

APPENDIX II – 7

<b>SCHOOL NAME: Tully GATE Magnet Elementary School</b>	<b>MAGNET THEME(S): Gifted and Talented</b>
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<b>MAGNET LEADERSHIP TEAM MEMBERS</b>	
<b>NAME</b>	<b>TITLE</b>
Mary Morse	Principal
Danielle Aliotta	Magnet Coordinator
Katie Kuhn	Curriculum Service Provider
Denise Murueta	Curriculum Service Provider
David Dietz	Counselor
Lynn Speight-Clark	MTSS Coordinator
Lucy Wimberly	Community Representative
Glenda Rodriguez	Office Manager
Sue Ramirez	Registration/Attendance Clerk

<b>MAGNET LEADERSHIP TEAM MEETINGS</b>	
<b>DATE</b>	<b># MINUTES MET</b>
8/10/16	120
8/17/16	120
8/24/17	120
8/31/16	120
9/7/16	120
9/14/16	120
9/21/16	120
9/28/16	120
10/5/16	120
10/19/16	120
10/26/16	120
11/2/16	120
11/9/16	120
11/16/16	120
11/23/16	120
11/30/16	120
12/7/16	120

<b>SCHOOL NAME:</b> Tully GATE Magnet Elementary School	<b>MAGNET THEME(S):</b> Gifted and Talented
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<b>MAGNET LEADERSHIP TEAM MEMBERS</b>	
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<b>MAGNET LEADERSHIP TEAM MEETINGS</b>	
<b>DATE</b>	<b># MINUTES MET</b>
1/11/17	120
1/18/17	120
1/25/17	120
2/1/17	120
2/15/17	120
2/22/17	120
3/1/17	120
3/8/17	120
3/15/17	120
3/29/17	120
4/5/17	120
4/12/17	120
4/19/17	120
5/3/17	120
5/10/17	120
5/17/17	120

## INTEGRATION

### Recruitment Activities/Reflections

**Reflection:** Visiting the preschools and dropping off enrollment information was successful. We had phone calls from parents that were interested in our school. The Zoolights event was least successful because people were there to see the Zoolights not to visit with schools.

Event/Activity	Date(s) or date range	District or Site?	Notes
Love of Literacy Children's Museum Magnet event	9/17/16	District	Ok turn out
School tour	9/26/16	site	Looking to enroll in Kinder 17/18
School tour	11/1/16	site	Looking to enroll in Kinder 17/18
School tour	11/4/16	site	Looking to enroll 1 <sup>st</sup> and 2 <sup>nd</sup> ELD 16/17
Visited 3 preschools	11/8/16	Off site	Dropped off info about open enrollment.
Visited 3 preschools	11/15/16	Off site	Dropped off info about open enrollment.
Visited 4 preschools	11/22/16	Off site	Dropped off info about open enrollment.
Visited 3 preschools	12/6/16	Off site	Dropped off info about open enrollment.
Visited 4 preschools	12/13/16	Off site	Dropped off info about open enrollment.
Zoolights Magnet Event	12/16/16	District	Not many interested
Visited 3 preschools	12/20/16	Off site	Dropped off info about open enrollment.

## INTEGRATION: SEMESTER 2 UPDATE

### RECRUITMENT ACTIVITIES/REFLECTIONS – SEMESTER 2

**Reflection:** The event that was the most successful during Semester 2 was our Kinder Round Up. Our Kinder round up brought in families for tours throughout the month of February and March. The event that was least successful was Let's get Fit. 10 parents asked for phone calls to schedule tours, out of the 10 parents 3 answered. The ones I spoke too said they will call when they were ready to schedule a tour.

Event/Activity	Date(s) or date range	District or Site?	Notes
GATE Open House	1/17/17	Site	GATE open house was for families across the district who wanted to know more about Tully and what our school has to offer.
Kinder round up tours	2/6/17-2/17/17	Site	Several families came and toured
100 Kinder Round up mailings	Month of February	Site	Brochures that were mailed brought in a lot of parents interested to see Tully.
School tour	2/20/17	Site	Parent looking to enroll child into kinder
Kinder round up (Spend a day with Kindergarten)	2/15/17	Site	Several families came and toured the school and met with the teachers
School tour	2/27/17	Site	Parent looking to enroll children into kinder/2nd
Let's Get Fit Magnet Event	3/4/17	District	10 parents asked for phone calls to schedule tours
Phone inquiry	3/6/17	Site	Out of the 10 parents 3 answered. The ones I spoke to said they will call when they are ready to schedule a tour
Phone inquiry	3/10/17	Site	Parent wanted info about our school and placing her child in 1 <sup>st</sup> grade
Festival of Books Magnet Event	3/11/17	District	Good turn out
Videos Published to FB	3/13/17	Site	Videos were made to highlight the Magnet theme at Tully
3 School tours	3/19/17	Site	Parents were interested in enrolling students because of the GATE theme.
School Tour	4/3/17	Site	Parents looking to enroll child into kinder
Phone inquiry	4/3/17	Site	Parent wanted info about our school placing her child in 1 <sup>st</sup> grade
School Tour	5/10	Site	Parent looking to enroll children in K and 1 <sup>st</sup>

<b>ANNUAL RECRUITMENT TOTALS</b>	
<b># Tours given (count each family separately)</b>	<b>10</b>
<b># Phone calls and emails regarding magnet program/magnet enrollment</b>	<b>8</b>
<b># District recruitment events attended</b>	<b>4</b>
<b># Site recruitment events (on or off site – may include visits to charter schools, other TUSD schools, preschools, clubs, churches, etc.)</b>	<b>21</b>

## INTEGRATION

### Retention Reflection

**Reflection:** AZ is a boarder State and a place where most families don't stay long. Due to this, mid year a lot of families relocate and change schools. This results in a decrease in enrollment. Retaining students at Tully is a school wide effort. We strive to create a safe environment and an educational foundation. We will continue our GATE vision for student recruitment and retention, while providing interventions for at-risk students and offering access to academic assistance and counseling.

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

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

Grade	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
PS	1	5	0	1	14	22	0	1	0	0	0	0	15	29	44
	2.3%	11.4%	0.0%	2.3%	31.8%	50.0%	0.0%	2.3%	0.0%	0.0%	0.0%	0.0%	34.1%	65.9%	
KG	2	3	4	3	13	14	1	1	0	0	0	1	20	22	42
	4.8%	7.1%	9.5%	7.1%	31.0%	33.3%	2.4%	2.4%	0.0%	0.0%	0.0%	2.4%	47.6%	52.4%	
01	6	4	7	5	20	26	2	1	0	2	1	0	36	38	74
	8.1%	5.4%	9.5%	6.8%	27.0%	35.1%	2.7%	1.4%	0.0%	2.7%	1.4%	0.0%	48.6%	51.4%	
02	3	1	7	6	19	19	1	3	0	0	1	1	31	30	61
	4.9%	1.6%	11.5%	9.8%	31.1%	31.1%	1.6%	4.9%	0.0%	0.0%	1.6%	1.6%	50.8%	49.2%	
03	3	1	6	4	16	23	2	3	2	0	2	2	31	33	64
	4.7%	1.6%	9.4%	6.3%	25.0%	35.9%	3.1%	4.7%	3.1%	0.0%	3.1%	3.1%	48.4%	51.6%	
04	2	4	8	3	21	22	1	1	1	1	1	2	34	33	67
	3.0%	6.0%	11.9%	4.5%	31.3%	32.8%	1.5%	1.5%	1.5%	1.5%	1.5%	3.0%	50.7%	49.3%	
05	1	1	4	3	17	18	2	2	1	0	0	0	25	24	49
	2.0%	2.0%	8.2%	6.1%	34.7%	36.7%	4.1%	4.1%	2.0%	0.0%	0.0%	0.0%	51.0%	49.0%	
Total	18	19	36	25	120	144	9	12	4	3	5	6	192	209	401
	4.5%	4.7%	9.0%	6.2%	29.9%	35.9%	2.2%	3.0%	1.0%	0.7%	1.2%	1.5%	47.9%	52.1%	
	37		61		264		21		7		11		401		
	9.2%		15.2%		65.8%		5.2%		1.7%		2.7%		100.0%		

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

Grade	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
PS	1	6	0	1	14	23	0	1	0	0	0	0	15	31	46
	2.2%	13.0%	0.0%	2.2%	30.4%	50.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	32.6%	67.4%	
KG	2	2	4	3	12	13	1	1	0	0	0	1	19	20	39
	5.1%	5.1%	10.3%	7.7%	30.8%	33.3%	2.6%	2.6%	0.0%	0.0%	0.0%	2.6%	48.7%	51.3%	
01	6	4	7	6	16	26	4	1	0	2	0	0	33	39	72
	8.3%	5.6%	9.7%	8.3%	22.2%	36.1%	5.6%	1.4%	0.0%	2.8%	0.0%	0.0%	45.8%	54.2%	
02	1	1	6	5	18	18	1	3	0	1	2	1	28	29	57
	1.8%	1.8%	10.5%	8.8%	31.6%	31.6%	1.8%	5.3%	0.0%	1.8%	3.5%	1.8%	49.1%	50.9%	
03	3	0	6	4	15	24	2	3	2	0	1	2	29	33	62
	4.8%	0.0%	9.7%	6.5%	24.2%	38.7%	3.2%	4.8%	3.2%	0.0%	1.6%	3.2%	46.8%	53.2%	
04	2	4	7	3	18	20	1	1	1	1	0	2	29	31	60
	3.3%	6.7%	11.7%	5.0%	30.0%	33.3%	1.7%	1.7%	1.7%	1.7%	0.0%	3.3%	48.3%	51.7%	
05	1	1	4	3	18	16	2	2	2	0	0	0	27	22	49
	2.0%	2.0%	8.2%	6.1%	36.7%	32.7%	4.1%	4.1%	4.1%	0.0%	0.0%	0.0%	55.1%	44.9%	
Total	16	18	34	25	111	140	11	12	5	4	3	6	180	205	385
	4.2%	4.7%	8.8%	6.5%	28.8%	36.4%	2.9%	3.1%	1.3%	1.0%	0.8%	1.6%	46.8%	53.2%	
	34		59		251		23		9		9		385		
	8.8%		15.3%		65.2%		6.0%		2.3%		2.3%		100.0%		

## INTEGRATION

THEME VISIBILITY	
<p><b>Reflection:</b> An area of enhancement is our phone greeting. We will work on a script that all say when answering the phone. Another area of enhancement is Magnet theme needs to be more evident in common area such as the computer lab and conference room. We will work on getting more theme related signs up in those areas.</p>	
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.



**INTEGRATION: ANNUAL REPORT**

<b>SEMESTER 2 UPDATE - THEME VISIBILITY</b>		
<b>Reflection:</b> The work completed was a script was created for answering the phone, and theme related signs were put up in the common areas.		
<b>Component</b>	<b>Indicators</b>	<b>Description of Work Completed During 2016-17 school year</b>
Magnet school name is given in phone greeting.	School name and "magnet" are stated when office staff answers phone and in school recording	A script was created for answering the phone. "Hello you have reached Tully GATE Magnet "
Magnet theme is evident in common areas.	Library, cafeteria, MPR, computer labs, conference rooms	Theme related signs were put up in the common areas.

## STUDENT ACHIEVEMENT

### MATH - Fall Benchmark Reflection

**Reflection:** The students Math Fall Benchmark tests were comparable to TUSD's overall average. Some grade levels were higher than the districts average.

### MATH Fall Benchmark Data

#### 1617.TUSD.Math.02.FallBenchmark-BA

By Grade	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Minimally Proficient		Partially Proficient		Proficient	
					#	%	Avg. TS	#	%	Avg. TS
<b>By School</b>	<b># Tested</b>	<b>Avg. RS</b>	<b>Avg. % Correct</b>		<b>Proficient</b>		<b>Not Proficient</b>			
					#	%	#	%		
Tucson Unified	3431	15.3	61.3%		1367	39.8%	2064	60.2%		
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	52	15.4	61.5%		22	42.3%	30	57.7%		

#### 1617.TUSD.Math.03.FallBenchmark-BA

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3598	14.3	47.7%	60:19	1686	46.9%	67:36	1912	53.1%	53:53
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	61	14.8	49.2%	64:49	31	50.8%	71:12	30	49.2%	58:13

#### 1617.TUSD.Math.04.FallBenchmark-BA

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3584	18.8	62.8%	56:14	1519	42.4%	54:24	2065	57.6%	57:34
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	55	17.3	57.6%	47:44	16	29.1%	41:21	39	70.9%	50:21

#### 1617.TUSD.Math.05.FallBenchmark-BA

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3515	16	53.4%	62:58	1348	38.3%	64:46	2167	61.7%	61:50
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	45	18.4	61.2%	86:32	23	51.1%	85:44	22	48.9%	87:23

## STUDENT ACHIEVEMENT: SEMESTER 2 UPDATE

### MATH - SPRING BENCHMARK REFLECTION

**Reflection:** The students Math Spring Benchmark tests were comparable to TUSD’s overall average. Some grade levels were higher than the districts average. Some notable differences from Fall benchmark to Spring benchmark was an increase in overall averages for 2<sup>nd</sup> and 3<sup>rd</sup> grade. This is due to interventions being done in and out of the classroom.

### MATH Spring Benchmark Data

#### 1617.TUSD.Math.02.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3315	16.7	67%	39:52	1682	50.7%	41:47	1633	49.3%	37:54
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	52	17.8	71.4%	35:24	31	59.6%	34:05	21	40.4%	37:21

#### 1617.TUSD.Math.03.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3505	16.2	53.9%	60:48	1451	41.4%	65:10	2054	58.6%	57:42
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	61	18	59.8%	60:57	34	55.7%	85:29	27	44.3%	75:14

#### 1617.TUSD.Math.04.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3475	18.3	61%	72:06	1457	41.9%	73:06	2018	58.1%	71:24
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	55	16.8	55.9%	111:50	18	32.7%	81:29	37	67.3%	126:35

#### 1617.TUSD.Math.05.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3397	13	43.3%	100:57	1381	40.7%	109:37	2016	59.3%	95:01
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	45	16.8	56.1%	194:50	30	66.7%	195:38	15	33.3%	193:15

### STUDENT ACHIEVEMENT

#### ELA - Fall Benchmark Reflection

**Reflection:** The students ELA Fall Benchmark tests were comparable to TUSD’s overall average. Some grade levels were higher than the district average.

#### ELA Fall Benchmark Data

##### 1617.TUSD.ELA.02.FallBenchmark-BA

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3083	13.8	55.4%	73.34	1318	42.8%	68.56	1765	57.2%	77.01
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	42	12.5	50.2%	116.36	12	28.6%	60.51	30	71.4%	138.54

##### 1617.TUSD.ELA.03.FallBenchmark-BA

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3266	16.9	56.5%	126.45	1447	44.3%	155.11	1819	55.7%	104.08
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	49	18.2	60.7%	366.58	26	53.1%	616.30	23	46.9%	84.53

##### 1617.TUSD.ELA.04.FallBenchmark-BA

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3265	13.6	45.5%	151.30	1223	37.5%	156.13	2042	62.5%	148.40
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	44	13.3	44.5%	73.48	13	29.5%	70.55	31	70.5%	75.00

##### 1617.TUSD.ELA.05.FallBenchmark-BA

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3225	12.7	42.3%	114.14	1339	41.5%	126.20	1886	58.5%	105.39
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	41	15	50.1%	297.33	25	61%	378.45	16	39%	170.42

## STUDENT ACHIEVEMENT: SEMESTER 2 UPDATE

### ELA - SPRING BENCHMARK REFLECTION

**Reflection:** The students ELA Spring Benchmark tests were comparable to TUSD’s overall average. Some grade levels were higher than the districts average. Some notable differences from Fall benchmark to Spring benchmark was an increase in overall averages in all grades. This is due to interventions being done in and out of the classroom.

### ELA Spring Benchmark Data

#### 1617.TUSD.ELA.02.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3010	14.5	57.9%	42.17	1272	42.3%	42.18	1738	57.7%	42.17
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	42	13.5	53.9%	34.22	13	31%	33.45	29	69%	34.38

#### 1617.TUSD.ELA.03.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3209	16.4	54.8%	63.13	1334	41.6%	63.43	1875	58.4%	62.52
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	50	18	59.9%	72.17	26	52%	67.43	24	48%	77.14

#### 1617.TUSD.ELA.04.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3203	13.4	44.7%	89.22	1193	37.2%	96.33	2010	62.8%	85.06
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	45	11.9	39.7%	140.27	10	22.2%	116.39	35	77.8%	147.15

#### 1617.TUSD.ELA.05.SpringBenchmark

By School	# Tested	Avg. RS	Avg. % Correct	Avg. TS	Proficient			Not Proficient		
					#	%	Avg. TS	#	%	Avg. TS
Tucson Unified	3169	15.8	52.7%	83.00	1323	41.7%	84.11	1846	58.3%	82.09
TULLY ELEMENTARY ACCELERATED MAGNET SCHOOL	41	18.2	60.6%	146.21	22	53.7%	156.38	19	46.3%	134.26

## STUDENT ACHIEVEMENT

### MATH - Achievement Gap Reflection

**Reflection:** The students Math Fall Benchmark tests were comparable to TUSD's Achievement Gap overall average. Some grade levels were higher than the district average. We will continue our current strategies to increase achievement.

### MATH Achievement Gap Data

#### 1617.TUSD.Math.02.FallBenchmark-BA

Demographics Profile Groups	Filter	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students		Minimally Proficient		Partially Proficient		Proficient		Highly Proficient	
					#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			15.9	61.2	56	100%	15	26.8%	15	26.8%	14	25%	12	21.4%
<b>USP Ethnicity</b>	African	African American	15.9	61.2	11	19.6%	3	27.3%	3	27.3%	3	27.3%	2	18.2%
		Hispanic	15.8	60.8	36	64.3%	11	30.6%	9	25%	7	19.4%	9	25%
		Multi Racial	12.7	48.7	3	5.4%	1	33.3%	1	33.3%	1	33.3%	0	0%
		Native American	17.5	67.3	4	7.1%	0	0%	1	25%	3	75%	0	0%
		White	19.5	75	2	3.6%	0	0%	1	50%	0	0%	1	50%

#### 1617.TUSD.Math.03.FallBenchmark-BA

<b>All Students</b>			14.7	48.9	62	100%	8	12.9%	23	37.1%	26	41.9%	5	8.1%
<b>USP Ethnicity</b>	African	African American	15.2	50.7	10	16.1%	1	10%	2	20%	6	60%	1	10%
		Asian Pacific American	22	73.3	2	3.2%	0	0%	0	0%	1	50%	1	50%
		Hispanic	14	46.8	39	62.9%	6	15.4%	16	41%	16	41%	1	2.6%
		Multi Racial	16.3	54.4	3	4.8%	0	0%	1	33.3%	1	33.3%	1	33.3%
		Native American	13.6	45.3	5	8.1%	1	20%	2	40%	2	40%	0	0%

1617.TUSD.Math.04.FallBenchmark-BA																		
<b>All Students</b>		17.3	57.7	57	100%		18	31.6%		23	40.4%		15	26.3%		1	1.8%	
<b>USP Ethnicity</b>	<input type="button" value="African ."/>	African American	15.7	52.4	10	17.5%		5	50%		3	30%		2	20%		0	0%
		Asian Pacific American	20.5	68.3	2	3.5%		0	0%		1	50%		1	50%		0	0%
		Hispanic	17.4	57.9	36	63.2%		10	27.8%		17	47.2%		8	22.2%		1	2.8%
		Multi Racial	10	33.3	1	1.8%		1	100%		0	0%		0	0%		0	0%
		Native American	22.5	75	2	3.5%		0	0%		1	50%		1	50%		0	0%
1617.TUSD.Math.05.FallBenchmark-BA																		
<b>All Students</b>		18.4	61.5	48	100%		6	12.5%		18	37.5%		20	41.7%		4	8.3%	
<b>USP Ethnicity</b>	<input type="button" value="African ."/>	African American	15.5	51.6	6	12.5%		2	33.3%		2	33.3%		1	16.7%		1	16.7%
		Asian Pacific American	20	66.7	1	2.1%		0	0%		0	0%		1	100%		0	0%
		Hispanic	18.8	62.8	34	70.8%		4	11.8%		13	38.2%		14	41.2%		3	8.8%
		Native American	18.3	60.8	4	8.3%		0	0%		2	50%		2	50%		0	0%
		White	19.7	65.6	3	6.3%		0	0%		1	33.3%		2	66.7%		0	0%



## STUDENT ACHIEVEMENT: SEMESTER 2 UPDATE

### MATH – SPRING ACHIEVEMENT GAP REFLECTION

**Reflection:** The students Math Spring Benchmark tests were comparable to TUSD’s Achievement Gap overall average. Each grade levels scores increased from the Fall. This is due to interventions being done in and out of the classroom.

### MATH Achievement Gap Data

#### 1617.TUSD.Math.02.SpringBenchmark-BA

Demographics Profile Groups	Filter	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students		Minimally Proficient		Partially Proficient		Proficient		Highly Proficient	
					#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			17.8	71.4	52	100%	16	30.8%	5	9.6%	17	32.7%	14	26.9%
<b>USP Ethnicity</b>	African	African American	17	68	8	15.4%	2	25%	1	12.5%	4	50%	1	12.5%
		Asian Pacific American	14	56	1	1.9%	1	100%	0	0%	0	0%	0	0%
		Hispanic	17.9	71.7	35	67.3%	10	28.6%	4	11.4%	10	28.6%	11	31.4%
		Multi Racial	14.7	58.7	3	5.8%	2	66.7%	0	0%	1	33.3%	0	0%
		Native American	20.3	81.3	3	5.8%	1	33.3%	0	0%	1	33.3%	1	33.3%

#### 1617.TUSD.Math.03.SpringBenchmark-BA

<b>All Students</b>			18	59.8	61	100%	16	26.2%	11	18%	27	44.3%	7	11.5%
<b>USP Ethnicity</b>	African	African American	19.4	64.7	10	16.4%	2	20%	1	10%	6	60%	1	10%
		Asian Pacific American	24	80	2	3.3%	0	0%	0	0%	1	50%	1	50%
		Hispanic	16.8	56	38	62.3%	12	31.6%	7	18.4%	16	42.1%	3	7.9%
		Multi Racial	17.3	57.8	3	4.9%	1	33.3%	1	33.3%	1	33.3%	0	0%
		Native American	19.4	64.7	5	8.2%	1	20%	1	20%	2	40%	1	20%

#### 1617.TUSD.Math.04.SpringBenchmark-BA

<b>All Students</b>			16.8	55.9	55	100%	25	45.5%	12	21.8%	14	25.5%	4	7.3%
<b>USP Ethnicity</b>	African	African American	14.5	48.3	10	18.2%	7	70%	1	10%	2	20%	0	0%
		Asian Pacific American	20.5	68.3	2	3.6%	0	0%	1	50%	1	50%	0	0%
		Hispanic	16.5	55	35	63.6%	17	48.6%	7	20%	8	22.9%	3	8.6%
		Multi Racial	17	56.7	1	1.8%	0	0%	1	100%	0	0%	0	0%
		Native American	22	73.3	1	1.8%	0	0%	0	0%	1	100%	0	0%



1617.TUSD.Math.05.SpringBenchmark-BA																		
All Students		16.8	56.1	45	100%		6	13.3%		9	20%		24	53.3%		6	13.3%	
USP Ethnicity	African American	14	46.6	4	8.9%		1	25%		1	25%		1	25%		1	25%	
	Asian Pacific American	17.5	58.4	2	4.4%		0	0%		1	50%		1	50%		0	0%	
	Hispanic	17	56.7	33	73.3%		5	15.2%		7	21.2%		16	48.5%		5	15.2%	
	Native American	16	53.3	3	6.7%		0	0%		0	0%		3	100%		0	0%	
	White	19	63.3	3	6.7%		0	0%		0	0%		3	100%		0	0%	

## STUDENT ACHIEVEMENT

### ELA - Achievement Gap Reflection

**Reflection:** The students ELA Fall Benchmark tests were comparable to TUSD's Achievement Gap overall average. Some grade levels were higher than the district average. We will continue our current strategies to increase achievement.

### ELA Achievement Gap Data

#### 1617.TUSD.ELA.02.FallBenchmark-BA

Demographics Profile Groups	Filter	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students		Minimally Proficient		Partially Proficient		Proficient		Highly Proficient	
					#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			13.1	52.3	45	100%	20	44.4%	10	22.2%	10	22.2%	5	11.1%
<b>USP Ethnicity</b>	African	African American	13	52	7	15.6%	4	57.1%	1	14.3%	1	14.3%	1	14.3%
		Hispanic	12.6	50.5	30	66.7%	13	43.3%	8	26.7%	6	20%	3	10%
		Multi Racial	14.5	58	2	4.4%	1	50%	0	0%	1	50%	0	0%
		Native American	15.5	62	4	8.9%	1	25%	0	0%	2	50%	1	25%
		White	13.5	54	2	4.4%	1	50%	1	50%	0	0%	0	0%

#### 1617.TUSD.ELA.03.FallBenchmark-BA

<b>All Students</b>			18.2	60.7	49	100%	16	32.7%	7	14.3%	19	38.8%	7	14.3%
<b>USP Ethnicity</b>	African	African American	13.9	46.2	7	14.3%	5	71.4%	0	0%	2	28.6%	0	0%
		Asian Pacific American	25	83.3	2	4.1%	0	0%	0	0%	1	50%	1	50%
		Hispanic	18.9	63	29	59.2%	6	20.7%	6	20.7%	13	44.8%	4	13.8%
		Multi Racial	18.3	61.1	3	6.1%	1	33.3%	1	33.3%	0	0%	1	33.3%
		Native American	16.4	54.7	5	10.2%	3	60%	0	0%	2	40%	0	0%

1617.TUSD.ELA.04.FallBenchmark-BA																			
<b>All Students</b>		13.4	44.6	46	100%		19	41.3%		14	30.4%		12	26.1%		1	2.2%		
<b>USP Ethnicity</b>	<input type="button" value="African . v"/>	African American	12.5	41.7	8	17.4%		3	37.5%		4	50%		1	12.5%		0	0%	
		Asian Pacific American	19	63.3	2	4.3%		0	0%		0	0%		2	100%		0	0%	
		Hispanic	12.1	40.4	29	63%		16	55.2%		9	31%		4	13.8%		0	0%	
		Native American	15	50	2	4.3%		0	0%		1	50%		1	50%		0	0%	
		White	19.2	64	5	10.9%		0	0%		0	0%		4	80%		1	20%	
1617.TUSD.ELA.05.FallBenchmark-BA																			
<b>All Students</b>		15	50.1	44	100%		9	20.5%		8	18.2%		22	50%		5	11.4%		
<b>USP Ethnicity</b>	<input type="button" value="African . v"/>	African American	15.6	52	5	11.4%		1	20%		0	0%		4	80%		0	0%	
		Asian Pacific American	13	43.3	1	2.3%		0	0%		1	100%		0	0%		0	0%	
		Hispanic	15.2	50.7	31	70.5%		7	22.6%		5	16.1%		14	45.2%		5	16.1%	
		Native American	14	46.7	4	9.1%		1	25%		0	0%		3	75%		0	0%	
		White	14.3	47.8	3	6.8%		0	0%		2	66.7%		1	33.3%		0	0%	

## STUDENT ACHIEVEMENT: SEMESTER 2 UPDATE

### ELA – SPRING ACHIEVEMENT GAP REFLECTION

**Reflection:** The students ELA Spring Benchmark tests were comparable to TUSD’s Achievement Gap overall average. Most grade levels scores increased from the Fall. This is due to interventions being done in and out of the classroom.

### ELA Achievement Gap Data

#### 1617.TUSD.ELA.02.SpringBenchmark-BA

Demographics Profile Groups	Filter	Sub-Group	Avg. Raw Score	Avg. Percent Correct	Students		Minimally Proficient		Partially Proficient		Proficient		Highly Proficient	
					#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			13.5	53.9	42	100%	21	50%	8	19%	12	28.6%	1	2.4%
USP Ethnicity	African	African American	13	52	5	11.9%	2	40%	2	40%	1	20%	0	0%
		Hispanic	13.6	54.4	30	71.4%	15	50%	5	16.7%	9	30%	1	3.3%
		Multi Racial	14.5	58	2	4.8%	1	50%	0	0%	1	50%	0	0%
		Native American	13.7	54.7	3	7.1%	1	33.3%	1	33.3%	1	33.3%	0	0%
		White	11.5	46	2	4.8%	2	100%	0	0%	0	0%	0	0%

#### 1617.TUSD.ELA.03.SpringBenchmark-BA

<b>All Students</b>			18	59.9	50	100%	14	28%	10	20%	21	42%	5	10%
USP Ethnicity	African	African American	15.6	51.9	7	14%	3	42.9%	0	0%	4	57.1%	0	0%
		Asian Pacific American	23.5	78.3	2	4%	0	0%	0	0%	1	50%	1	50%
		Hispanic	17.9	59.8	30	60%	9	30%	5	16.7%	14	46.7%	2	6.7%
		Multi Racial	18	60	3	6%	1	33.3%	1	33.3%	1	33.3%	0	0%
		Native	17.6	58.7	5	10%	1	20%	3	60%	0	0%	1	20%

#### 1617.TUSD.ELA.04.SpringBenchmark-BA

<b>All Students</b>			11.9	39.7	45	100%	21	46.7%	14	31.1%	10	22.2%	0	0%
USP Ethnicity	African	African American	12.1	40.4	8	17.8%	4	50%	2	25%	2	25%	0	0%
		Asian Pacific American	18	60	2	4.4%	0	0%	0	0%	2	100%	0	0%
		Hispanic	10.8	35.8	28	62.2%	15	53.6%	9	32.1%	4	14.3%	0	0%
		Multi Racial	11	36.7	1	2.2%	1	100%	0	0%	0	0%	0	0%
		Native American	13	43.3	1	2.2%	0	0%	1	100%	0	0%	0	0%

1617.TUSD.ELA.05.SpringBenchmark-BA																		
<b>All Students</b>		18.2	60.6	41	100%		8	19.5%		11	26.8%		19	46.3%		3	7.3%	
<b>USP Ethnicity</b>	African American	18.8	62.5	4	9.8%		1	25%		0	0%		3	75%		0	0%	
	Asian Pacific American	16	53.3	1	2.4%		0	0%		1	100%		0	0%		0	0%	
	Hispanic	18.3	61	30	73.2%		5	16.7%		9	30%		13	43.3%		3	10%	
	Native American	14.3	47.8	3	7.3%		2	66.7%		0	0%		1	33.3%		0	0%	
	White	20.7	68.9	3	7.3%		0	0%		1	33.3%		2	66.7%		0	0%	

## STUDENT ACHIEVEMENT: ANNUAL REPORT

<b>Before/after school INTERVENTION classes</b>	Type of intervention offered	How were students placed in program?	Number of students who participated in program.
Tutoring ELA K-2	ELA	Teacher/MTSS recommendation	50
Tutoring ELA 3-5	ELA	Teacher/MTSS recommendation	50
Tutoring Math K-2	Math	Teacher/MTSS recommendation	50
Tutoring Math 3-5	Math	Teacher/MTSS recommendation	50
STEAM K-5	Science/Math/Art	Teacher/MTSS recommendation	50
Total enrollment for above classes			250
Grand Total			250

<b>Before/after school ENRICHMENT classes</b>	Type of enrichment offered (example: Robotics)	How were students placed in program?	Number of students who participated in program.
Ambassadors	School Leadership 3-5	Teacher/MTSS recommendation	20
Theater	Theater 1-5	Teacher/MTSS recommendation	15
Choir	Choir 1-5	Teacher/MTSS recommendation	50
Homework Help	Homework Help K-5	Teacher/MTSS recommendation	34
Peacemakers	School Leadership K-5	Teacher/MTSS recommendation	21
Total enrollment for above classes			140
Grand Total (include all MAGNET themed enrichment classes)			250

Team (Grade/Content):  
5<sup>th</sup> Grade PLC

## PROFESSIONAL LEARNING COMMUNITIES

<b>Collaborative Culture – Educators work together in collaborative teams to achieve student learning.</b>				
<b>Critical Attributes</b>	<b>Learning</b>	<b>Literal</b>	<b>Refined</b>	<b>Internalized</b>
	<ul style="list-style-type: none"> <li>▪ Team meets regularly (weekly/biweekly/monthly) during the school day.</li> <li>▪ Team members attend for compliance purposes only; team members may be unprepared and/or disorganized.</li> <li>▪ No evidence that school goals, collective commitments and team norms are followed.</li> <li>▪ Team is unclear regarding PLC focus and processes.</li> <li>▪ Team does not use the <i>Guiding Questions for the PLC Team Cycle of Inquiry</i> to frame PLC discussions.</li> <li>▪ Team meets only when required on the district designated Wednesday PD for PLC times (Team Cycle of Inquiry is not followed).</li> <li>▪ Team does not turn in <i>Agenda and Minutes</i> log or log does not reflect analysis of student learning or teacher practice and growth.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team develops written norms and establishes learning goals that clarify expectations and commitments.</li> <li>▪ Team members arrive prepared &amp; participate.</li> <li>▪ Team adheres to school goals, collective commitments, and team norms.</li> <li>▪ Team shows evidence that the focus of PLC is curriculum instruction.</li> <li>▪ Team is inconsistent in its use of the <i>Guiding Questions</i> or engages only shallowly with this tool.</li> <li>▪ Some individual team members meet at least twice per month to attempt Team Cycle of Inquiry.</li> <li>▪ Team <i>Agenda and Minutes</i> logs reflect limited understanding of PLC process and/or limited rigor with regard to reflections about course content knowledge and effective teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team focuses on prearranged topics that impact student learning and makes revisions to goals to improve team effectiveness.</li> <li>▪ Team members are committed to the inquiry process and share openly.</li> <li>▪ Team reflects on alignment of their work with school goals, collective commitments, and team norms.</li> <li>▪ Team focuses PLC work on curriculum and instruction via cycles of collective inquiry.</li> <li>▪ Team regularly frames PLC work with the use of the <i>Guiding Questions</i>.</li> <li>▪ Most team members coordinate time each week to meet to maintain Team Cycle of Inquiry.</li> <li>▪ Team <i>Agenda and Minutes</i> logs indicate that some members engage in reflection on their own instructional effectiveness as well as analysis of student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team honors their collective commitments to each other and their students in order to maximize learning.</li> <li>▪ Team members push themselves and one another to grow and deepen in their practice.</li> <li>▪ 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.</li> <li>▪ Team engages in robust exploration of curriculum content, instructional practice, and student learning via rigorous collaborative inquiry.</li> <li>▪ Team ensures that the <i>Guiding Questions</i> always frame the discussion and thinking of PLC meetings; for many team members the <i>Guiding Questions</i> have become internalized habits of mind.</li> <li>▪ 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.</li> <li>▪ Team <i>Agenda and Minutes</i> 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.</li> </ul>

<b>Semester</b>	<b>Levels of Performance</b>	<b>Strengths</b>	<b>Enhancements</b>
<b>1</b>	<input type="checkbox"/> Learning <input checked="" type="checkbox"/> Literal <input type="checkbox"/> Refined <input type="checkbox"/> Internalized	<ul style="list-style-type: none"> <li>▪ Team develops written norms and establishes learning goals that clarify e Team members arrive prepared &amp; participate.</li> <li>▪ Team adheres to school goals, collective commitments, and team norms.</li> <li>▪ Team shows evidence that the focus of PLC is curriculum instruction.</li> <li>▪ Team is inconsistent in its use of the <i>Guiding Questions</i> or engages only shallowly with this tool.</li> </ul>	The team will focus on prearranged topics that impact student learning and make revisions to goals to improve team effectiveness. The team will be committed to the inquiry process and share openly. The team will reflect on alignment of their work with school goals, collective commitments, and team norms. The team will focus the PLC work on curriculum and instruction via cycles of collective inquiry. The team will regularly frame PLC work with the use of the <i>Guiding Questions</i> .
<b>Semester</b>	<b>Levels of Performance</b>	<b>Strengths</b>	<b>Enhancements</b>

<b>2</b>	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	Team focuses on prearranged topics that impact student learning and makes revisions to goals to improve team effectiveness 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 <i>Guiding Questions</i>	Team ensures that the <i>Guiding Questions</i> always frame the discussion and thinking of PLC meetings; for many team members the <i>Guiding Questions</i> have become internalized habits of mind. Team <i>Agenda and Minutes</i> 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
<b>Reflection:</b> The 5 <sup>th</sup> grade PLC team increased their level of performance to Refined. They continue to honor collective commitments and have made a strong focus to framing the PLC with use of the guiding questions.			

## PROFESSIONAL LEARNING COMMUNITIES

Guaranteed Curriculum - Educators establish what we want our students to learn.				
Critical Attributes	Learning	Literal	Refined	Internalized
	<ul style="list-style-type: none"> <li>▪ Team uses district developed curriculum guide resources.</li> <li>▪ Team does not identify an essential learning for the current inquiry cycle.</li> <li>▪ Team does not discuss whether the essential learning is understood by team members at the level of task analysis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team works together to define the essential learning and establish pacing.</li> <li>▪ Team selects an essential learning for the current inquiry cycle but does not ensure that it is drawn directly from the District Curriculum.</li> <li>▪ Team members engage in limited or inconsistent discussion regarding the sub-skills inherent in the essential learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team builds shared knowledge of current content standards, unpacks high-stakes assessments to clarify essential learning, and adjusts instruction based on formative assessments.</li> <li>▪ Team always draws its essential learning from the current scope and sequence in the District Curriculum.</li> <li>▪ Team ensures that each team member is confident in their understanding of the sub-skills inherent in the essential learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team continually refines essential learning and guarantees a viable instructional program for all students.</li> <li>▪ Team ensures that the essential learning comes only from designated, highly-leveraged standards in the current scope and sequence in the District Curriculum.</li> <li>▪ 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.</li> </ul>



Semester	Levels of Performance	Strengths	Enhancements
<b>1</b>	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	<ul style="list-style-type: none"> <li>▪ Team builds shared knowledge of current content standards, unpacks high-stakes assessments to clarify essential learning, and adjusts instruction based on formative assessments.</li> <li>▪ Team ensures that each team member is confident in their understanding of the sub-skills inherent in the essential learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Team will improve on ensuring that essential learning is from the current scope and sequence in the District Curriculum.</li> </ul>
Semester	Levels of Performance	Strengths	Enhancements
<b>2</b>	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	<ul style="list-style-type: none"> <li>▪ Team builds shared knowledge of current content standards, unpacks high-stakes assessments to clarify essential learning, and adjusts instruction based on formative assessments.</li> <li>▪ Team ensures that each team member is confident in their understanding of the sub-skills inherent in the essential learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Team will improve on ensuring that essential learning is from the current scope and sequence in the District Curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Reflection:</b> The 5<sup>th</sup> grade PLC team’s level of performance has stayed at Refined. The team continues to unpack high-stakes assessments and understanding of the sub-skills inherent in the essential learning.</li> </ul>			

**PROFESSIONAL LEARNING COMMUNITIES**

Common Assessment - Educators determine if each student has learned what we want them to learn.				
Critical Attributes	Learning	Literal	Refined	Internalized
	<ul style="list-style-type: none"> <li>Team uses benchmark assessments several times throughout the year.</li> <li>Team does not review or make reference to specific benchmark data that relates to the essential learning focus.</li> </ul>	<ul style="list-style-type: none"> <li>Team analyzes student work and assessments and discusses common criteria.</li> <li>Some team members administer common assessment tools based on team discussions of common criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Team consistently applies common criteria to assess student work and discuss formative instructional practices.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Team consistently utilizes formative instructional practices, including common assessments, to gather evidence of student learning.</li> <li>Team consistently uses assessment results to reflect on teacher's own strengths and areas for refinement as practitioners.</li> <li>Team consistently uses assessment results for the purpose of continually refining equitable access to curriculum for all learners.</li> </ul>

Semester	Levels of Performance	Strengths	Enhancements
1	<input type="checkbox"/> Learning <input checked="" type="checkbox"/> Literal <input type="checkbox"/> Refined <input type="checkbox"/> Internalized	Team analyzes student work and assessments and discusses common criteria.  Some team members administer common assessment tools based on team discussions of common criteria.	The Team will work on applying common criteria to assess student work and discuss formative instructional practices.  The team will discuss 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.
Semester	Levels of Performance	Strengths	Enhancements
2	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	<ul style="list-style-type: none"> <li>Team consistently applies common criteria to assess student work and discuss formative instructional practices.</li> <li>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.</li> </ul>	The team will consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning. The team will consistently use assessment results to reflect on teacher's own strengths and areas for refinement as practitioners. The team will consistently use assessment results for the purpose of continually refining equitable access to curriculum for all learners.
<b>Reflection:</b> The 5 <sup>th</sup> grade PLC team increased their level of performance to Refined. The team is consistently applying common criteria to assess student work and has weekly discussion on formative instructional practices by administering CFA's and analyzes results together.			

**PROFESSIONAL LEARNING COMMUNITIES**

Ensuring Learning - Educators respond when some students have not learned it.				
Critical Attributes	Learning	Literal	Refined	Internalized
	<ul style="list-style-type: none"> <li>Team does not collectively discuss potential specific difficulties in student understanding of the essential learning.</li> <li>Team uses school/district classes, established "pull out" or afterschool programs, and curriculum resources when students are identified for intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Team usually waits until after Tier 1 instruction to determine appropriate response to students struggling to understand the essential learning.</li> <li>Team provides students with additional time and support that does not remove students from new direct instruction when they experience difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Team develops and utilizes a timely, directive, and systemic plan for students when they experience difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Team coordinates a flexible, supportive, and proactive system of intervention for students who experience difficulty.</li> </ul>

Semester	Levels of Performance	Strengths	Enhancements
1	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	<ul style="list-style-type: none"> <li>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.</li> <li>Team develops and utilizes a timely, directive, and systemic plan for students when they experience difficulty.</li> </ul>	The team will begin to analyze patterns in content challenges and student difficulties that are specific to current students in order to ensure equitable supports and access to curriculum.  The Team will coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.
2	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	<ul style="list-style-type: none"> <li>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.</li> <li>Team develops and utilizes a timely, directive, and systemic plan for students when they experience difficulty.</li> </ul>	The team will begin to analyze patterns in content challenges and student difficulties that are specific to current students in order to ensure equitable supports and access to curriculum.  The Team will coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.

▪ **Reflection:** The 5<sup>th</sup> grade PLC team’s level of performance has stayed at Refined. The team continues to anticipate the needs of current students, and plans for differentiated groups in a timely. The team has a strong directive and systemic plan for students when they experience difficulty.

## PROFESSIONAL LEARNING COMMUNITIES

Enriching Learning - Educators extend and enrich the learning for students who have demonstrated mastery.				
Critical	Learning	Literal	Refined	Internalized

<b>Attributes</b>	<ul style="list-style-type: none"> <li>▪ Team does not collectively discuss anticipated differences in the rates of student understanding of the essential learning.</li> <li>▪ Team uses school/district classes, established “pull out” or afterschool programs, and curriculum resources for identified students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team usually waits until after Tier 1 instruction to determine appropriate response to students who already understand the essential learning.</li> <li>▪ Team provides students with additional time and support for enrichment during the school day for those who have moved beyond the essential learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Team develops and utilizes a timely, directive, and systemic plan for students who have moved beyond the essential learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team members analyze patterns specific to current students in order to ensure opportunities to advance in the curriculum.</li> <li>▪ Team coordinates a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning.</li> </ul>
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Semester	Levels of Performance	Strengths	Enhancements
<b>1</b>	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	<p>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.</p> <p>Team develops and utilizes a timely, directive, and systemic plan for students who have moved beyond the essential learning.</p>	<p>The team will begin to analyze patterns in content challenges and student difficulties that are specific to current students in order to ensure equitable supports and access to curriculum.</p> <p>The Team will coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.</p>

Semester	Levels of Performance	Strengths	Enhancements
<b>2</b>	<input type="checkbox"/> Learning <input type="checkbox"/> Literal <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Internalized	<p>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.</p> <p>Team develops and utilizes a timely, directive, and systemic plan for students who have moved beyond the essential learning.</p>	<p>The team will begin to analyze patterns in content challenges and student difficulties that are specific to current students in order to ensure equitable supports and access to curriculum.</p> <p>The Team will coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.</p>
<p><b>Reflection:</b> The 5<sup>th</sup> grade PLC team’s level of performance has stayed at Refined. The team is working towards analyzing patterns in content challenges that are specific to students’. While working on coordinating proactive systems of interventions for students who experience difficulty.</p>			

## PROFESSIONAL LEARNING COMMUNITIES

PLC – Needs Analysis
<ol style="list-style-type: none"> <li>1. Protocols for analyzing student data would benefit the 5<sup>th</sup> grade PLC.</li> <li>2. Protocols for looking at student work would benefit the 5<sup>th</sup> grade PLC.</li> <li>3. Resources on how to work collaboratively as a team would benefit the 5<sup>th</sup> grade PLC.</li> </ol>

## PROFESSIONAL LEARNING COMMUNITIES: ANNUAL REPORT

PLC DATA ANNUAL PROGRESS AND ACTION PLAN		
Component	Semester 1 Phase of Development	Semester 2 Phase of Development
Collaborative Culture	Literal	Refined
Guranteed Curriculum	Refined	Refined
Common Assessment	Literal	Refined
Ensuring Learning	Refined	Refined
Enriching Learning	Refined	Refined
PLC – Action Plan for 2017-18		
<p><b>Progress made in PLC implementation during the 2016-17 school year:</b>                      Throughout the year several professional development trainings were available on and off site that reveiwed protocols for analyzing student data, and looking at student work samples. Our PLC facilitators also went to bi monthly PD’s on Data. The resources were brought back to the PLC and implemented. Weekly classroom walkthroughs and data was also given to PLC’s along with feedback.</p> <p><b>PLC Action Plan for 2017-18 school year:</b>                      Teachers will continue to have a weekly 90 minute PLC block faciliated by CSP’s and Magnet Coordinator. The PLC’s will start the 2<sup>nd</sup> week of school through the last week of school. The block will include data analysis, administrating CFA’s, sharing instructional strategies, enrichment, and intervention grouping, and creating pacing calendars. Next steps will be implementing the framework for student tracking. Goals will be every teacher will have a data binder that will include progress monitoring, and data charts. Teacher leadership roles will be assigned to carry out plans with fidelity.</p>		

**FAMILY/COMMUNITY ENGAGEMENT: ANNUAL REPORT**

<b>FAMILY/COMMUNITY EVENTS ANNUAL TOTALS</b>		
<b># Family/community events</b>		50
<b># Participants in family/community events</b>		2000
	<b>Name of Activity</b>	<b>Brief Description</b>
<b>Type 1: Parenting</b>	Parent coffee	Hosting family learning workshops on topics suggested by parents Example (GED classes, fitness)
<b>Type 2: Communicating</b>	Parent Teacher conferences	Conferences with every parent are done twice a year, with follow-ups as needed.
<b>Type 3: Volunteering</b>	Thanksgiving Food Boxes	Tully Students and their families provided Community outreach to our less fortunate families in our school Community.
<b>Type 4: Learning at Home</b>	Fall Open House	Family Resource Informational Booths were provided – such as Tucson Public Library, Pima Community College Adult Education, Volunteer Opportunities, Foodcorp Nutrition & Garden, Tucson Girls Chorus, Tucson Parks and Recreation, First Tee Program, Boys & Girls Club of Tucson, Information from our school Front Office, Teachers provided information for families on skills required for students in all subjects at each grade.
<b>Type 5: Decision Making</b>	PTO Parent Teacher Organization	Meetings led by our PTO elected officials regarding current and upcoming events.
<b>Type 6: Collaborating with Community</b>	Scholastics Book Fair Family Night	Tully Students and their families had an opportunity to purchase new books.
<b>Reflection:</b> Our partnership with our Families and Community is an essential part of Tully. Our families and community love participating in our school wide events.		

## PARTNERSHIPS

	<b>Established/New Partner</b>	<b>Description of Partnership</b>
1.	Boys and Girls Club	We work closely together maintaining a positive environment within the community. A lot of our students regularly attend the club after school.
2.	Wright Flight	The Wright Flight program enables students to achieve academic success in the classroom as well as outside of the classroom by addressing specific standards and learning objectives. Our 5th graders set personal goals for themselves, and if these SMART goals are met they were rewarded with a real life experience of getting to go up in and fly an airplane.
3.	The University of Arizona Sky School	Sky school provided place-based and inquiry-based science education programs for our students including a 5 day program with 4 <sup>th</sup> graders.
4.	Community Food Bank	Our students donate canned goods to them regularly, and they donate to our students in need as well.
5.	Spirit of Life Church	Donated jackets to our students in need.

## PARTNERSHIPS: SEMESTER 2

	<b>Partnership</b>	<b>New or Established?</b>	<b>Letter of Support on File at Site (Yes/No)?</b>	<b>Description of Partnership – How does it support your magnet program?</b>
1.	Peter Piper Pizza	Established	Yes	Once a month we have Peter Piper Pizza Faculty Family Night that brings together our teachers and families for fun away from school.
2.	Albertsons	Established	Yes	Albertsons provides donations and fundraising opportunities, teaching students goal setting responsibility.
3.	Food Corps. of America	Established	Yes	FoodCorps connects kids to healthy food in school, so they can lead healthier lives and reach their full potential. The students are taught cooking, gardening and get to taste the foods they have grown and prepared themselves.
4.	Junior League of Tucson	New	No (in process)	Junior League of Tucson provided community outreach and assisting with educational readiness. Opportunities were given for our parents to connect with their children.



### CELEBRATIONS AND CHALLENGES: ANNUAL REPORT

Site Level Celebrations	Site Level Challenges
<ul style="list-style-type: none"><li>• Tully’s students Fall Benchmark average was 55.06% and TUSD’s average was 52.06%. We are 3% higher.</li><li>• Our third grade AzMerit scores as a whole, outperformed the district passing average by 4% in ELA and 7% in math.</li><li>• One of our 3<sup>rd</sup> grade classrooms had an overall average of 62% passing score in ELA and 65% passing score in Math.</li><li>• Celebration of the Stars awards given to our 5<sup>th</sup> grade teacher and Principal.</li><li>• Applied for MSA Merit Award</li></ul>	<ul style="list-style-type: none"><li>• Implementing PBIS with the use of trust cards. (Next year we will only distribute to older grades and at the beginning of the year, with clear concise protocol.)</li><li>• MTSS protocols of documentation and keeping accurate data throughout all grade levels. (Next year we will have a clear concise protocol day 1.)</li></ul>