the essential learning.	• Team builds shared knowledge of current content standards, unpacks high-stakes assessments to clarify essential learning, and adjusts instruction based on formative assessments. • Team always draws its essential learning from the current scope and sequence in the District Curriculum. • Team ensures that each team member is confident in their understanding of the sub-skills inherent in the essential learning.	• Team continually refines essential learning and guarantees a viable instructional program for all students. • Team ensures that the essential learning comes only from designated, highly-leveraged standards in the current scope and sequence in the District Curriculum. • Team uses their collective understanding of the task analysis of the essential learning in order to increase the rigor and accuracy of Tier 1 differentiation, common formative assessments, and to develop/refine pacing guides.

Semester	Levels of Performance	Strengths	Enhancements
1	☐ Learning ☐ Literal ☐ Refined ☒ Internalized	Team continually refines essential learnings and guarantees a viable instructional program. Team ensures essential learnings come from highly leveraged standards from the current scope and sequence. Team uses task analysis to increase the rigor and tier 1 differentiation along with CFAs.	

	Team (Grade/Content): 5th grade

PROFESSIONAL LEARNING COMMUNITIES

Common Assessment - Educators determine if each student has learned what we want them to learn.				
Critical Attributes	**Learning**	**Literal**	**Refined**	**Internalized**
	▪ Team uses benchmark assessments several times throughout the year. ▪ Team does not review or make reference to specific benchmark data that relates to the essential learning focus.	▪ Team analyzes student work and assessments and discusses common criteria. ▪ Some team members administer common assessment tools based on team discussions of common criteria.	▪ Team consistently applies common criteria to assess student work and discuss formative instructional practices. ▪ Team discusses common formative assessments at the Focus stage of the Inquiry Cycle; administers CFA in the Teach stage of the Inquiry Cycle; analyzes results together at the Assess stage of the Inquiry Cycle; and implements targeted re-teaching or enrichment based on collective data analysis in the Respond stage of the Inquiry Cycle.	▪ Team consistently utilizes formative instructional practices, including common assessments, to gather evidence of student learning. ▪ Team consistently uses assessment results to reflect on teacher's own strengths and areas for refinement as practitioners. ▪ Team consistently uses assessment results for the purpose of continually refining equitable access to curriculum for all learners.

Semester	**Levels of Performance**	**Strengths**	**Enhancements**
1	☐ Learning ☐ Literal ☒ Refined ☐ Internalized	Team uses formative instructional practices (i.e. CFAs) to gather evidence of student learning. Team uses assessment results from CFAs at all phases of the inquiry cycle.	Team will use assessment results to reflect on their own strengths and areas for refinement.

Team (Grade/Content): 5th grade

PROFESSIONAL LEARNING COMMUNITIES

Ensuring Learning - Educators respond when some students have not learned it.				
Critical Attributes	**Learning**	**Literal**	**Refined**	**Internalized**
	▪ Team does not collectively discuss potential specific difficulties in student understanding of the essential learning. ▪ Team uses school/district classes, established "pull out" or afterschool programs, and curriculum resources when students are identified for intervention.	▪ Team usually waits until after Tier 1 instruction to determine appropriate response to students struggling to understand the essential learning. ▪ Team provides students with additional time and support that does not remove students from new direct instruction when they experience difficulty.	▪ At the Focus stage of the Inquiry Cycle, team discusses in specific terms the demands of the essential learning, anticipates the needs of current students, and plans for differentiated groups in the course of Tier 1 instruction. ▪ Team develops and utilizes a timely, directive, and systemic plan for students when they experience difficulty.	▪ Team members analyze patterns in content challenges and student difficulties that are specific to current students in order to ensure equitable supports and access to curriculum. ▪ Team coordinates a flexible, supportive, and proactive system of intervention for students who experience difficulty.

Semester	Levels of Performance	Strengths	Enhancements
1	☐ Learning ☒ Literal ☐ Refined ☐ Internalized	Team usually waits until after Tier 1 instruction to determine interventions for struggling students and enrichments for students who achieved mastery. Team provides students with additional time and support during the intervention block so they continue to receive new instruction.	Team will work towards developing and utilizing a timely, directive, and systematic plan for students experiencing difficulties. Team can analyze patterns in content challenges specific to student difficulties in order to ensure equitable supports.

Team (Grade/Content): 5th

PROFESSIONAL LEARNING COMMUNITIES

Enriching Learning - Educators extend and enrich the learning for students who have demonstrated mastery.			
Critical Attributes	**Learning**	**Literal**	**Refined**	**Internalized**
	▪ Team does not collectively discuss anticipated differences in the rates of student understanding of the essential learning. ▪ Team uses school/district classes, established "pull out" or afterschool programs, and curriculum resources for identified students.	▪ Team usually waits until after Tier 1 instruction to determine appropriate response to students who already understand the essential learning. ▪ Team provides students with additional time and support for enrichment during the school day for those who have moved beyond the essential learning.	▪ At the Focus stage of the Inquiry Cycle, team discusses in specific terms the demands of the essential learning, anticipates the needs of current students, and plans for differentiated groups in the course of Tier 1 instruction. ▪ Team develops and utilizes a timely, directive, and systemic plan for students who have moved beyond the essential learning.	▪ Team members analyze patterns specific to current students in order to ensure opportunities to advance in the curriculum. ▪ Team coordinates a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning.

Semester	Levels of Performance	Strengths	Enhancements
1	☐ Learning ☒ Literal ☐ Refined ☐ Internalized	Team usually waits until after Tier 1 instruction to determine appropriate response to students who have reached mastery.	Team can analyze patterns specific to students who have reached mastery to ensure opportunities to advance the curriculum.

PROFESSIONAL LEARNING COMMUNITIES

PLC – Needs Analysis

As a Facilitator, what additional PLC resources, information, or PD activities would most benefit you in supporting the work of Professional Learning Communities at your site? List at least three. (Example: protocols for analyzing student data; protocols for looking at student work; how to make an action plan; how to work collaboratively as a team, etc.) Name at least 3.
 	
   1. **Protocols for analyzing student data**
 	
   2. **How to make an action plan**
 	
   3. **Ideas for anticipating interventions and enrichments**

FAMILY/COMMUNITY ENGAGEMENT

For this section, use the USP FAMILY ENGAGEMENT: SCHOOL SITE COMPLIANCE SY16-17 form that your site is required to submit monthly. Cut and paste from your monthly reports. Add more rows as needed. Please note that you are still required to submit your USP Family Engagement Monthly Reports to Alma Iniguez on or before the 5th of each month; this does not take their place. If you require assistance with this section, please contact Terri Howard or Lacey Grijalva (232-7058) – they are available to provide a tutorial for you either over the phone or on-site.

For your reference, USP Language is in BLUE.

A. **all District schools will: provide training to parents at least twice per year (minimum once per semester) regarding curricular focus. A required element of these trainings for parents will be specific strategies along with providing materials/tools for families to employ at home to support student achievement in reading and/or mathematics using a model such as Academic Parent Teacher Teams (APTT). These events may be held during parent conferencing and/or other times.**

(A) Curricular Focus Training (at least twice per year, minimum once per semester)			
Semester 1			
Date	**Curricular Focus or Topic**	**Specific strategies, tools, and materials provided**	**Number of Participants**
9/14-16/2016	Parent teacher conferences	Title 1 Parent Compact	404
11/9/2016	Math Parent workshop	Homework Tips and Math lessons for parents	26

FAMILY/COMMUNITY ENGAGEMENT

B.   all District schools will: participate in district training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning

(B) Training to Ensure Parents Feel Welcomed/ Needed as Partners			
Date	Training Topic or Title	School Staff Participant Name/Title	Number of Participants
7/2016	Office Stars training	Arcie Hanna, attendance & Alice Dixon, office manager	2
7/26-29/2016	New hire teacher training	Simone Charles, Teacher	1
8/17/2016	Formative Assessment & Culturally Relevant PD training	All Teachers & Support staff	28
8/18/2016	Sonoran Mental Health Org. Inservice	Jay Christopher, counselor	1
8/22/2016	PBIS Survey	All Teachers & Support staff	28
9/5/2016	McKinney-Vento	All Teachers & Support staff	28
9/2016	504 Workshop	Jay Christopher, counselor	1
9/20/2016	Title 1mtg – Family Engagement	Noemi Carlos-Armstrong	1
9/22/2016	Bully Prevention Awareness Workshop	Jay Christopher, counselor & Support Staff	4
10/27-10/28	Capturing Kids Hearts training	Jay Christopher, counselor, Jennifer Ambrosio, principal, and 9 teachers	11

FAMILY/COMMUNITY ENGAGEMENT

C.   **all District schools will:** provide information regarding parent education and resource opportunities in concert and coordination with Student Support and Partnership Centers

(C) Provide Information Regarding Parent Education and Resource Opportunities			
Date	**Type of Outreach or Event**	**Information Provided**	**Number of Participants**
8/16/2016	1stQ Title 1, MASS, Open House Event	TUSD Resource Info, Family Centers, Tutoring, Title 1, ALE	128
9/2016	August-Sept. School Newsletter	School info, Family Resource Center Calendars	410
8/29	Site Council	Magnet info, PTC, Site Council info	15
9/26	Site Council	Magnet Info, PTC report	9
9/29	Java Café with the principal	Magnet Info, HW help tips, Parenting strategies	15
10/20	Honor Roll and Perfect Attendance Assembly K-2	TUSD Resource Info, Family Centers	34
10/24	Java Café with the principal	Magnet Info, HW help tips, Parenting strategies	15
10/26	2ndQ MASS Honor Roll and Perfect Attendance Assembly 3-5	TUSD Resource Info, Family Centers	34
10/2016	October School Newsletter and Family Resource Calendar	School info, Family Resource Center Calendars	410
11/2016	November School Newsletter and Family Resource Calendar	School info, Family Resource Center Calendars	409
11/3	Nutrition Class for Parents	Nutrition and cooking	7
11/10	Nutrition Class for Parents	Nutrition and cooking	7

11/17	Nutrition Class for Parents	Nutrition and cooking	7
11/21/16	Java Café with the principal	Magnet Info, Parenting strategies	9
11/28/2016	Site council	Magnet info, PTC, Site Council info	9
12/2016	December School Newsletter and Family Resource Calendar	School info, Family Resource Center Calendars	409
12/1/16	Nutrition Class for Parents	Nutrition and cooking	7
12/8/16	Nutrition Class for Parents	Nutrition and cooking	7
12/15/16	Nutrition Class for Parents	Nutrition and cooking	7
12/22/16	Nutrition Class for Parents	Nutrition and cooking	7
1/12/2017	3rdQ MASS, Honor Roll and Perfect Attendance Assembly K-2	TUSD Resource Info, Family Centers	34
1/18/2017	3rdQ MASS, Honor Roll and Perfect Attendance Assembly 3-5	TUSD Resource Info, Family Centers	34
1/23/2017	Java Café with the principal	Magnet Info, Parenting strategies	9
1/30/2017	January School Newsletter and Family Resource Calendar	School info, Family Resource Center Calendars	409

FAMILY/COMMUNITY ENGAGEMENT

D. **Family Engagement - TYPE 1: e. Multiple media - Develop and use** social media structures to connect with students and families in contemporary fashion. This may include Facebook, text messaging, mobile/smartphone applications (i.e. TUSD's Parent Link), media-based parent training and events. Family engagement opportunities and outreach **may** include:
· webinar sessions for parent trainings linked to school websites
· math websites for parents such as Khan Academy
· strategies for parent student interactions in newsletters
· inspirational texts or quotes for families to discuss
· parent access to TUSDStats
· administrative newsletter and website communications for parents and students

(D) Types of Family Engagement Outreach Used to Conduct Outreach Or Facilitate Parental Engagement (Check all that apply)										
Facebook	Text Message	Smartphone Apps	Parent Link	Webinars Linked to School Website	Academic Websites	Strategies for Parent-Student Interactions in Newsletters	Inspirational Texts/Quotes for Families to Discuss	Parent Access to TUSD Stats	Administrative Newsletter and Website Communications for Parents and Students	Other: Please Describe Below
X	X	X	X	X	X	X	X	ParentVue X	X	

FAMILY/COMMUNITY ENGAGEMENT

E.   **Please use this space to include other Family Engagement Activities that do not fit in sections A-D, or if you are not sure if they should be included in these sections.**

	(E) Other Family Engagement Activity			
Date	Event Topic or Title	Intended Audience	Description of Activity and How it Supports Student Achievement	Number of Participants
9/12/2016	Student of the Month Assembly	Students, parents	Students are recognized for showing outstanding character	26
10/03/2016	Student of the Month Assembly	Students, parents	Students are recognized for showing outstanding character	26
10/28/2016	Fall Festival	Students, parents, staff	Families enjoy social games and fun to promote positive culture	300
10/31/2016	Student of the Month Assembly	Students, parents	Students are recognized for showing outstanding character	26
11/21/216	Family Food Boxes	Students, parents	Support students and families over the holidays	26
12/5/2016	Student of the Month Assembly	Students, parents	Students are recognized for showing outstanding character	26
12/21/216	Family Food Boxes	Students, parents	Support students and families over the holidays	26
1/9/2017	Student of the Month Assembly	Students, parents	Students are recognized for showing outstanding character	26
2/6/17	Student of the Month Assembly	Students, parents	Students are recognized for showing outstanding character	26

PARTNERSHIPS

Please make sure that you have secured at least three updated partnership letters by April, 2017. These letters should be kept on site; the Magnet Department will request them if/when needed for documentation purposes.

Which partners have you been working with? Please identify at least three established or new partners. Add rows as needed.

	Established/New Partner	Description of Partnership
1.	Knights of Columbus	Helps support our families with food boxes and jackets for students
2.	Sienna Ridge Apts.	Helps support our families with food boxes and resources for students including backpacks
3.	Haven Totes	Supports students with afterschool and weekend snacks.
4.	Lendmark	Supports students with shoes
5.	7-11	Support student celebrations
6.	Reading Seed	Tutors students one on one in reading

Are there any new partnerships that you will seek during the second semester? Add rows as needed.

Potential Partner	Description (Why are you seeking this partnership?)

CELEBRATIONS AND CHALLENGES

Celebrations	Challenges
Please list any noteworthy celebrations or challenges from Semester 1. **Reflection:**	
This is the first year we have reached integration in kinder 70%. **Being able to schedule PLCs during the school year.**	**No changes in letter grades.** **Being unable to access parent phone numbers and address for students who applied as magnet for next year.**