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**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al., Plaintiffs,	4:74-cv-00090-DCB (Lead Case)
v.	
Tucson Unified School District No. 1, et al., Defendants.	

Maria Mendoza, et al. Plaintiffs,	CV 74-204 TUC DCB (Consolidated Case)
v.	
Tucson Unified School District No. 1, et al., Defendants.	

NOTICE OF FILING TRANSITION PLANS

Tucson Unified School District – Legal Department
1010 East 10th Street, Room 24
Tucson, Arizona 85719
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1 Defendant Tucson Unified School District hereby files magnet transition plans for
2 Ochoa Elementary School; Robison Elementary School; Safford K-8 School; Utterback
3 Middle School; Cholla High School; and Pueblo High School as required by this Court’s
4 Amended Order of December 27, 2016 (ECF 1983).¹

5 The exhibit includes a seven-page summary describing the development design and
6 focus, central- and site-level support for implementation and monitoring, a one-page
7 summary for each plan, and each individual plan.

8 Respectfully submitted on January 17, 2017.

10 **TUCSON UNIFIED SCHOOL DISTRICT**
11 **LEGAL DEPARTMENT**

12 s/ Samuel E. Brown
13 Todd Jaeger
14 Samuel E. Brown
15 Attorneys for Tucson Unified School District No. 1

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18 Paul K. Charlton
19 Attorneys for Tucson Unified School District No. 1

26 _____
27 ¹ The Court ordered that magnet status be withdrawn from the six identified schools and
28 further ordered “that within 21 days of the filing date of this Order, TUSD shall file the Transition
Plans for these schools with the Court...”

Certificate of Service

ORIGINAL of the foregoing filed via the CM/ECF Electronic Notification System and transmittal of a Notice of Electronic Filing provided to all parties that have filed a notice of appearance in the District Court Case.

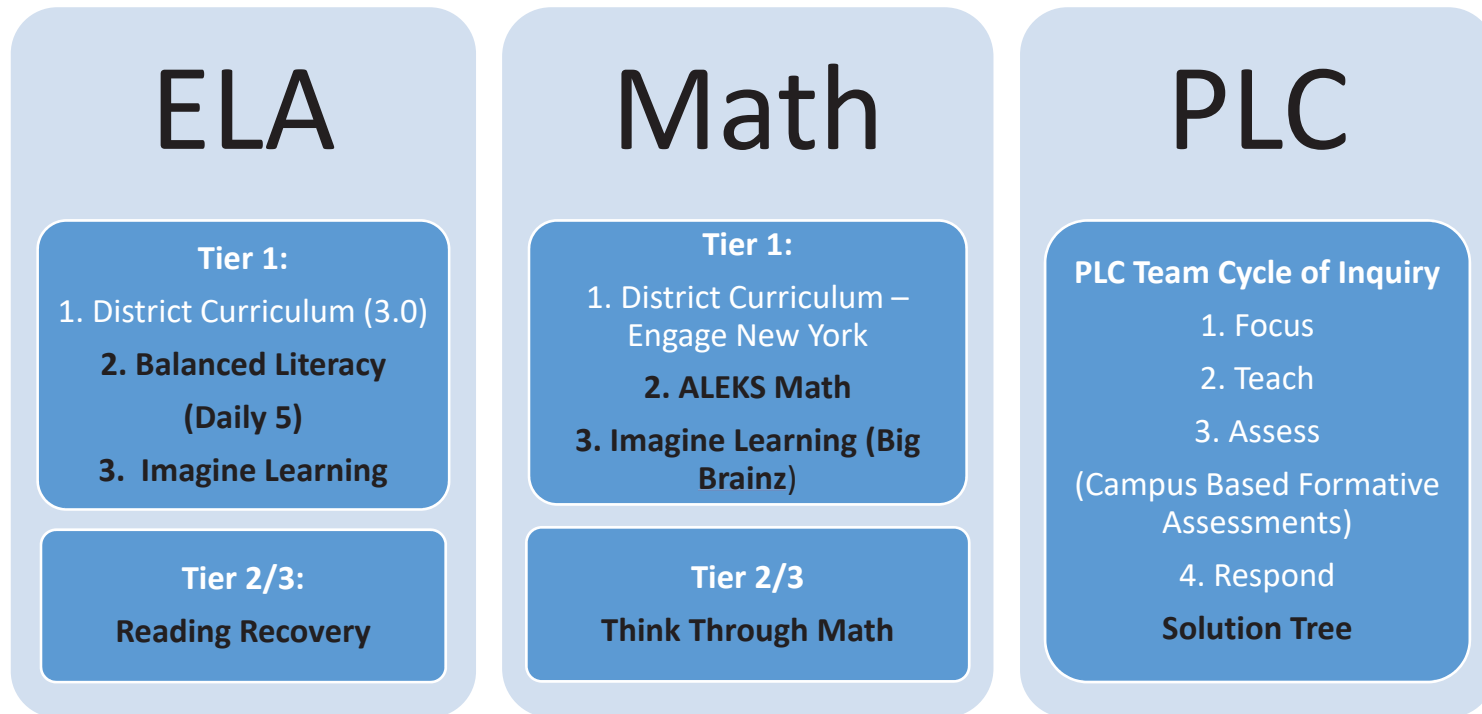
s/ Samuel E. Brown

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TUSD TRANSITION PLANS

The six transition plans outline the District’s strategies and actions related to successful transitions from magnet status for the following schools: Ochoa ES; Robison ES; Safford K8; Utterback MS; Cholla HS; and Pueblo HS. The District will implement the described activities at the identified schools as described, but not necessarily districtwide. To support successful implementation, the District is proposing an additional coordinator in the magnet department and, for the 2017-18 school year, to convert the existing six magnet coordinators to transition coordinators. Through the budget development process for the 2017-18 USP Budget, the District will also consider additional staffing needs at the site level. The Transition Plans are designed around three key focus areas: English/Language Arts (ELA); Math; and Professional Learning Communities (PLC).



Below are summary overviews of each school's plan (full details are included in the plans themselves):

Ochoa Elementary School Transition Plan Summary

Achievement: All grades are below TUSD and state averages for proficiency in ELA and Math from K-5th grade (2nd Grade DIBELS- 44% intensive, 3rd Grade DIBELS 64% intensive, 0% proficiency for 5th grade students in ELA or Math for AzMERIT, 4th Grade ELA- 20% proficiency, 4th Grade Math- 11%).

Highest Need Areas: 4th & 5th Grade ELA & Math/ 2nd & 3rd reading (DIBELS)

School Goals & Strategic Focus Areas: Goals require students to increase their academic performance level in both ELA and Math during the 17-18 school year, by 15 percentage points in Math and 14 percentage points in ELA and to create a Two Way Dual Language Program at the kindergarten entry point. The following focus areas and featured actions are noted:

- Strategic Focus Area #1: Improve Tier 1 Instruction in both ELA and Math, school-wide (Daily 5 Balanced Literacy Practice, Big Brainz Math, Common Lesson Plan Template & Submission)
- Strategic Focus Area #2: Strengthen Tier 2/3 Instruction ELA/Math (Reading Recovery 1st Grade/ Guided Reading PD & Implementation)
- Strategic Focus Area #3: Development of Highly Effective & Functioning PLC Collaborative Teams (Required SMART Goals/Common Formative Assessment PD/ Bell Schedule Change- Job Embedded PLC Time 60 minutes weekly, PLC Framework & Implementation PD)
- Strategic Focus Areas #4 and #5: Family Engagement and Two-Way Dual Language

Robison K-5

Achievement: All grades are below TUSD and state averages for proficiency in ELA and Math from K-5th grade (3rd, 4th, and 5th Grade Math averaged 23% proficiency on AzMERIT, these same grade levels averaged 18% proficiency on ELA)

Highest Need Areas: 3rd, 4th, 5th Grade Math & ELA/ 1st Grade Reading

School Goals & Strategic Focus Areas: School goals note that students will increase achievement on AzMERIT by 15 percentage points in Math for both 3rd and 5th grade and 14 percentage points in ELA for AzMERIT, ELL students will improve their proficiency in Math by 14 percentage points on AzMERIT and will be re-classified at or higher than the 25% state average. The following focus areas and featured actions are noted:

- Strategic Focus Area #1: Improve Tier 1 Instruction in both ELA and Math, school-wide (Daily 5 Balanced Literacy Model/ PD for Sheltered Instruction- ELD support, Reading Recovery)
- Strategic Focus Area #2: Strengthen Tier 2/3 Instruction ELA/Math (Bell Schedule Modified for Daily Intervention Time in ELA & Math/CFA common intervention plans/ Big Brainz Math)
- Strategic Focus Area #3: Development of Highly Effective & Functioning PLC Collaborative Teams (PLC Theory & Implementation PD Campus Wide/Mandatory CFAs every 3 weeks All Grades/Weekly Lesson Plan Submission & Analysis)
- Strategic Focus Area #4: Family and Community Engagement

Safford K-8 School Transition Plan Summary

Achievement: All subgroups are below TUSD and state averages for proficiency in ELA and Math from 3rd through 8th grade, school wide. (3rd grade ELA- 10.4% proficiency on AzMERIT, 6th grade ELA- 14.8%, 3rd Grade Math- 12.5%, 6th-8th Grade Math all have less than 3% proficiency)

Highest Need Areas: ELA 3rd and 6th grade, Math 3rd, 6th, 7th, and 8th

School Goals & Strategic Focus Areas: Goals require students to increase their academic performance level in both ELA and Math during the 17-18 school year, by 10 percentage points. The following focus areas and featured actions are noted:

- Strategic Focus Area #1: Improve Tier 1 Instruction in both ELA and Math, school-wide (Daily 5 Balanced Literacy Practice, Big Brainz Math)
- Strategic Focus Area #2: Strengthen Tier 2 Instruction ELA/Math (During the day intervention periods/ELA/Math, additional aides one per grade level)
- Strategic Focus Area #3: Development of Highly Effective & Functioning PLC Collaborative Teams (Required SMART Goals/Common Formative Assessment PD/ Bell Schedule Change- Job Embedded PLC Time)
- Strategic Focus Area #4: Family and Community Engagement
- Strategic Focus Area #5: Culture & Climate (Leadership PLC, Transition Implementation Committee, Student & Staff Recognition Committees)

Utterback Middle School Transition Plan

Achievement: All grades are below TUSD and state averages for proficiency in ELA and Math from K-5th grade (6th-8th Grade scored between 2.4-4.7% proficiency on AzMERIT Math SPR 16 and between 9-18% proficiency on AzMERIT ELA SPR 16))

Highest Need Areas: 6-8th Grade Math & ELA (Everything)

School Goals & Strategic Focus Areas: School goals note that students will increase achievement on AzMERIT by 10 percentage points in Math for 6th-8th grade and by 10 percentage points in ELA for AzMERIT. The following focus areas and featured actions are noted:

- Strategic Focus Area #1: Improve Tier 1 Instruction in both ELA and Math, school-wide (Centralized lesson plan template, submission, & analysis/AVID Strategy Focus WICOR PD/ PD for Highly Effective Instructional Practices/ Class Walk Through System-Trend Analysis)
- Strategic Focus Area #2: Strengthen Tier 2/3 Instruction ELA/Math (School-wide SEI PD & Strategy Implementation/21st Century Additional Learning Time-Strategic/ Think Through Math/ Daily Interventions for ELA-Math)
- Strategic Focus Area #3: Development of Highly Effective & Functioning PLC Collaborative Teams (PLC Theory & Implementation PD Campus Wide/Modified Bell Schedule to Support Job Embedded Team Meeting Time Weekly/ Structured PD on TUSD Curriculum 3.0/ Campus-wide Assessment PD-highly effective formative practices)
- Strategic Focus Area #4: Family and Community Engagement

Cholla High School Transition Plan

Achievement: All subgroups are below TUSD and state averages for proficiency in ELA 9, ELA 10, Algebra, and Geometry (at or below 50% proficiency in ELA 9-10, below 50% proficiency in Algebra and GEO)

Highest Need Areas: ELA 9, ELA 10, Algebra & Geometry

School Goals & Strategic Focus Areas: Goals require students to increase their academic performance level in both ELA and Math during the 17-18 school year, by one performance level (partially proficient to proficient) on AzMERIT. Additional school goal requires IB students to increase academic performance level in Math and ELA for 17-18 school year. The following focus areas and featured actions are noted:

- Strategic Focus Area #1: Strengthen Tier 1 knowledge and skills in the area of questioning and discussion, student engagement, collaborative structures and lesson assessment.
- Strategic Focus Area #2: Strengthen Tier 2 Instruction ELA/Math (Academic Intervention Team AIT/ 21st Century After School/ ALEKS math / Implementation AVID WICOR Strategies for ELA)
- Strategic Focus Area #3: Development of Highly Effective & Functioning PLC Collaborative Teams; create common formative assessments to support data driven instruction
- Strategic Focus Area #4: Family and Community Engagement
- Strategic Focus Area #5: Enhance Learning Opportunities Through the IB Programme, Including Strengthening Tier 2 Instruction for IB students (IB Summer Academy/ ALE tutors/ IB mock exams/ PT conferences/ Teacher PD)

Pueblo High School Transition Plan

Achievement: Well below TUSD and state averages for proficiency in ELA 9, ELA 10, Algebra, and Geometry (at or below 50% proficiency in ELA 9-10, below 30% proficiency in Algebra and GEO)

Highest Need Areas: ELA 9, ELA 10, Algebra & Geometry

School Goals & Strategic Focus Areas: Goals include improving ELA and Math achievement school wide with the following focus areas, followed by each focus area's strongest action step/program.

- Strategic Focus Area #1: Improve Tier 1 Instruction (Daily lesson plans, Gradual Release of Responsibility (modeling) questioning and discussion strategies, collaborative structures, student engagement and daily lesson assessments)
- Strategic Focus Area #2: Strengthen Tier 2 Instruction ELA/Math (structured during the day ELA intervention period/Math interventions for bottom quartile kids/ Think Through Math)
- Strategic Focus Area #3: Ensure High Quality PLC teams (bell schedule modified to ensure weekly PLC time, Solution's Tree PLC professional development campus wide, CFA training all teachers)
- Strategic Focus Area #4: Family and Community Engagement
- Strategic Focus Area #5: Ensure a Variety of Quality Educational Programs & Opportunities for All Students (dual language, CR expansion)

**Ochoa Elementary School Transition Plan
2017-18 School Year**

Principal: Ms. McCorkle

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

- Section 1: School Data
- Section 2: School Goals and Measureable Objectives
- Section 3: Action Plan
- Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Ochoa Community Magnet School is a Pre-Kindergarten through 5th grade school serving 222 students, whose staff and community has been inspired by the Reggio Philosophy. The school is located in South Tucson. The student population consists predominantly of Latino children with 194 or 87%, 17 Native American children equaling 8% as well as five (5) African American children at 2%. Ochoa also has three (3) White children at 1% and three (3) Multi-Racial children at 1% of the student population. Of the kindergarten through fifth grade children, 95% or 193 children qualify for free and reduced lunch, 31 children or 15% qualify for McKinney Vento services, 24 children or 12% receive Special Education services with another 10 or 5% awaiting evaluation for services. In addition, 45 children or 22% qualify for the English Language Development Program and another 21 children or 10% have reclassified from said program.

The Reggio Environment has been implemented successfully with welcoming learning spaces and engaging studio areas. However the Reggio Philosophy for learning has not integrated fully into the Tier I classroom instruction therefore has not impacted the achievement scores of the students.

Ochoa's recent test scores have shown that all subgroups score below district and state expectations. Ochoa needs to continue to develop strong Tier I strategies to support student achievement.

Teachers have begun to work in PLCs which allows for uniform lesson planning and focused instruction covering the grade level standards. In PLCs, teachers still need to analyze student data, create common formative assessments and design classroom instruction and needed interventions based on the data.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average?
In all grades and in both ELA and MATH, Ochoa students scored below District and State averages.
2. What differences do you see in subgroup performance? Include grade level and content area.

K-3 DIBELS EOY 2015-2016SY

Grade	Intensive	Strategic	Core
K	5% (2 students)	15% (6students)	80% (33 students)
1 st	54% (15 students)	14% (4 students)	32% (9 students)
2 nd	66% (25 students)	16% (6 students)	18% (7 students)
3 rd	42% (15 student)	14% (5 students)	44% (16 students)

K-3 DIBELS EOY 2015-2016 SY

- 33 **Kindergarten** students with 80% at CORE
- 6 **Kindergarten** students with 15% at STRATEGIC
- 2 **Kindergarten** students with 5% at INTENSIVE

- 28 **1st Grade** students with 32% at CORE
- 4 **1st Grade** students with 14% at STRATEGIC
- 15 **1st Grade** students with or 54% at INTENSIVE

- 7 **2nd Grade** students with 18% at CORE
- 6 **2nd Grade** students with 16% at STRATEGIC
- 25 **2nd Grade** students with 66% at INTENSIVE

- 16 **3rd Grade** students with 44% at CORE
- 5 **3rd Grade** students with 14% at STRATEGIC
- 15 **3rd Grade** students with 42% at INTENSIVE

Compared to this year’s 2016-17 beginning DIBELS

Grade	Intensive	Strategic	Core
K	46% (12 students)	15% (5 students)	38% (10 students)
1 st	29% (9 students)	3% (1 students)	68% (21 students)
2 nd	44% (12 students)	4% (1 students)	52% (14 students)
3 rd	64% (18 student)	7% (2 students)	29% (8 students)

- 10 **Kindergarten** students with 38% at CORE
- 5 **Kindergarten** students with 15% at STRATEGIC
- 12 **Kindergarten** students with 46% at INTENSIVE

- 21 **1st Grade** students with 68% at CORE
- 1 **1st Grade** students with 3% at STRATEGIC
- 9 **1st Grade** students with or 29% at INTENSIVE

- 14 **2nd Grade** students with 52% at CORE
- 1 **2nd Grade** students with 4% at STRATEGIC
- 12 **2nd Grade** students with 44% at INTENSIVE

- 8 **3rd Grade** students with 29% at CORE
- 2 **3rd Grade** students with 7% at STRATEGIC
- 18 **3rd Grade** students with 64% at INTENSIVE

AzMERIT 2015-2016 2 year data/ethnicity breakdown (3rd Grade) ELA

	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015 36	Total # of students by Ethnicity whom mastered 2014-2015	Percent Mastery
White	1	1	100%	1	0	0%
African American	1	0	0%	1	0	0%
Hispanic	24	5	21%	28	4	14%
Native American	7	3	43%	5	2	40%
Asian	0			0		
Multi-Racial	2	0	0%	1	0	0%

- On the 3rd Grade AzMERIT 2016 ELA, 1 White student scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2016 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2016 ELA, 5 Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2016 ELA, 3 Native American students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 ELA, 0 White student scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 ELA, 4 Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 ELA, 2 Native American students scored Proficient or Highly Proficient.

AzMERIT 2 year data/ethnicity breakdown (4th Grade) ELA

	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014-2015 36	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	24	3	13%	25	8	14%
Native American	7	2	29%	3	0	40%
Asian	0			0		
Multi-Racial	2	1	50%	1	0	0%

- On the 4th Grade AzMERIT 2016 ELA, 0 White student scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 ELA, 3 Hispanic students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 ELA, 2 Native American students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 ELA, 1 Multi-Racial student scored Proficient or Highly Proficient.

- On the 4th Grade AzMERIT 2015 ELA, 0 White student scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 ELA, 8 Hispanic students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 ELA, 0 Native American students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 ELA, 0 Multi-Racial students scored Proficient or Highly Proficient.

AzMERIT 2 year data/ethnicity breakdown (5th Grade) ELA

	Total # of students 2015-2016	Total # of students who mastered	Percent Mastery	Total # of students 2014-2015	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	20	0	0%	31	1	3%
Native American	4	0	0%	5	0	0%
Asian	0			1	0	0%
Multi-Racial	1	0	0%	0	0	0%

- On the 5th Grade AzMERIT 2016 ELA, 0 White student scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2016 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2016 ELA, 0 Hispanic students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2016 ELA, 0 Native American students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2016 ELA, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 5th Grade AzMERIT 2015 ELA, 0 White student scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 ELA, 1 Hispanic student scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 ELA, 0 Native American students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 ELA, 0 Multi- Racial students scored Proficient or Highly Proficient.

AzMERIT 2-year data/ethnicity breakdown (3rd Grade) MATH

	Total # of students 2015-2016	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015	Total # of students who mastered 2014-2015	Percent Mastery
White	1	0	0%	1	1	100%
African American	1	0	0%	1	0	0%
Hispanic	24		29%	28	4	14%
Native American	7	3	43%	5	2	40%
Asian	0			0		
Multi-Racial	2	0	0%	1	0	0%

- On the 3rd Grade AzMERIT 2016 Math, 0 White student scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2016 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2016 Math, Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2016 Math, 3 Native American students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2016 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 3rd Grade AzMERIT 2015 Math, 1 White student scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 Math, 4 Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 Math, 2 Native American students scored Proficient or Highly Proficient.
- On the 3rd Grade AzMERIT 2015 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

AzMERIT 2-year data/ethnicity breakdown (4th Grade) MATH

	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014-2015 36	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	24	2	8%	25	1	4%
Native American	7	1	14%	3	0	0%
Asian	0			0		
Multi-Racial	2	0	0%	1	0	0%

- On the 4th Grade AzMERIT 2016 Math, 0 White student scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 Math, 2 Hispanic students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2016 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 4th Grade AzMERIT 2015 Math, 0 White student scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 Math, 1 Hispanic student scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 Math, 0 Native American students scored Proficient or Highly Proficient.
- On the 4th Grade AzMERIT 2015 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

AzMERIT 2-year data/ethnicity breakdown (5th Grade) MATH

	Total # of students 2015-2016	Total # of students who mastered	Percent Mastery	Total # of students 2014-2015	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	20	0	0%	32	2	6%
Native American	4	0	0%	5	1	20%
Asian	0			1	0	0%
Multi-Racial	1	0	0%	0		

- On the 5th Grade AzMERIT 2016 Math, 0 White student scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2016 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2016 Math, 0 Hispanic students scored Proficient or Highly Proficient.
- On the 5th Grade AZMERIT 2016 Math, 0 Native American students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2016 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 5th Grade AzMERIT 2015 Math, 0 White student scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 Math, 2 Hispanic students scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 5th Grade AzMERIT 2015 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

Benchmark Data:

School City year data/ethnicity breakdown (2nd Grade) MATH

	Total # of students 2016-2017 #30	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 # 36	Total # of students 2015-2016	Percent Mastery
White	0			0		
African American	0			1	0	0%
Hispanic	27	5	18%	31	3	10%
Native American	1	0	0%	4	0	0
Asian	0			0		
Multi-Racial	2	0	0%	0		

- On the 2nd Grade School City Fall Math Benchmark 2016, 0 White student scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 0 African American students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 5 Hispanic students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 0 Native American students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 0 Multi-Racial students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Spring Math Benchmark 2015, 0 White student scored Proficient or Highly Proficient.
- On the 2nd Grade School City Spring Math Benchmark 2015, 0 African American students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Spring Math Benchmark 2015, 3 Hispanic students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Spring Math Benchmark 2015, 0 Native American students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Spring Math Benchmark 2015, 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (3rd Grade) MATH

	Total # of students 2016-2017 # 30	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 # 33	Total # of students 2015-2016	Percent Mastery
White	0			1	1	100%
African American	2	0	0%	0	0	
Hispanic	26	4	16%	23	8	35%
Native American	2	1	50%	7	5	71%
Asian	0			0		
Multi-Racial	0			2	0	0%

- On the 3rd Grade School City Fall Math Benchmark 2016, 0 White student scored Proficient or Highly Proficient.
- On the 3rd School City Fall Math Benchmark 2016, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Fall Math Benchmark 2016, 4 Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Fall Math Benchmark 2016, 1 Native American student scored Proficient or Highly Proficient.
- On the 3rd Grade School City Fall Math Benchmark 2016, 0 Multi-Racial students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring Math Benchmark 2015, 1 White student scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring Math Benchmark 2015, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring Math Benchmark 2015, 8 Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring Math Benchmark 2015, 5 Native American students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring Math Benchmark 2015, 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (4th Grade) MATH

	Total # of students 2016-2017 # 32	Total # of students who mastered	Percent Mastery	Total # of students 2015-2016 # 35	Total # of students 2015-2016	Percent Mastery
White	1	0	0%	0		
African American	1	0	0%	2	0	0%
Hispanic	25	4	16%	24	2	8%
Native American	5	0	0%	7	2	29%
Asian	0					
Multi-Racial	0			3	0	0%

- On the 4th Grade School City Fall Math Benchmark 2016, 0 White students scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall Math Benchmark 2016, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall Math Benchmark 2016, 4 Hispanic students scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall Math Benchmark 2016, 0 Native American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall Math Benchmark 2016, 0 Multi-Racial students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring Math Benchmark 2015, 0 White student scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring Math Benchmark 2015, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring Math Benchmark 2015, 2 Hispanic students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring Math Benchmark 2015, 2 Native American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring Math Benchmark 2015, 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (5th Grade) MATH

	Total # of students 2016-2017 # 33	Total # of students who mastered	Percent Mastery	Total # of students 2015-2016 # 25	Total # of students 2015-2016	Percent Mastery
White	0			0		
African American	1	0	0%	1	0	0%
Hispanic	28	3	11%	20	0	0%
Native American	4	1	25%	3	0	0%
Asian	0			0		
Multi-Racial	0			1	0	0%

- On the 5th Grade School City Fall Math Benchmark 2016, 0 White student scored Proficient or Highly Proficient.
- On the 5th Grade School City Fall Math Benchmark 2016, 0 African American students scored Proficient or Highly Proficient.
- On the 5th Grade School City Fall Math Benchmark 2016, 3 Hispanic students scored Proficient or Highly Proficient.
- On the 5th Grade School City Fall Math Benchmark 2016, 1 Native American student scored Proficient or Highly Proficient.
- On the 5th Grade School City Fall Math Benchmark 2016, 0 Multi-Racial students scored Proficient or Highly Proficient.
- On the 5th Grade School City Spring Math Benchmark 2015, 0 White students scored Proficient or Highly Proficient.
- On the 5th Grade School City Spring Math Benchmark 2015, 0 African American students scored Proficient or Highly Proficient.
- On the 5th Grade School City Spring Math Benchmark 2015, 0 Hispanic students scored Proficient or Highly Proficient.
- On the 5th Grade School City Spring Math Benchmark 2015, 0 Native American students scored Proficient or Highly Proficient.
- On the 5th Grade School City Spring Math Benchmark 2015, 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (2nd Grade) ELA

	Total # of students 2016-2017 #25	Total # of students who mastered	Percent Mastery	Total # of students 2015-2016 #	Total # of students 2015-2016	Percent Mastery
White	0					
African American	0					
Hispanic	22	6	28%			
Native American	1	0	0%			
Asian	0					
Multi-Racial	2	0	0%			

- On the 2nd Grade School City Fall Math Benchmark 2016, 0 White students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 0 African American students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 6 Hispanic students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 0 Native American students scored Proficient or Highly Proficient.
- On the 2nd Grade School City Fall Math Benchmark 2016, 0 Multi-Racial students scored Proficient or Highly Proficient.

*In the 2015-2016 SY this assessment was not given.

School City year data/ethnicity breakdown (3rd Grade) ELA

	Total # of students 2016-2017 # 22	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 #35	Total # of students 2015-2016	Percent Mastery
White	0			1	1	100%
African American	2	0	0%	1	0	0%
Hispanic	18	3	17%	24	5	21%
Native American	2	0	0%	7	3	43%
Asian	0			0		
Multi-Racial	0			2	0	0%

- On the 3rd Grade School City Fall ELA Benchmark 2016, 0 White student scored Proficient or Highly Proficient.
- On the 3rd Grade School City Fall ELA Benchmark 2016, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Fall ELA Benchmark 2016, 3 Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Fall ELA Benchmark 2016, 0 Native American students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Fall ELA Benchmark 2016, 0 Multi-Racial students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring ELA Benchmark 2015, 1 White student scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring ELA Benchmark 2015, 0 African American students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring ELA Benchmark 2015, 5 Hispanic students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring ELA Benchmark 2015, 3 Native American students scored Proficient or Highly Proficient.
- On the 3rd Grade School City Spring ELA Benchmark 2015, 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (4th Grade) ELA

	Total # of students 2016-2017 # 24	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 #35	Total # of students 2015-2016	Percent Mastery
White	1	0	0%	0		
African American	1	0	0%	2	0	0%
Hispanic	17	3	18%	24	3	13%
Native American	5	0	0%	7	2	29%
Asian	0			0		
Multi-Racial	0			2	1	50%

- On the 4th Grade School City Fall ELA Benchmark 2016, 0 White student scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall ELA Benchmark 2016, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall ELA Benchmark 2016, 3 Hispanic students scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall ELA Benchmark 2016, 0 Native American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Fall ELA Benchmark 2016, 0 Multi-Racial students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring ELA Benchmark 2015, 1 White student scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring ELA Benchmark 2015, 0 African American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring ELA Benchmark 2015, 3 Hispanic students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring ELA Benchmark 2015, 2 Native American students scored Proficient or Highly Proficient.
- On the 4th Grade School City Spring ELA Benchmark 2015, 1 Multi-Racial student scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (5th Grade) ELA

	Total # of students 2016-2017 # 25	Total # of students who mastered	Percent Mastery	Total # of students 2015-2016 #27	Total # of students 2015-2016	Percent Mastery
White	0			0		
African American	1	0	0%	2	0	0%
Hispanic	20	3	15%	20	0	0%
Native American	4	1	25%	4	0	0%
Asian	0			0		
Multi-Racial	0			1	0	0%

- On the 5th Grade School City Fall ELA Benchmark 2016:
 - 0 White student scored Proficient or Highly Proficient.
 - 0 African American students scored Proficient or Highly Proficient.
 - 3 Hispanic students scored Proficient or Highly Proficient.
 - 1 Native American student scored Proficient or Highly Proficient.
 - 0 Multi-Racial students scored Proficient or Highly Proficient.
- On the 5th Grade School City Spring ELA Benchmark 2015
 - 0 White student scored Proficient or Highly Proficient.
 - 0 African American students scored Proficient or Highly Proficient.
 - 0 Hispanic students scored Proficient or Highly Proficient.
 - 0 Native American students scored Proficient or Highly Proficient.
 - 0 Multi-Racial students scored Proficient or Highly Proficient.

3. Which student subgroups need the most assistance? Include grade level and content area.

Hispanic, Native American, African-American and Multi-racial subgroups need the most assistance in 3rd, 4th and 5th grade in ELA and MATH. Our Hispanic, Native American and African-American are the largest subgroups. At Ochoa.

4. Does performance (achievement/growth) differ across content areas? Is there one content area in which performance is weaker? ELA appears slightly stronger (1%) than MATH across grade levels according to AzMERIT 2015-16.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

The end-of year DIBELS data is very similar to the beginning of the year data other than a slight drop from Kinder to 1st grade. With the exception of 2nd grade there was growth in MATH School City Benchmark data from end of the year to beginning of the year in grades 3, 4 and 5.

2. What are the trends in performance over time? (annual indicators)

Since 2015, the trends in performance over time indicate all our students' AZ Merit scores continue to drop in both Math and ELA.

Task 3 : Prioritize Concerns

1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)

Based on AzMERIT 15-16SY, 0% of 5th grade students scored proficient in Math or ELA.
Based on AzMERIT 15-16SY, 11% of 4th grade students scored proficient in Math.
Based on AzMERIT 15-16SY, 20% of 4th grade students scored proficient in ELA.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students will improve academic performance in MATH and ELA.</p>	<p>1. By May 2018, Ochoa students will increase proficiency on ELA AzMERIT by 15% from 15% in 2015-2016 School Year to 30% in 2017-2018 School Years.</p>
	<p>2. By May 2018 Ochoa students will increase proficiency on MATH AzMERIT by 14% from 14% in 2015-2016 School Year to 28% in 2017-2018 School Year.</p>
Goal 2	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>Create a Two-Way Dual Language Program.</p>	<p>1. By August 2017 Ochoa will have one Kindergarten classroom instructed in 90% Spanish and 10% English.</p>
	<p>2. By August 2018 Ochoa will continue Kindergarten class and add 1st grade classroom instructed in 90% Spanish and 10% English.</p>

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Tier 2 Interventions for Math and ELA
3. High Functioning Professional Learning Communities
4. Family and Community Engagement
5. Two-Way Dual Language Program

Strategic Focus Area #1: STRENGTHEN INSTRUCTION FOR ALL STUDENTS (Math & ELA)			
School's Priorities: Strengthen Tier I Instruction through use of effective strategies and researched based programs.			School Leader Responsible: Principal & Instructional Leaders
Desired Outcome: Students will show higher achievement scores on AzMERIT as well as TUSD Benchmarks			
Action Steps (Strategic Focus Area #1) STRENGTHEN INSTRUCTION FOR ALL STUDENTS (Math & ELA)			
	Person Completing Action	Timeline	Resources Needed / Source
Use of common daily lesson plan template. Ensure teachers' lesson plans include engagement strategies, questioning strategies, differentiation, Daily Five, Balanced Literacy and how students will receive immediate and authentic feedback.	Teachers, PLC Teams, Principal	August, 2017 – May, 2018	Common Lesson Plan Template, District Curriculum (3.0), Essential Elements of Instruction (EEI),
Implementation of Imagine Learning and Big Brainz Technology Programs	Teachers	August, 2017 – May, 2018	Purchase of Big Brainz and Imagine Learning
Instructional Leaders will provide teachers with written and oral feedback through walk-throughs and classroom observations using the AD HOC element section of My Learning Plan. My Learning Plan would track classroom visits to achieve inter-rater reliability amongst all administrators and instructional specialists performing walk-through visits.	Principal, District Administrators, Data Coach, Instructional Math and	August 2017 – May, 2018	My Learning Plan Technology, Tablets

Information gathered from walk-throughs will be analyzed to address instructional trends challenges and weaknesses with regard to implementation of TUSD curriculum 3.0, PLC fidelity, and the usage of highly effective instructional strategies in real time, as well as the posting of objectives.	Reading Specialists		
Identify exemplary teachers to provide PD and resources for other teachers	Principal, Instructional Specialists, District Administrators	August 2017 – May 2018	Resources
Ensure clear learning goals and strategies for success are developed for each lesson in math and reading and communicated to students throughout the teaching of the lesson	Teachers, PLC Teams, Principal	August, 2017 – May, 2018	TUSD Math Department Presentation
Implementation of Balanced Literacy and Daily 5 in all classrooms for ELA.	Teachers, PLC Teams, Reading Consultants, Reading Specialist, Principal	August, 2017 – May, 2018	Purchase of Daily Five book
Ongoing professional development on Tier I instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.	Reading and Math Consultants, Principal, Math and Reading Instructional Specialists	August, 2017 and May, 2018	Consultants, TUSD Curriculum Departments
Ongoing professional development on Balanced Literacy, Imagine Learning, Big Brainz and Daily 5 Literacy Structure in the context of a Balanced Literacy Model.	Reading and Math Consultants, Principal, Math and Reading Instructional Specialists	August, 2017 and May, 2018	Consultants, TUSD Curriculum Departments

Use of common formative assessments every two weeks in all classrooms	Teachers, PLC Teams, Reading/Math Instructional Specialists, Principal	August, 2017 – May, 2018	Common Formative Assessments
Implementation of Story Workshop in all classrooms for teaching writing	Teachers, Reading Instructional Specialists	August, 2017 – May, 2018	Story Workshop materials
Stories that Soar in all classrooms for teaching writing	Teachers, Reading Instructional Specialists	August, 2017 – May, 2018	Stories that Soar Program

Progress Indicators (Strategic Focus Area #1) STRENGTHEN INSTRUCTION FOR ALL STUDENTS (Math & ELA)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
6/2018	AzMERIT results in Math and ELA	Principal, Data Coach, Instructional Specialists	
August, 2017- May, 2018	TUSD Benchmark results in Math and ELA	Principal, Data Coach and Instructional Specialists	
August, 2017 – May, 2018	Next Step Guided Reading Assessment (NSGRA) Results	Teachers, Principal, Data Coach	
August, 2017 – May, 2018	DIBELS Results	Teachers, Data Coach, Principal	

Strategic Focus Area #2: INTERVENTION AND SUPPLEMENTAL SERVICES (Math & ELA)			
School's Priorities: Strengthen Tier II Strategies and Interventions			School Leader Responsible: Principal and Instructional Leaders
Desired Outcome: Students will show higher achievement scores on AzMERIT as well as TUSD Benchmarks. In addition, there will be a reduction in MTSS referrals and Tier III interventions.			
Action Steps (Strategic Focus Area #2) INTERVENTION AND SUPPLEMENTAL SERVICES (Math & ELA)			
	Person Completing Action	Timeline	Resources Needed / Source
Implementation of Reading Recovery for 1 st grade students	Reading Recovery Teachers, Principal	August, 2017- May, 2018	Reading Recovery Program and Teacher
Teachers will use small group instruction in Math and Big Brainz which focuses on math procedural fluency and automaticity. A schedule will be developed to use available technology (lab and COWS) for implementation of Big Brainz for Tier II and Tier III interventions.	Teachers, Math Instructional Specialists, Math Consultants	August, 2017 – May, 2018	Big Brainz Technology, Math Consultants, Instructional Math Specialists, COWS
Teachers will use Guided Reading small group instruction and Imagine Learning to support ELA. Tier II and Tier III student will meet daily for guided reading lessons.	Teachers, Instructional Reading Specialists, Reading Consultants	August, 2017 – May 2018	Reading Consultants, Instructional Reading Specialists, Imagine Learning Technology
Use of Success Maker technology program for identified students	Teachers	August, 2017 – May 2018	Success Maker Technology Program
PD – Guided Reading and Small Group Instruction, Imagine Learning, Success Maker Reports	Teachers, Instructional Specialists and Consultants	August, 2017 – May, 2018	TUSD Curriculum Depts., TUSD Assessment Dept., Instructional Specialists, Reading Consultants

PD - Big Brainz		Teachers, Math Instructional Specialist	August 2017 – May 2018	TUSD Curriculum Departments and Math Consultants
Progress Indicators (Strategic Focus Area #2) INTERVENTION AND SUPPLEMENTAL SERVICES (Math & ELA)				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments	
June, 2018	AzMERIT results in Math and ELA	Principal, Data Coach, Instructional Specialists		
August, 2017 – May, 2018	Benchmark results in Math and ELA	Principal, Data Coach, Instructional Specialists		
August, 2017 – May, 2018	NSGRA Results	Principal Data Coach, Instructional Specialists		
August, 2017 – May, 2018	DIBELS results	Principal, Data Coach and Instructional Specialists		

Strategic Focus Area #3: HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES			
School's Priorities: PLCs embedded in the school day once a week for 60 minutes.			School Leader Responsible: Principal and Instructional Leaders
Desired Outcome: Teachers will engage in the PLC process weekly for data analysis, creation of common formative assessments and needed interventions and re-teaching.			
Action Steps (Strategic Focus Area #3) HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES			
	Person Completing Action	Timeline	Resources Needed / Source
Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Ochoa faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
Develop SMART (Specific, Measurable, Achievable, Realistic, and Time Bond) goals for all subject/grade levels.	Teachers, PLCs	August, 2017 – May, 2018	
PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by the district's curriculum scope and sequence.	Teachers, PLCs	August, 2017 – May, 2018	TUSD Curriculum and Scope and Sequence
Use data from walk-throughs and lesson plans to determine alignment to curriculum and implementation.	Principal, Instructional Specialists and Data Coach	August, 2017 – May, 2018	Walk-through Feedback
Develop CFA calendars for every grade level	Principal, Instructional Specialist and Data Coach	August 2017	School City, TUSD Scope and Sequence
Provide professional development for teachers on formatives (checks for understanding, formative and common formative assessments).	Principal, Instructional Specialists, and Data Coach	August, 2017 – May, 2018	

Instructional leaders monitor the curriculum, lesson planning, and formative assessment development.	Principal, Instructional Specialists and Data Coach	August, 2017 – May, 2018	
Utilize formative assessment data to monitor student progress, adjust instruction, develop instructional strategies, plan new lessons and identify students who need additional time and support for learning.	Teachers, PLC	August, 2017 – May, 2018	Formative Assessment Data
Utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.	Teachers, PLC	August, 2017 – May, 2018	Benchmark Assessment Data
Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	Principal, Instructional Specialists, Data Coach	August, 2017 – May, 2018	
Provide PD for Long-Term Substitutes in PBIS, PLCs, and TUSD Disciplinary Policy	Principal, TUSD Departments	1 st quarter 2017	TUSD Departmental Professional Developments, Ochoa

Progress Indicators (Strategic Focus Area #3) HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
August 2017	CFA calendar for every grade level completed	Principal, Instructional Specialist and Data Coach	
August, - 2017 - ongoing	Teacher lesson plans show alignment of instruction to curriculum standards and CFA Calendar	Principal, Instructional Specialists, PLCs	

August, 2017	Professional Development Calendar	Principal, Data Coach, Instructional Specialists, PLCs	
August, 2017-ongoing	School PLC Agenda and Minutes (PLC Guide p.33)	Principal, PLCs, Instructional Specialists	
August, 2017 - ongoing	Analyzing Student Work (PLC Guide p.43)	PLCs, Instructional Specialists, Data Coach	
August, 2017 - ongoing	Students scheduled for Tier 2 intervention	Teachers, Data Coach	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Principal
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
Hire or maintain either Student and Family Support Liaison (Certified) or School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	<ul style="list-style-type: none"> • Funding to pay for 1.0 FTE • Space for Liaison
Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> • 2190.6120 Family Engagement Added Duty for certified staff members as needed • 2190.6220 Family Engagement benefits as needed. • 2190.6611 Family Engagement Supplies as needed
Participate in community events, including but not limited to; Healthy South Tucson Coalition, John Valenzuela Youth Center, Southern Arizona Optimist Club, Casa Maria, Southside Presbyterian Church community.	Community Representative, Principal	August 2017 - May 2018	<ul style="list-style-type: none"> • Liaison • Principal
Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator	By end of each Quarter	<ul style="list-style-type: none"> • FACE point-of-contact

Actively and regularly involve Site Council in review of Transition Plan implementation.	Liaison, Site Council	Monthly	<ul style="list-style-type: none"> • Site Council point-of-contact
Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	<ul style="list-style-type: none"> • Principal
Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allows for home-school communication).	Principal, Liaison, Teachers, Parents	August 2017-May 2018	<ul style="list-style-type: none"> • Webmaster • Office Manager
Coordinate resources to support students and families with basic needs.	Community Representative	August 2017 - May 2018	<ul style="list-style-type: none"> • PD • TUSD Family Engagement Department • Family Resource Centers as well as County and City
Coordinate resources for furthering educational opportunities for parents (Math and Literacy Workshops and Community Educational Opportunities).	Community Representative, Instructional Specialist, Principal	August 2017 - May 2018	<ul style="list-style-type: none"> • PD • TUSD Family Engagement Department • Family Resource Centers as well as County and City
Strategize attendance dilemmas, family check-ins, home visits.	Community Rep, Attendance Technician, Data Coach, Principal	August 2017 - May 2018	<ul style="list-style-type: none"> • Synergy Records • TUSD protocol and resources

Progress Indicators (Strategic Focus Area #4): Family and Community Engagement

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By Sept 2017	<ul style="list-style-type: none"> • Position Control for Liaison 	Principal, Office Manager	

By the end of Quarters 1, 2, and 3	<ul style="list-style-type: none"> • Advertisements/Fliers documenting three family and community events • Sign-in sheets documenting attendance during three family and community events 	Liaison	
August-May 2018	<ul style="list-style-type: none"> • Fliers documenting community events • Event participation log, maintained by Liaison 	Liaison	
May 2018	<ul style="list-style-type: none"> • Log: Maintained by Liaison, documenting communication with FACE representative 	Liaison	
May 2018	<ul style="list-style-type: none"> • Site Council agendas documenting transition plan progress 	Site Council Secretary, Liaison	
May 2018	<ul style="list-style-type: none"> • Sign in sheets documenting Site Council (and other school committee) participation • Agendas documenting items relevant to family and community engagement 	Liaison	
May 2018	<ul style="list-style-type: none"> • Samples of communication with family and community 	Liaison, Webmaster, Office Manager	
April 2018	<ul style="list-style-type: none"> • Letters of support from family, community, and partners (updated annually) 	Liaison, Transition Coordinator	
May 2018	<ul style="list-style-type: none"> • Log of referrals for parents / families needing assistance 	Liaison	
	<ul style="list-style-type: none"> • List of educational opportunities made available to parents • Sign-in sheets for each class 	Liaison Instructor	
August 2017-May 2018	<ul style="list-style-type: none"> • Attendance data and trend analysis 	Liaison Transition Coordinator Principal	

Strategic Focus Area #5: Two-Way Dual Language Program			
School's Priorities: PD for understanding and implementation of Two-Way Dual Language Program.			School Leader Responsible: Principal and Instructional Leaders
Desired Outcome: Total implementation of the Two-Way Dual Language Program over six years.			
Action Steps (Strategic Focus Area #5: Two-Way Dual Language Program)			
	Person Completing Action	Timeline	Resources Needed / Source
Recruit teachers with bilingual endorsement to teach in program	TUSD Human Resources, TUSD Language Acquisition Specialists, Principal	July, 2017	Endorsed teachers
PD for teachers, support staff and classified staff on the Two-Way Dual Language Program	TUSD Language Acquisition Specialists, Principal, Instructional Specialists	July, 2017- May, 2018	TUSD Language Acquisition Specialists
Parent Training of the Two-Way Dual Language Program	TUSD Language Acquisition Specialists, Principal	July, 2017 - May, 2018	PTSA Leadership, Parents, Teachers, TUSD Language Acquisition Specialists

Create kindergarten classroom with a make-up of 1/3 native Spanish speakers, 1/3 bilingual speaking students and 1/3 native English speakers.	Principal, TUSD School Community Services; TUSD Language Acq Specialists	July, 2017	
Create a school-wide bilingual and bi-literate environment; office staff, signs, field trips,	Principal, Office Staff, Teachers, Instructional Specialists	July, 2017 – August, 2018	Signs, Staff, Teachers, Principals
Monthly Lunch and Linking Meetings and Cafecitos with Parents	Principal, Community Rep.	July, 2017 – August, 2018	
Implementation of TUSD Assessments Framework for Two Way Dual Language	Teachers, Data Coach, Instructional Specialists	July, 2017 – May, 2018	Assessments

Progress Indicators (Strategic Focus Area #5: Two-Way Dual Language Program)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
August, 2017	Accurate Student Language Groupings for Kindergarten Classroom	Principal, TUSD School Community, TUSD Language Acq. Specialists	
August, 2017 – May, 2018	DIBELS Results – English –Canciones y Cuentos (Sp)	Teachers, Data Coach	
Fall, 2017	School City Writing Results (Spanish)	Teachers, Data Coach	

SECTION 4: IMMEDIATE ACTIONS**Teacher Vacancies**

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 School Year and the fall of the 2017-18 School Year.

	Action	Person Responsible	Timeline
1	Inform parents and community of the Transition Plan benefits and opportunities the Two-Way Dual Language Program will provide the children, families and community at large.	Principal, Community Representative,	July 2017
2	Continue to build Professional Learning Communities (PLCs) in order to create a culture of continuous learning and working collaboratively to unpack the highly leveraged standards, developing common formative assessments, and using data to support instruction.	Principal, Instructional Specialist, PLC Teachers	August 2017
3	Assemblies, Professional Developments and Cafecitos to recognize child, community and/or staff accomplishments.	Principal	August 2017
4	Recruiting accurate configuration for Kindergarten.	Principal	August 2017
5	Recruit and retain bilingual endorsed teachers.	Principal, TUSD Language Acquisition Specialist	August 2017
6	Provide PD for Long-Term Substitutes in PBIS, PLCs, and TUSD Disciplinary Policy	District	October 2017

**Robison Elementary School Transition Plan
2017-18 School Year**

Principal: Dr. Julie Laird

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Robison Elementary School is a unique community. In addition to neighborhood students, Robison attracts many magnet (open-enrollment) students. Many of these students are a part of generations of families who have attended Robison.

Our population is racially and culturally diverse. The majority of our students are facing socio-economic challenges that limit their academic and social goals. Robison serves a high number of students living in poverty with a free and reduced lunch eligibility rate of 93%. Currently, 19% of our students are classified as English Language Learners with seven (7) languages being represented. Within our community, our refugee population represents 6% of our students. Robison is a school within TUSD which struggles with students maintaining attendance, resulting in a 13% mobility rate. In addition, Robison is making great efforts for our students with disabilities to be integrated within our general education population. Currently 22% of our students have an Individualized Education Plans (IEP). All of these risk factors contribute to the necessity for programs and systems which support student achievement for all students. Our goal is to ensure that all students who attend our school are given as many learning opportunities as possible to find academic success and to ensure future success.

Inquiry Process

Task 1: Review Current Performance

1. *In which grade level-content areas did the school score below district average?*
Robison was below district average on ELA and Math in every grade level.

2. *What differences do you see in subgroup performance? Include grade level and content area. Per AzMERIT 2015-2016:*

- In 3rd grade math, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 40% proficient
 - African American 0% proficient
 - Hispanic 38% proficient
 - Multi 0% proficient
- In 3rd grade ELA, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 20% proficient
 - African American 0% proficient

- Hispanic 12% proficient
- Multi-racial not tested
- In 4th grade math, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 43% proficient
 - African American 0% proficient
 - Hispanic 20% proficient
 - Multi-racial 33% proficient
- In 4th grade ELA, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 29% proficient
 - African American 13% proficient
 - Hispanic 29% proficient
 - Multi-racial 33% proficient
- In 5th grade math, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 0% proficient
 - Hispanic 14% proficient
 - African American 0% proficient
 - Multi-racial 0% proficient
- In 5th grade ELA, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 0% proficient
 - Hispanic 19% proficient
 - African American 0% proficient
 - Multi-racial 0% proficient

3. *Which student subgroups need the most assistance? Include grade level and content area.* Though African American groups have the lowest N size, they are the lowest performers across all content areas. Hispanics scored lower in 3rd grade ELA and in 4th grade math.

4. *Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?* Our average percent passing for 3rd, 4th, and 5th grade math was 23.3%, compared with the district average that was 36% as measured by the 2016 AzMERIT. The average ELA was 18% compared with the district average of 36% as measured by the 2016 AzMERIT. Therefore both ELA and math were lower than the district average and need targeted attention.

Task 2: Identify Performance Trends

1. *How is performance changing during the school year? (benchmark measures)*

In looking at SY14-15 ATI as well as SY 15-16 School City data on math, all subgroups did increase in math academic performance across each quarter in every grade level. However, Robison’s AzMERIT performance was 23.2% in math which was below the district average of 36.1% proficiency in Math.

In looking at our SY 14-15 ATI as well as SY 15-16 School City data on ELA there were inconsistencies in progress for all ethnicities. There were fluctuations in progress from quarter to quarter.

2. *What are the trends in performance over time? (annual indicators) AzMERIT student proficient percentages:*

ELA 2015 AzMERIT 3rd grade ELA 20% 4th grade ELA 11% 5th grade ELA 16%	ELA 2016 AzMERIT 3rd grade 13% 4th grade 25% 5th grade 16%
Math 2015 AzMERIT 3rd grade 25% 4th grade 10% 5th grade 25%	Math 2016 AzMERIT 3rd grade 38% 4th grade 20% 5th grade 12%

4th grade cohort students showed growth in both ELA and Math

5th grade cohort students showed growth in ELA

Task 3 : Prioritize Concerns

1. *What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)*

- ELA in Kinder through 5th grade.
- Math 3rd through 5th grade.
- Targeted support for ELL students with language development.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p><i>Goal for Non-Academically Proficient Students:</i> Increase all student learning and achievement in ELA.</p>	<p>1. By May of 2018, the percentage of students in 3rd-5th grade will increase from 18% to at least 32% proficient in ELA as measured by AzMERIT.</p>
	<p>2. By May of 2018, the reclassification rate of English Language Learners will exceed our current rate of 25% as measured by AZELLA.</p>
	<p>3. By May of 2018, the percentage of students who are Hispanic in 3rd-5th grade will increase from 18% to at least 32% proficient in ELA as measured by AzMERIT.</p>

Goal 2	Measurable Objectives
<p><i>Goal for Non-Academically Proficient Students:</i> Increase all student learning and achievement in math.</p>	<p>1. By May of 2018, the percentage of students in 3rd-5th grade will increase from 23.3% to at least 37.3% proficient in math as measured by AzMERIT.</p>
	<p>2. By May of 2018, the percentage of students who are ELL in 3rd-5th grade will increase from 0% to at least 14% proficient in math as measured by AzMERIT.</p>
	<p>3. By May of 2018, the percentage of students who are Hispanic in 3rd-5th grade will increase from 24% to at least 38% proficient in math as measured by AzMERIT.</p>

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Tier 2 Interventions for Math and ELA
3. High Functioning Professional Learning Communities
4. Strengthen Family and Community Engagement

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Highly leveraged Tier 1 literacy (ELA) and mathematics instruction consistently implemented lesson to lesson.		School Leader Responsible:	
Desired Outcome: To provide all students access to highly engaging, effective Tier I instruction that support student academic growth.		Principal, Dr. Julie Laird	
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person (s) Completing Action	Timeline	Resources Needed / Source
1. Strengthen PD for all teachers in Tier 1 instruction that includes: communication of the learning, all teacher actions aligned to the learning, gradual release of responsibility, questioning and discussion, student engagement strategies, and checks for understanding. These strategies will be monitored through walk through observations from the Leadership Team with regularly scheduled feedback meetings.	Principal Curriculum Service Providers MTTS Facilitator Reading Recovery Teacher	August 2017 - May 2018	<ul style="list-style-type: none"> Funds for teachers to attend PD outside of the school day on Tier I instruction, Teaching Reading Effectively, Balanced Literacy. Funds for consultants to deliver PD. Funds for substitute teachers to cover new teachers' classrooms.
2. ELA Curriculum Service Provider's Scope of Work will focus on coaching teachers on Tier I instruction within 3rd - 5th grade classrooms.	ELA Curriculum Service Provider	August 2017 - May 2018	<ul style="list-style-type: none"> 1.0 Certified FTE

3. Reading Recovery Teacher's Scope of Work will focus on literacy K-2 best practices.	Reading Recovery Teacher	August 2017 - May 2018	<ul style="list-style-type: none"> 1.0 Certified FTE
4. Math Curriculum Service Provider's Scope of Work will focus on coaching teachers in Tier I mathematical instruction.	Math Curriculum Service Provider	August 2017 - May 2018	<ul style="list-style-type: none"> 1.0 Certified FTE
5. Teachers will complete the Danielson self-review for Domain 2: The Classroom Environment and will select a goal and complete a plan for targeted improvement.	MTSS Facilitator Teachers	August 2017 - May 2018	<ul style="list-style-type: none"> Goal setting template Rubric for Domain 2: The Classroom Environment
6. Leadership team will support teachers with their Domain 2: The Classroom Environment by monitoring the plans to provide feedback and revision.	Leadership team	August 2017 - May 2018	<ul style="list-style-type: none"> Rubric for Domain 2: The Classroom Environment
7. Provide training for teachers to more effectively address the needs of English Language Learners in using the Sheltered Instruction Observation Protocol (SIOP) which supports students in learning academic vocabulary thus making the curriculum more accessible.	ELA Curriculum Service Provider TUSD Language Acquisition Department	August 2017 - May 2018	<ul style="list-style-type: none"> Curriculum Map 4 hour ELL block model ELP Standards Avenues Curriculum
8. Develop a plan with Language Acquisition to implement the inquiry cycle. This will include classroom observations on instructional practices,	Leadership team TUSD Language Acquisition Department	August 2017 - May 2018	<ul style="list-style-type: none"> ELL Observation Rubric ELP Standards

<p>programs, standards and assessments expected by ADE and TUSD for student who are ELL.</p>			
<p>9. Train teachers to utilize the effective strategies for teaching and learning independence in Literacy: The Daily 5 Literacy Structure in the context of a Balanced Literacy Model.</p>	<p>Leadership Team TUSD ELA Dept.</p>	<p>August 2017- May 2018</p>	<ul style="list-style-type: none"> Added Duty needed for teachers and district personnel to stay beyond regular contract time to train teachers on Daily 5 Literacy Structure and Balanced Literacy.

Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
<p>10/2017 12/2017 3/2018 5/2018</p>	<p>-Evidence of walk-throughs and documentation in <i>My Learning Plan</i> data to identify strengths and refinement with Tier I classroom lesson delivery. -The Leadership Team will do walk-throughs using Title I protocol and computerized tracker during the first week of each month to strengthen inter-rater reliability among the leadership team. -Walk-through team will analyze and address instructional trends</p>	<p>Principal</p>	

	(challenges and weaknesses with regard to implementation of TUSD curriculum 4.0, PLC fidelity, and the usage of highly effective instructional strategies and posting objectives).		
10/2017 12/2017 3/2018 5/2018	Trend data from district walk-throughs (Supervision and Instruction Dep't and Language Acquisition) to identify areas for PD regarding Tier I instruction.	Principal	
10/2017 12/2017 3/2018 5/2018	Danielson Evaluation data for teachers on Tier I instruction.	Principal	
10/2017 12/2017 3/2018 5/2018	Danielson goal sheet and action plan on Domain 2: The Classroom Environment	Leadership Team	
10/2017 12/2017 3/2018 5/2018	Calendar of Scope of Work for ELA and Math Service Providers regarding the quality of Tier 1 instruction.	Principal	
10/2017 12/2017 3/2018 5/2018	Calendar, PLC agendas, MTSS documentation, Reading Recovery Documentation including online IDEC data.	Reading Recovery Teacher	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)			
School's Priorities: Highly leveraged Tier II targeted literacy and mathematical interventions.		School Leader Responsible:	
Desired Outcome: <ul style="list-style-type: none"> • Decrease the number of students needing Tier II instruction. • The achievement gap between racial groups will decrease. • Decrease the number of students of scoring minimally proficient by at least 10% as measured by AzMERIT. • Decrease the number of students of scoring partially proficient by at least 10% as measured by AzMERIT. • Increase the number of students scoring proficient or highly proficient as measured by AzMERIT. 		Principal, Dr. Julie Laird	
Action Steps (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Highly functioning PLCs with clear MTSS model built into the cycle to identify specific highly leveraged instructional strategies for Tier II intervention groups utilizing flexible groupings and differentiated instruction based on analyzing student work protocol. (This will be monitored by review of PLC logs).	Curriculum Service Providers & MTSS Facilitator	8/2017 - 5/2018	<ul style="list-style-type: none"> • PLC Facilitators • Enrichment teachers • Schedule allowing for weekly PLCs within school day • Continuous PLC training or consultant
2. Designate in school time for Imagine Learning, and Big Brainz to	Technology	8/2017 - 5/2018	<ul style="list-style-type: none"> • Classified Personnel

Progress Indicators (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)

allow for daily Tier II individualized instruction. Students who are in the L50 will be scheduled according to their needs to receive intervention support using these programs.	Liaison		<ul style="list-style-type: none"> Subscription to computer programs
3. Further training on balanced literacy practices and effective guided reading strategies for teachers.	Leadership Team	8/2017 - 9/2017	<ul style="list-style-type: none"> Certified Personnel District K-5 ELA Professional Academic Trainer Added duty
4. Teachers will develop targeted intervention action plans that respond explicitly to the data analysis.	Teachers Curriculum Service Providers	Quarterly	<ul style="list-style-type: none"> Embedded weekly PLCs
5. Instructional leaders will monitor the implementation of data analysis action plans and will provide feedback.	Leadership Team	Starting in October and ongoing through the year	<ul style="list-style-type: none"> Walk-throughs
6. Manage the technology infrastructure and facilitate the use of computer based intervention programs in our computer lab.	Technology Liaison	8/2017 - 5/2018	<ul style="list-style-type: none"> Technology Liaison

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
8/2017 - 5/2018	PLC Agenda & Minutes	Curriculum Service Providers	
8/2017 - 5/2018	Diagnostic Program data from Big Brainz and Imagine Learning.	Technology Liaison	
8/2017 - 5/2018	Weekly running records during guided reading groups	Teachers	
8/2017 - 5/2018	Common Formative Assessments to support intervention action plans.	Teachers	
8/2017 - 5/2018	Evidence of Walk-throughs with teacher "My Learning Plan" data for best practices.	Principal	
8/2017 - 5/2018	Data from district walk-throughs rubric.	Principal	
10/2017 & 3/2018	School City Benchmark Data	Testing Coordinators and Tech. Liaison	
8/2017 - 5/2018	Instructional leaders will monitor the implementation of data analysis action plans and will provide feedback.	Leadership Team	

Strategic Focus Area #3: Develop High Functioning Professional Learning Communities

School's Priorities: Robison teachers will participate in PLCs to refine instructional practices to support a consistent proficient level of performance across all grades and subject according to Danielson's Framework for Teaching and Leadership walk-through protocols.

School Leader Responsible:

Desired Outcome: Teachers will participate in PLCs to improve instruction.

Principal, Dr. Julie Laird

Action Steps (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities

	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Robison faculty.	Summer 2017 – Make-up session Fall 2017.	<ul style="list-style-type: none"> District Funds/ Solution Tree Vendor to provide PD.
2. Training and development of highly effective Professional Learning Communities to focus on student learning.	Consultant	July 2017 - May 2018	<ul style="list-style-type: none"> Added duty stipends Consultant fees.
3. Teachers will create common formative assessment at least every 3 weeks and will analyze the data collaboratively to inform instruction, to share effective teaching strategies, and to address specific student needs.	Teachers Curriculum Service Providers	August 2017- May 2018	<ul style="list-style-type: none"> School City Embedded weekly PLCs
4. Teachers will use assessment in their daily lessons aligned to the learning target.	Teachers Principal	Daily	<ul style="list-style-type: none"> Planbook.com Weekly plan checks

5. Teachers will develop targeted intervention action plans that respond explicitly to the data analysis.	Teachers Curriculum Service Providers MTSS Facilitator	Weekly	<ul style="list-style-type: none"> Embedded weekly PLCs
6. Instructional leaders will monitor with feedback and observe implementation of action plans.	Leadership Team	Starting in October and ongoing through the year	<ul style="list-style-type: none"> Walk-throughs
Progress Indicators (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017 Make-up Session Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
July 2017	Agenda and sign in sheets of PLC training	Consultant	
Weekly	PLC agendas	Curriculum Service Providers/Teachers	
Ongoing	Common Formative Assessments created during highly leveraged PLC's	Math and ELA CSP	
Weekly	Action Plans (re-teaching) based on quarterly benchmark data analysis	Teachers & Curriculum Service Provider	
Quarterly	School City Benchmark Assessments	Testing Coordinators &	

		Technology Liaison	
District determined windows	DIBELS (K-3)	Testing Coordinators & Technology Liaison	
Quarterly	NSGRA Running Records	Classroom Teachers	

Strategic Focus Area #4: Strengthen Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Principal
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Strengthen Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
Hire or maintain either Student and Family Support Liaison (Certified) or School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	<ul style="list-style-type: none"> • Funding to pay for 1.0 FTE • Space for Liaison
Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> • 2190.6120 Family Engagement Added Duty for certified staff members as needed • 2190.6220 Family Engagement benefits as needed. • 2190.6611 Family Engagement Supplies as needed
Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator	By end of each Quarter	<ul style="list-style-type: none"> • FACE point-of-contact
Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	<ul style="list-style-type: none"> • Site Council point-of-contact

Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	• Principal
Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017-May 2018	• Webmaster • Office Manager
Progress Indicators (Strategic Focus Area #4): Strengthen Family and Community Engagement			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By Sept. 2017	Position Control for Liaison	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	Advertisements/Fliers documenting three family and community events Sign-in sheets documenting attendance during three family and community events	Liaison	
May 2018	Log: Maintained by Liaison, documenting communication with FACE representative	Liaison	
May 2018	Site Council agendas documenting transition plan progress	Site Council Secretary, Liaison	
May 2018	Sign in sheets documenting Site Council (and other school committee) participation Agendas documenting items relevant to family and community engagement	Liaison	
May 2018	Samples of communication with family and community	Liaison, Webmaster, Office Manager	
April 2018	Letters of support from family, community, and partners (updated annually)	Liaison, Transition Coordinator	

SECTION 4: IMMEDIATE ACTIONS

Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 school year.

	Action	Person Responsible	Timeline
1	School Vision and Mission: Clearly communicated to all stakeholders and aligned with Magnet Transition Plan and posted throughout the school, including website.	Principal	Fall 2017
2	PLC Collective Commitments: Faculty collaboratively creates commitments and is driven by communicating and reflecting on collective commitments.	Principal	Fall 2017
3	Family Engagement Specialist who will develop a plan to support family and community engagement, attendance, home visits, serve on the MTSS team	Family Engagement Specialist Principal	First two weeks of school 2017
4	All teachers serving in long-term substitute assignments need to receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District Personnel	October 2017

**Safford K-8 School Transition Plan
2017-18 School Year**

Principal: Steven Gabaldon

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Safford K-8 school is a historical school in Tucson that began in 1888 as the Plaza School. In 1904 the school was officially named Safford in honor of former governor A. P. K. Safford. After the school burned down in 1917 it was rebuilt and re-opened for the 1918-19 school year. In 1978 Safford Junior High was one of the original nine schools that were ordered to be desegregated. It wasn't until 1982 that Safford Junior High became a magnet school with a theme of math and engineering. Finally, in 2011 the magnet theme changed to become an International Baccalaureate school.

Currently our school demographics are:

- 587 Hispanic students
- 58 Native American students
- 35 African American students
- 29 Caucasian students
- 14 mixed ethnicities students
- 1 Asian student
- 14.9 % of all students are Exceptional Education students
- 86% of all students are Free and Reduced Lunch students

According to the 2015 AzMERIT data, Safford K-8 students do not outperform students at both district and state levels in both ELA and math across all grade levels, 3-8. However, the first 2016-17 School City Benchmark assessment shows growth in grades 3, 7, and 8 for ELA and grades 2, 5, 6 and 7 in math compared to the data from the final School City Benchmark in 2015-16. This current data shows that Safford K-8 is making gains across the board and getting much closer to district averages.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average? (average % correct)
 On AzMERIT 2015-16, 3rd through 8th grade students scored below the district average in ELA and Mathematics. On AZ Merit 2014-15, 3rd through 8th grade students scored below the district average in ELA and Mathematics.
 On the Fall Benchmark of the 2016-17 year in grades 3 through 8, grade level averages for ELA and Mathematics are below the district average. This data is based on percentage of students that were proficient and not average % correct.
2. What differences do you see in subgroup performance? Include grade level and content area.
 - On AzMERIT 2015-16, both African American and Native American students had significantly lower mastery scores compared to all other ethnicities at Safford in Mathematics.
 - On AzMERIT 2015-16 African American students had significantly lower mastery scores compared to all other ethnicities at Safford in ELA.
 - On AzMERIT 2014-15 and 2015-16 Caucasian students scored significantly higher compared to most ethnicities in both Mathematics and ELA at each grade level.
 - On AzMERIT 2014-15 African American students in grades 3-5 scored significantly lower than all other ethnicities in Mathematics.
 - On AzMERIT 2014-15 Native American students in grades 3-5 and 7-8 scored significantly lower than all other ethnicities in Mathematics.
 - On 2015-16 SchoolCity Benchmark for quarters 1-3, African American students scored significantly lower than other ethnicities in grades 3, 4, and 7 in ELA.
 - Overall, the lower 25% from the 2015-16 SchoolCity Benchmark for quarters 1-3 consists mostly of Hispanic students.

*significantly indicates 10% or more, higher or lower
3. Which student subgroups need the most assistance? Include grade level and content area
 In general students at Safford K-8 score below the district average on both state and district benchmarks; and therefore no significant subgroup stands out at needing more assistance than others.
4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?
 AzMERIT data from 2015-16 shows that more students achieved mastery in ELA compared to Mathematics in grades 6-8. Overall a small percentage of students for both content areas achieved mastery.
 No one content area is significantly weaker than another.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

During the 2015-16 schoolyear the following trends were identified:

A performance growth was observed for

- quarters 1 and 3 in 6th grade Mathematics for Hispanic students.
- quarters 1 2, and 3, 6th grade Mathematics for Native American students.
- quarters 1 and 3, 6th grade ELA for Hispanic students.

A performance loss was observed for

- Quarters 2 and 3, 6th grade ELA for Caucasian students.

2. What are the trends in performance over time? (annual indicators)

Overall there are no significant trends seen in how the data is changing during the 2015-16 SchoolCity benchmark test. Within each ethnicity, and looking at each grade level, we see scores go both up and down between quarter 1, 2, and 3 without any specific pattern.

Task 3 : Prioritize Concerns

1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)

Grade Level	2015-16 SchoolCity Final Benchmark % Proficient	2015-16 AzMERIT % Proficient
3rd ELA	31.8	10.4
3rd Math	45.9	12.5
6th ELA	47.9	14.8
6th Math	42.9	2.8
7th ELA	47	18.9
7th Math	27.8	8.4
8th ELA	38.8	12.6
8th Math	27	1.9

Based on the 2015-16 AzMERIT assessment results, there is a significant weakness in the performance of:

- 6th, 7th and 8th grade Mathematics
- 6th, 7th and 8th grade ELA
- 3rd grade Mathematics and ELA

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
Goal for Non-Academically Proficient Students: To increase student learning and achievement in ELA.	1. By May 2018 3 rd grade students will move in the proficient range from 10.4 to 20.4 as measured on the 2018 AZMERIT.
	2. By May 2018 students in grades 6-8 will show 10% growth in ELA on the AZMERIT 2018. 6 th grade from 14.8 to 24.8 7 th grade from 18.9 to 28.9 8 th grade from 12.6 to 22.6
	3. African and Native American students at Safford K-8 will have an increase in ELA test scores of 10% or higher.

Goal 2	Measurable Objectives
Goal for Non-Academically Proficient Students: To increase student learning and achievement in math.	1. By May 2018 3 rd grade students will move in the proficient range from 12.5 to 22.5 as measured on the 2018 AZMERIT.
	2. By May 2018 students in grades 6-8 will show 10% growth in math on the AZMERIT 2018. 6 th grade from 2.8 to 12.8 7 th grade from 8.4 to 18.4 8 th grade from 1.9 to 11.9
	3. African and Native American students at Safford K-8 will have an increase in MATH test scores of 10% or higher.

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Tier 2 Interventions for Math and ELA
3. High Functioning Professional Learning Communities
4. Family and Community Engagement
5. School Culture and Climate

Strategic Focus Area #1: Tier 1 Instruction for Literacy and Math			
School's Priorities: Instructional Delivery			School Leader Responsible: Steven Gabaldon
Desired Outcome: Systems and strategies will be put in place that improves tier 1 instructional delivery that improves instruction in ELA and Math. The instructional delivery at Safford K-8 will reflect the belief (growth mindset, Dweck, 2011) that all students can learn.			
Action Steps (Strategic Focus Area #1) Tier 1 Instruction for Literacy and Math			
	Person Completing Action	Timeline	Resources Needed / Source
1) Support the use of ELA strategies across all content areas as supported by the school's literacy council based upon the <i>Taking Action Literacy Leadership Model</i> (Irvin, Meltzer, & Dukes, 2007) as evidenced by Language objectives posted in every classroom and PLC logs that document inclusion of literacy strategies.	Literacy Council members/PLC members	2017-18 School Year	Stipend of \$1500 for each council member.
2) All teachers and students will acquire and routinely use literacy support strategies to enhance thinking and learning across content areas: Balanced literacy, Daily 5 grades K-5, close reading, writing focus, annotating text, making thinking visible, and leveled libraries for grades 1-8.	Literacy and math coaches Teachers and students Administration Data/School Improvement Coach	2017-18 School Year	Funding for PD on: Daily 5 Writing focus 1-8 Close reading Annotating text Making thinking visible Leveled libraries and added duty

3) Partner with district leadership to ensure that Safford K-8's hiring needs are prioritized.	Principal Assistant Principal	Beginning January 2017	First job fair invitation Staffing
4) All 2-6 grade math teachers will be using <i>Big Brainz</i> to supplement their tier 1 instruction in the classroom. Data reports will track ongoing student progress.	Math coaches Teachers and students Data/School Improvement Coach	Beginning of August 2017	License Technology PD for teachers Math teachers
5) K-8 th grade math teachers will implement strategies aligned with Complex Instruction (Boaler, Dweck) as evidenced by PLC logs, classroom observations, and lesson plans.	Math coaches Teachers Administration Data/School Improvement Coach	Beginning of August 2017	PD on complex instruction (collaborative grouping, status, participation quiz, task cards) Math teachers
6) A cohort of Safford math teachers will take an online course from Jo Boaler titled <i>How to Learn Math for Teachers</i> which supports growth mindset and Complex Instruction implementation.	Math coaches Teachers	Begins 2 nd semester 2017	Registration fee and added duty
7) Teachers will use Engage New York (TUSD) curriculum to deliver math instruction in their classroom.	Math coaches Teachers	2017-18 School Year	PD provided by TUSD Release time for teachers to observe peers on site and off site Math teachers
8) Teachers will acquire and routinely use instructional mathematical shifts in their classroom practices that raise student achievement as documented through classroom observation. Safford K-8 math teachers will complete a book study on <i>10 Mathematical Shifts to Raise Student Achievement</i> . (Steven Leinwand)	Math coaches Teacher cohort Administration Data/School Improvement Coach	Begins 2 nd semester 2017	Funding for books and added duty Math teachers

Progress Indicators (Strategic Focus Area #1): Tier 1 Instruction for Literacy and Math			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Quarterly	Classroom walkthrough data archived in <i>My Learning Plan</i> and from district walkthroughs indicating ELA/math objectives and/or ELL objectives, strengths and weaknesses in regards to implementation of TUSD curriculum version 3.0, PLC fidelity, and the use of highly effective instructional strategies. (Danielson Framework Domains 2 & 3 (Environment; Instruction))	Administrators SIP team Instructional support staff	Leadership team
Bi - monthly	Minutes of meeting time that show discussion and action steps as a result of walkthrough data plus identification of <i>star teachers</i> to facilitate a PD module.	Administrators; Instructional support staff	Leadership team
Weekly	Agenda from literacy council meetings and attendance sheets. Literacy council logs provide evidence of content area literacy professional development.	Literacy coaches	Leadership team
Weekly	Attendance sheets and agendas that support professional development related to the specific strategies outlined above.	Instructional support staff Data/School Improvement Coach	Leadership team
Monthly	Big Brainz student data reports	Math coaches Data/School Improvement Coach	Leadership team
Monthly	PLC logs indicate: Complex Instruction strategies are occurring; literacy support strategies have been implemented across content areas (e.g., balanced literacy, Daily 5 grades K-5, close reading, writing focus, annotating text, making thinking visible, leveled libraries); the PLC logs are turned in on a routine basis.	Teachers	Leadership team
3 rd Quarter	New hires acquired from first job fair	Principal Asst Principal	Staffing needs to be in place

Strategic Focus Area #2: Tier 2 Interventions for Math and ELA			
School's Priorities: Improving intervention practices			School Leader Responsible: Steven Gabaldon
Desired Outcome: All students will improve mastery of grade level standards and the formative assessment data will show a decrease in the amount of students in need of tier 2 instruction and interventions.			
Action Steps (Strategic Focus Area #2): Tier 2 Interventions for Math and ELA			
	Person Completing Action	Timeline	Resources Needed / Source
1) Create a master and bell schedule that supports implementation of intervention classes for math and ELA during the school day in grades 6-8 for the L25 and students who are approaching the standards. (Quarterly)	Principal Assistant Principal Counselor Instructional support staff	February 2017	Master and bell schedule
2) Teacher assistants will be hired to support learning with small group instruction and enrichment activities while the teacher works with students who need focused interventions and re-teaching of the standards in ELA and math classes.	Principal Assistant Principal Data/School Improvement Coach	2 nd semester – Summer 2017	Six elementary TA's
3) Secure technology to support the implementation of Brainology as a supplementary curriculum.	Math coaches Literacy coaches Administration	2 nd semester 2017	Technology inventory Required technology
4) One day of PD in July and Wednesday 2 hour block PD for Brainology: <ul style="list-style-type: none"> Mindset Maker – Online PD 	Administration Math Coach Literacy Coach Teachers	Summer August 2017	Site fee \$1,500 Added duty for 6 hours for X teachers intervention teachers

5) Purchase Brainology license for school year.	Principal Assistant Principal Data/School Improvement Coach	2 nd semester- Summer 2017	\$6,000 (year one) \$3,000 (Consecutive years)
6) Lessons from Brainology will be used in science with 4-8 graders to develop growth mindsets.	Principal Assistant Principal Teachers Data/School Improvement Coach	2017-18 School Year	Required technology
7)Fountas and Pinnell Leveled Literacy Interventions (LLI) will be used in grades 1-5, including servicing the needs of ELL students and in grades 1-8 targeting exceptional education students, for at least 2 hours weekly.	Literacy Coaches Reading interventionist ELD coordinator	2017-18 School Year	Reading Interventionist Replenish LLI kits end of year (EOY) Ongoing PD Language Acquisition PD
8) Reading Recovery will be used for 1 st grade students daily. <ul style="list-style-type: none"> • ½ day in 1st grade classroom (2 guided & 2 intervention reading groups) • 4 reading recovery students in 30-45 minute pullout sessions 	TUSD language Acquisition department	2017-18 School Year	LAD funding
9) The Fountas and Pinnell Benchmark Assessment system will be used to place students in LLI groups.	Literacy coaches Reading Interventionist Principal Assistant Principal Data/School Improvement Coach TA's	August 2017 and May 2018	Six TA's Supplies need to be replenished EOY Ongoing PD

<p>10) In grades 3-5 Think Through Math will be used as a pull out intervention for 4 hours per week. In grades 6-8 Think Through Math will be used in targeted intervention classes build in the master schedule.</p>	<p>Math coaches Math Interventionist Principal Assistant Principal Data/School Improvement Coach TAs</p>	<p>2017-18 School Year</p>	<p>Six TA's Math Interventionist PD 3 hrs. of on-site training Added duties or release time</p>
<p>11) Purchase license for Think Through Math for the school year for grades K-5.</p>	<p>Principal Assistant Principal Data/School Improvement Coach Office Manager</p>	<p>2nd semester 2017</p>	<p>Ten laptops per classroom</p>

Progress Indicators (Strategic Focus Area #2): Tier 2 Interventions for Math and ELA

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
2017-18 School Year	Master schedule creation that supports the implementation of math and ELA intervention classes.	Principal Asst Principal Counselor(s)	
Summer 2017	Hire teacher assistants (6) to support learning with small group instruction and enrichment activities while the teacher works with students who need focused interventions and re-teaching of the standards in ELA and math classes.	Leadership team	
Spring 2017	Technology requirements are reviewed and approved in order to support supplemental curriculum software (e.g., Brainology, Big Brainz, etc.).	Asst Principal Literacy Coaches Math Coaches	

Spring 2017	Purchase of supplemental curriculum materials software licenses (Brainology, Big Brainz...).	Assistant Principal Literacy Coaches Math Coaches	
July 2017	PD (Mindset Maker) to support implementation of Brainology has been completed	Math Coaches	
2017-18 School Year	Science lesson plans indicate the hybrid (online+teacher) use of Brainology software Summative assessments of students enrolled in science classes reflect understandings of growth mindset.	Teachers/ Instructional Leadership team	
August/ March 2018	For Brainology teachers and students will complete a Pre-post survey by Woolley and Woolley, 1999. This survey will provide evidence of shifts in people's beliefs regarding their approaches to learning.	Administration Principal Assistant Principal Literacy Coaches Math Coaches Data/School Improvement Coach	Progress indicator will be based on post survey.
2017-18 School Year	Fountas and Pinnell Benchmark assessment system Reading levels for all students grades K-5	Literacy Coaches Data/School Improvement Coach	Running records
2017-18 School Year	Reading Recovery student records showing student progress.	Reading Recovery teacher	Student records
2017-18 School Year	Think Through Math data reports showing student progress.	Math Coaches Data/School Improvement Coach	Generated bi-monthly

Strategic Focus Area #3: Develop High Functioning Professional Learning Communities (PLCs)			
School's Priorities: Members of the PLC will show growth based on the TUSD PLC rubric 2.0. They will be committed to the PLC inquiry process as shown on p. 40 of the TUSD PLC guide. Specifically, the PLC's will focus on creating, implementing, and analyzing CFA's. The focus of every PLC will be on student learning and what happens when a student does not learn.		School Leader Responsible:	
Desired Outcome: To work collaboratively to clarify what students must learn and how each student's learning will be monitored. And to provide students with systematic interventions when they struggle to achieve at proficient levels of learning.		Steven Gabaldon	
Action Steps (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities (PLCs)			
	Person Completing Action	Timeline	Resources Needed / Source
1) Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Safford faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2) Create a master and bell schedule that allows for PLC time during the workday at least once or more a week for grades K-5 and daily for grades 6-8.	Principal Assistant Principal Counselor Instructional support staff	February 2017	Staffing
3) Each PLC will develop a SMART (specific, measurable, achievable, realistic, and time bound) goals for all subjects/grade levels.	PLC members Data/School Improvement Coach	August 2017	Time allocation
4) PLC members will follow unit plans and write lessons to follow the TUSD scope and sequence.	PLC members	2017-18 School Year	Block schedule Dedicated time Curriculum and Instruction PD PLC logs

5) Classroom walkthrough data archived in “My Learning Plan”, indicating ELA/math objectives and/or ELL objectives, strengths and weaknesses in regards to implementation of TUSD curriculum version 3.0, PLC fidelity, and the use of highly effective instructional strategies in real time.	Administration Data/School Instructional Coaches	2017-18 School Year	Walkthrough forms
6) Provide professional development on assessments, including checks for understanding, formative and common formative assessments.	Math coaches and Literacy Coach Data/School Improvement Coach	June 2017/ Ongoing	Added Duty
7) Instructional leaders follow a schedule to monitor PLC’s. A PLC protocol aligned to TUSD PLC expectations and rubric will be used to monitor the effectiveness of each PLC, including the curriculum, lesson planning, and common formative assessment development. The instructional leadership team will meet bi-weekly to discuss findings and to determine next steps for each PLC.	Administration and Math Coaches and Literacy Coaches Data/School Improvement Coach	2017-18 School Year	Dedicated time
8) Utilize common formative assessment data during PLC’s to monitor student progress and adjust instruction.	Teachers	2017-18 School Year	CFA PD
9) Use the results from CFAs to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.	PLC members Data/School Improvement Coach	2017-18 School Year	Dedicated time
10) Utilize School City data to identify students that require additional instruction or tier 2 support and to plan for re-teaching.	PLC members Literacy and math coaches Data/School Improvement Coach ELD coordinator	2017-18 School Year	Dedicated time

11) Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	Literacy coaches and math coaches Data/School Improvement Coach	2017-18 School Year	Dedicated time
12) ELL teachers meet at least quarterly with grade level PLC teams to collaborate on ILLP for ELL students and examine student work to inform Tier 1 instruction.	PLC members ELD coordinator Language Acquisition	August 2017	Dedicated time PD provided by Language Acquisition
13) Teachers and long term subs, on an as needed basis, will be provided with PLC training.	Administrators	2017-18 School Year	Release time Added duty

Progress Indicators (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities (PLCs)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017/ Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
Quarterly	PLC Team leader facilitates self-evaluation on TUSD PLC Rubric	PLC team members Administration	Leadership team
August 2017	SMART goals and PLC norms turned in to administration	PLC team members Administration	Leadership team
Ongoing	PLC team members complete tasks and meet deadlines per Safford K-8's PLC/CFA timeline.	PLC team members Administration	Leadership team

Weekly	PLC documentation (e.g., curriculum snapshot indicates adherence to TUSD scope & sequence, weekly PLC logs, unit & lesson plans, formative assessment data, etc.) are uploaded to Samepage (an online platform for managing documentation).	PLC team members Administration Data/School Improvement Coach	Leadership team
June 2017-ongoing	Common Formative Assessment PD and the use of common formative assessments to drive instruction in the classroom.	Math coaches Literacy coaches Data/School Improvement Coach	Leadership team
Bi-quarterly	Evidence of School City Benchmark data analysis and instructional strategies determined from CFA results are observed and will be found in instructional leaders' notes.	Math coaches Literacy coaches Data/School Improvement Coach	Leadership team
Bi-quarterly SY 2017-18	ELL teachers meet with grade level PLC teams to collaborate on ILLPs and to examine student work	Teachers	Leadership team

Strategic Focus Area #4: Family and Community Engagement	
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.	School Leader Responsible: Steven Gabaldon
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.	

Action Steps (Strategic Focus Area #4): Family and Community Engagement

	Person Completing Action	Timeline	Resources Needed / Source
Hire or maintain either Student and Family Support Liaison (Certified) or School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	<ul style="list-style-type: none"> • Funding to pay for 1.0 FTE • Space for Liaison
Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> • 2190.6120 Family Engagement Added Duty for certified staff members as needed • 2190.6220 Family Engagement benefits as needed. • 2190.6611 Family Engagement Supplies as needed

<p>Strengthen family and community partnerships implementing strategies for family and community engagement:</p> <ul style="list-style-type: none"> • Inform and provide families with support to use the TUSD Parent View system on Synergy. • Communicate with families and the community via Parent Link about upcoming school events and programs. (e.g. 21st Century, school wide newsletter) • Coordinate classes for families based on their needs. (e.g. fitness, ESL, nutrition, literacy etc.) • Work closely with PTO officers and other school staff to coordinate school events such as Curriculum Night, Fall Festival, Spring Carnival, etc. • Oversee duties of volunteers. • Assist with fundraising activities with PTO. • Do home visits to provide families with needed resources. 	<p>Family and Community Liaison</p>	<p>SY 2017-18</p>	<p>Funding from Title 1</p>
<p>Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.</p>	<p>Liaison, Principal, and Transition Coordinator</p>	<p>By end of each Quarter</p>	<ul style="list-style-type: none"> • FACE point-of-contact
<p>Actively and regularly involve Site Council in review of Transition Plan implementation</p>	<p>Liaison, Site Council</p>	<p>Monthly</p>	<ul style="list-style-type: none"> • Site Council point-of-contact
<p>Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.</p>	<p>Principal, Liaison</p>	<p>Monthly</p>	<ul style="list-style-type: none"> • Principal
<p>Communicate with families/community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)</p>	<p>Principal, Liaison, Teachers, Parents</p>	<p>August 2017-May 2018</p>	<ul style="list-style-type: none"> • Webmaster • Office Manager

Progress Indicators (Strategic Focus Area #4): Family and Community Engagement

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
<p>By September, 2017</p>	<ul style="list-style-type: none"> • Position Control for Liaison 	<p>Principal, Office Manager</p>	

By the end of Quarters 1, 2, and 3	<ul style="list-style-type: none"> • Advertisements/Fliers documenting three family and community events • Sign-in sheets documenting attendance during three family and community events 	Liaison	
May 2018	<ul style="list-style-type: none"> • Log: Maintained by Liaison, documenting communication with FACE representative 	Liaison	
May 2018	<ul style="list-style-type: none"> • Site Council agendas documenting transition plan progress 	Site Council Secretary, Liaison	
May 2018	<ul style="list-style-type: none"> • Sign in sheets documenting Site Council (and other school committee) participation • Agendas documenting items relevant to family and community engagement 	Liaison	
May 2018	<ul style="list-style-type: none"> • Samples of communication with family and community 	Liaison, Webmaster, Office Manager	
April 2018	<ul style="list-style-type: none"> • Letters of support from family, community, and partners (updated annually) 	Liaison, Transition Coordinator	

Strategic Focus Area #5: School Culture and Climate			
School's Priorities: Improve the climate and culture of the school			School Leader Responsible: Steven Gabaldon
Desired Outcome: The culture and climate of the school will reflect a focus on student learning.			
Action Steps (Strategic Focus Area #5): School Culture and Climate			
	Person Completing Action	Timeline	Resources Needed / Source
1) Examine our values and actions to create common collective commitments that support social, emotional, and physical safety and create a shared vision for the 2017-18 SY.	Outside consultant: Kim Gunn; Sheri Marlin Literacy council members	July 2017	Fee to pay consultant and added Duty
2) Restructure leadership system to include its own PLC in order to develop an effective school improvement team, with a focus on the transition plan.	Instructional leadership team	2017-18 School Year	Time Agenda and meeting protocol
3) Establish a set meeting time to support implementation of the school's transition plan.	Instructional leadership team	2017-18 School Year	Meeting schedule
4) Collaboratively improve and create common school wide systems and procedures that are connected to the common collective commitments. <ul style="list-style-type: none"> E.g.: tardies, student time outs and reflection, bell to bell instruction, behavior incident log. Each person contributes to the operations of the school and the care of the physical environment, PBIS. (also see action step 8) ("Practice. Give multiple opportunities to practice and rehearse before stepping into the classroom" – Leverage Leadership) (Monitor and maintain. Evaluate your progress with a measurable tool." – Leverage Leadership) 	Instructional leadership team	2017-18 School Year	Added Duty

5) Establish committees to continually and positively recognize students and staff.	Instructional leadership team/MTSS	July 2017	Added duties
6) Beginning of year school wide motivational assembly.	Outside Consultant (Calvin Terrell)	August 2017	Funding for consultant
7) On an as needed basis, teachers and long term subs will be provided with professional development to improve classroom management. They will also be provided with opportunities for PBIS, restorative practices and TUSD disciplinary policies training.	Administrators Data/School Improvement Coach	2017-18 School Year	Release time Added duties TUSD trainer
8) Two exemplary teachers will be identified and commit to attending the 3-day Fred Jones training on Classroom-Instructional Management that will be held June 19, 20 and 21, 2017.	Teachers/District PD	June 19, 20 and 21, 2017.	Fred Jones Training on Classroom-Instructional Management
9) Following the Fred Jones training, the two identified teachers will be coached by the District teacher Mentors on the 12 study groups that are aligned to Fred Jones Tools for Teaching.	Teachers, District teacher mentors	2017-18 School Year	Fred Jones Tools for Teaching
10) The identified teachers will in collaboration with the District's Teacher Mentors to conduct the 12 sessions on Fred Jones Tools for Teaching – Classroom Instructional Management with all staff members through the 2017-18 school year.	Teachers, District teacher mentors	2017-18 School Year	Fred Jones Tools for Teaching, planned PD for the 12 study groups.

Progress Indicators (Strategic Focus Area #5): School Culture and Climate

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Spring 2017	Motivational assembly /attendance logs/staff vision statement creation scheduled for beginning of 2017-18 SY	Instructional leadership team	Leadership team

August 2017	Motivational assembly w/ Calvin Terrell/attendance log	Instructional leadership team	Leadership team
August – October 2017	Vision/Mission statement creation w/ Pima County Regional Support consultant; Sheri Marlin	Instructional leadership team	Leadership team
August 2017	Written collective commitments for all PLC teams	PLC teams	Leadership team
July 2017	Leadership team reviews CFA expectations and timeline	Instructional leadership team	Leadership team
2017-18 School Year	Instructional leadership PLC schedule and agendas (e.g. Samepage documentation, electronic logs, etc.) that supports the transition plan	Instructional leadership team	Leadership team
2017-18 School Year	Observation indicators that common collective commitments are being implemented (e.g. bell to bell instruction, students in class and not hallways after tardy bell has rung, etc.)	SIP team walkthroughs Peer walkthroughs	Leadership team
2017-18 School Year	Events that positively recognize students and staff transpire and there are pictures of such events on website, bulletin boards, PTO media pages	Instructional leadership team, PTO, Social Committee, Student Leadership team/MTSS coordinator	Leadership team

SECTION 4: IMMEDIATE ACTIONS**Teacher Vacancies**

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 school year.

	Action	Person Responsible	Timeline
1	Steps to communicate Transition Plan to families and the community: <ul style="list-style-type: none"> • Share Transition Plan with school leadership team. • Share Transition Plan with all faculty during a faculty meeting. • Coordinate an event for families and the community to come together to talk about the school's transition plan. • Post plan on school's website. • In the quarterly school wide newsletter for the 2016-17 SY keep families updated about the progress of the implementation of the transition plan. 	Principal and instructional team Family &Community Liaison plus other support staff	January – May 2017
2	Faculty and staff will develop their Collective Commitments	Outside Consultant	July-August 2017
3	Beginning of year motivational assembly by Calvin Terrell	Calvin Terrell	July-August 2017
4	All Teachers serving in long-term substitute assignments will receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	October 2017
5	All students will have a learning task for students to begin immediately upon entering the classroom (bell work)	All teachers	First day of school and ongoing

6	All bulletin boards and displays reflect positive student learning, growth mindset, PBIS matrix, literacy and math focus, goals, etc...	All staff	First day of school and ongoing
7	All teachers will stand in the hallway or outside of their doorway during passing periods and all other staff will do tardy sweeps	Teachers, monitors, administration, support staff	First day of school and ongoing
8	Assistant Principal will meet daily to transition to weekly with janitorial staff including lead custodian, to address morale, duties such as bathrooms properly stocked with supplies and cleaned daily, and classroom/hallway floors cleaned daily and mopped/vacuumed weekly, etc...	Assistant Principal/Dean of students including janitors	First day of school and ongoing
9	Establish norms, collective commitments, and smart goals in PLCs at the beginning of the school year.	PLC teams, instructional support	First 30 days

**Utterback Middle School Transition Plan
2017-18 School Year**

Principal: Marie Daranyi, Interim

PURPOSE: PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

- Section 1: School Data
- Section 2: School Goals and Measureable Objectives
- Section 3: Action Plan
- Section 4: Immediate Actions

SECTION 1: SCHOOL DATA**School Summary:**

Utterback is a Title 1 school with 95.2% minority students and 89% free and reduced lunch. Utterback is currently rated as a D school based on the AIMS scores from SY 2013-2014. AIMS was formerly the Arizona State Assessment Measure used to rate all public schools in the state. The state changed the yearly assessment measure to the AzMERIT test in SY 2014-2015 and has not provided any school with a current school rating. Utterback is performing below the district average on the AzMERIT in all academic areas, ELA and Math. However, on the District benchmark assessments that were given quarterly last year and once this fall, Utterback is showing positive growth and is performing above the District average in 7th grade Math on the 2015-16 third quarter benchmark, Algebra on the 2015-16 second quarter benchmark, and Algebra on the 2016-17 Fall benchmark. In working to address the low academic performance and to close the achievement gap for minority students, Utterback is using AVID (Advancement Via Individual Determination) strategies and electives which have been proven by research to be successful for our demographic and identified needs (AVID center, 2016). Additionally, Utterback participated in the three year University of Virginia School Turn-Around Model and the results are beginning to show. We will deepen this focus both from the aspect of teacher data review and the creation of formative assessments through the PLC process (Professional Learning Communities) and visible student learning through students monitoring of their own data.

MATH AzMERIT 2015

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	77%	18%	3.6%	1.4%
Utterback	7	83.6%	12.2%	3.7%	.5%
Utterback	8	65.8%	26.2%	7.4%	.5%

- On the 6th grade AzMERIT 2015 Math, 5% of the students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2015 Math, 4% of the students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2015 Math, 8% of the students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2015 Math, 95% of the students scored Partially Proficient or Minimally Proficient.
- On the 7th grade AzMERIT 2015 Math, 96% of the students scored Partially Proficient or Minimally Proficient.
- On the 8th grade AzMERIT 2015 Math, 92% of the students scored Partially Proficient or Minimally Proficient.

MATH AzMERIT 2016

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	78%	17.4%	4.5%	
Utterback	7	79.3%	14.7%	4.7%	1.3%
Utterback	8	86.7%	10.9%	2.4%	

- On the 6th grade AzMERIT 2016 Math, 5% of the students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 Math, 6% of the students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 Math, 2% of the students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 Math, 95% of the students scored Partially Proficient or Minimally Proficient.
- On the 7th grade AzMERIT 2016 Math, 94% of the students scored Partially Proficient or Minimally Proficient.
- On the 8th grade AzMERIT 2016 Math, 98% of the students scored Partially Proficient or Minimally Proficient.

ELA AzMERIT 2015

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	66.2%	21.6%	11.5%	.7%
Utterback	7	69.8%	19%	10.6%	.5%
Utterback	8	58.4%	26.7%	13.9%	1%

- On the 6th grade AzMERIT 2015 ELA, 12% of the students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2015 ELA, 11% of the students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2015 ELA, 15% of the students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2015 ELA, 88% of the students scored Partially Proficient or Minimally Proficient.
- On the 7th grade AzMERIT 2015 ELA, 89% of the students scored Partially Proficient or Minimally Proficient.
- On the 8th grade AzMERIT 2015 ELA, 85% of the students scored Partially Proficient or Minimally Proficient.

ELA AzMERIT 2016

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	71.8%	18.3%	9.9%	
Utterback	7	60.8%	20.9%	18.2%	
Utterback	8	70.8%	18.6%	10.6%	

- On the 6th grade AzMERIT 2016 ELA, 10% of the students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 ELA, 18% of the students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 ELA, 11% of the students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 ELA, 90% of the students scored Partially Proficient or Minimally Proficient.
- On the 7th grade AzMERIT 2016 ELA, 82% of the students scored Partially Proficient or Minimally Proficient.
- On the 8th grade AzMERIT 2016 ELA, 89% of the students scored Partially Proficient or Minimally Proficient.

For our ELL students, 1 out of 49 was proficient in AzMERIT ELA and 0 out of 49 were proficient in AzMERIT MATH.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average?
According to 2016 AzMERIT data the school scored below District average in all grade level and content areas.

2. What differences do you see in subgroup performance? Include grade level and content area.

See the following tables and analysis.

AzMERIT 2015-2016 Percent Mastery Math for Magnet Schools using USP Ethnicity

School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Utterback	6	140	4	0%	9	0%	114	4%	7	14%	1	0%	5	0%
Utterback	7	156	5	20%	12	0%	130	7%	9	0%	0	0%	0	0%
Utterback	8	171	14	0%	17	6%	133	2%	4	0%	1	0%	2	0%

- On the 6th grade AzMERIT 2016 Math, 0 White students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 Math, 5 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 Math, 1 White student scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 Math, 9 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 Math, 0 Native American students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 Math, 0 White students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 Math, 1 African American student scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 Math, 3 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 Math, 0 Native American students scored Proficient or Highly Proficient.

AzMERIT 2015-2016 Percent Mastery ELA for Magnet Schools using USP Ethnicity

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Utterback	6	138	3	0%	9	22%	113	9%	7	14%	1	100%	5	0%
Utterback	7	154	5	40%	12	0%	130	15%	7	43%	0	0%	0	0%
Utterback	8	194	15	27%	17	6%	154	10%	5	0%	1	0%	2	0%

- On the 6th grade AzMERIT 2016 ELA, 0 White students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 ELA, 2 African American students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 ELA, 10 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 ELA, 1 Native American student scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 ELA, 1 Asian student scored Proficient or Highly Proficient.

- On the 7th grade AzMERIT 2016 ELA, 2 White students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 ELA, 20 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 ELA, 3 Native American students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 ELA, 0 Asian students scored Proficient or Highly Proficient.

- On the 8th grade AzMERIT 2016 ELA, 4 White students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 ELA, 1 African American student scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 ELA, 16 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 ELA, 0 Native American students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 ELA, 0 Asian students scored Proficient or Highly Proficient.

3. Which student subgroups need the most assistance? Include grade level and content area.

Based on overall 2016 AzMERIT data, the racial subgroups that need the most assistance in ELA and math are our Hispanic and African American populations. The data is summarized below from the above table.

- Hispanic students make up 83% of our bottom 25% in ELA, and 69% of our bottom 25% in MATH (2016 AzMERIT)
- African American students make-up 15.1% of our bottom 25% in ELA, and 13% of our bottom 25% in MATH (2016 AzMERIT)
- For grade level and content areas in most need of assistance based on 2016 AzMERIT data, are 8th grade Math with 2.4% proficiency and 6th grade ELA with 9.9% proficiency.

4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?

Utterback displays a disparity in performance levels between ELA and Math. Performance across content areas and grade levels is consistently lower in math.

- For 6th grade, 4.5% of students were proficient on the math test, compared to 9.9% on ELA.
- For 7th grade, 6% of students were proficient on the math test, compared to 18.2% on ELA.
- For 8th grade, 2.4% of students were proficient on the math test, compared to 10.6% on ELA.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

The following is a summary from the 2015-16 Quarter 1 School City benchmark data presented below:

SchoolCity Quarter 1, 2 & 3 Percent Mastery Math for Magnet Schools using USP Ethnicity														
School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial

2015-16 Quarter 1

Utterback	6	147	2	0%	10	10%	120	26%	9	11%	0		5	40%
Utterback	7	149	1	0%	14	14%	125	30%	8	38%	0		1	0%
Utterback	8	194	12	8%	18	6%	152	16%	6	17%	1	0%	3	0%

- On the 6th grade Q1 Benchmark 2015-16 Math, 0 White students scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 Math, 1 African American student scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 Math, 31 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 Math, 1 Multi-Racial student scored Proficient or Highly Proficient.

- On the 7th grade Q1 Benchmark 2015-16 Math, 0 White students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 Math, 2 African American students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 Math, 38 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 Math, 3 Native American students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.
-
- On the 8th grade Q1 Benchmark 2015-16 Math, 1 White student scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 Math, 1 African American student scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 Math, 24 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

2015-16 Quarter 2

School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Utterback	6	136	2	0%	9	11%	105	32%	9	44%	0		4	75%
Utterback	7	149	1	0%	14	36%	120	43%	8	75%	0		1	100%
Utterback	8	195	12	25%	18	6%	141	35%	5	0%	1	0%	3	0%

In Quarter 2 2015-16 SchoolCity Data showed the following:

- On the 6th grade Q2 Benchmark 2015-16 Math, 0 White students scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 Math, 1 African American student scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 Math, 34 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 Math, 3 Multi-Racial students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 Math, 0 White students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 Math, 5 African American students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 Math, 51 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 Math, 6 Native American students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 Math, 1 Multi-Racial student scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 Math, 3 White students scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 Math, 1 African American student scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 Math, 49 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 Math, 0 Native American students scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

2015-16 Quarter 3

School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Utterback	6	130	3	67%	10	30%	104	61%	7	29%	1	0%	5	80%
Utterback	7	132	4	50%	12	0%	109	57%	7	29%	0	0%	0	0%
Utterback	8	165	13	23%	17	12%	129	19%	3	0%	1	100%	2	50%

In Quarter 3 2015-16 SchoolCity Data showed the following:

- On the 6th grade Q3 Benchmark 2015-16 Math, 2 White students scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 Math, 3 African American students scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 Math, 63 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 Math, 2 Native American students scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 Math, 4 Multi-Racial students scored Proficient or Highly Proficient.

- On the 7th grade Q3 Benchmark 2015-16 Math, 2 White students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 Math, 62 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 Math, 2 Native American students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 8th grade Q3 Benchmark 2015-16 Math, 3 White students scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 Math, 2 African American students scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 Math, 25 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 Math, 0 Native American students scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 Math, 1 Multi-Racial student scored Proficient or Highly Proficient.

SchoolCity Quarter 1, 2 & 3 Percent Mastery ELA for Magnet Schools using USP Ethnicity

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
2015-16 Quarter 1														
Utterback	6	147	2	0%	9	44%	106	24%	9	44%	0		5	60%
Utterback	7	149	1	0%	12	50%	116	26%	8	38%	0		1	100%
Utterback	8	194	12	42%	18	6%	143	31%	6	17%	1	0%	3	67%

In Quarter 1 2015-16 SchoolCity Data showed the following:

- On the 6th grade Q1 Benchmark 2015-16 ELA, 0 White students scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 ELA, 4 African American students scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 ELA, 25 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 ELA, 4 Native American students scored Proficient or Highly Proficient.
- On the 6th grade Q1 Benchmark 2015-16 ELA, 3 Multi-Racial students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 ELA, 0 White students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 ELA, 6 African American students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 ELA, 30 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 ELA, 3 Native American students scored Proficient or Highly Proficient.
- On the 7th grade Q1 Benchmark 2015-16 ELA, 1 Multi-Racial student scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 ELA, 5 White students scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 ELA, 1 African American student scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 ELA, 44 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 ELA, 1 Native American student scored Proficient or Highly Proficient.
- On the 8th grade Q1 Benchmark 2015-16 ELA, 2 Multi-Racial students scored Proficient or Highly Proficient.

2015-16 Quarter 2

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Utterback	6	136	2	50%	8	25%	101	33%	9	33%	0		605	0%
Utterback	7	149	2	50%	12	58%	112	41%	8	38%	0		1	100%
Utterback	8	195	11	36%	18	28%	140	41%	7	14%	1	0%	3	67%

In Quarter 2 2015-16 SchoolCity Data showed the following:

- On the 6th grade Q2 Benchmark 2015-16 ELA, 1 White student scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 ELA, 2 African American students scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 ELA, 33 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 ELA, 3 Native American students scored Proficient or Highly Proficient.
- On the 6th grade Q2 Benchmark 2015-16 ELA, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 7th grade Q2 Benchmark 2015-16 ELA, 1 White student scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 ELA, 7 African American students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 ELA, 46 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 ELA, 3 Native American students scored Proficient or Highly Proficient.
- On the 7th grade Q2 Benchmark 2015-16 ELA, 1 Multi-Racial student scored Proficient or Highly Proficient.

- On the 8th grade Q2 Benchmark 2015-16 ELA, 4 White students scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 ELA, 5 African American students scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 ELA, 43 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 ELA, 1 Native American student scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 ELA, 2 Multi-Racial students scored Proficient or Highly Proficient.

2015-16
Quarter 3

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Utterback	6	112	2	50%	6	33%	92	50%	7	14%	1	100%	4	75%
Utterback	7	132	4	75%	8	0%	112	44%	8	38%	0	0%	0	0%
Utterback	8	161	13	46%	19	21%	122	48%	4	25%	1	0%	2	50%

In Quarter 3 2015-16 SchoolCity Data showed the following:

- On the 6th grade Q3 Benchmark 2015-16 ELA, 1 White student scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 ELA, 2 African American students scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 ELA, 46 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 ELA, 1 Native American student scored Proficient or Highly Proficient.
- On the 6th grade Q3 Benchmark 2015-16 ELA, 3 Multi-Racial students scored Proficient or Highly Proficient.

- On the 7th grade Q3 Benchmark 2015-16 ELA, 3 White students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 ELA, 0 African American students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 ELA, 49 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 ELA, 3 Native American students scored Proficient or Highly Proficient.
- On the 7th grade Q3 Benchmark 2015-16 ELA, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 8th grade Q3 Benchmark 2015-16 ELA, 6 White students scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 ELA, 4 African American students scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 ELA, 59 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 ELA, 1 Native American student scored Proficient or Highly Proficient.
- On the 8th grade Q3 Benchmark 2015-16 ELA, 1 Multi-Racial student scored Proficient or Highly Proficient.

MATH FALL BENCHMARK 2016: In Fall Benchmark 2016-17 School City Data showed the following:

School	Grade	Math Mastery White	Math Mastery African American	Math Mastery Hispanic	Math Mastery Native American	Math Mastery Multi-Racial
Utterback	6	66.7%	11.1%	24.5%	12.5%	50%
Utterback	7	0	40%	22.9%	16.7%	0
Utterback	8	0	0	5.7%	20%	50%
Utterback	ALG	100%	100%	48.8%	0%	50%

- On the 6th grade Fall Benchmark 2016-17 Math, 4 White students scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 Math, 1 African American student scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 Math, 28 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 Math, 1 Multi-Racial student scored Proficient or Highly Proficient.

- On the 7th grade Fall Benchmark 2016-17 Math, 0 White students scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 Math, 2 African American students scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 Math, 24 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

- On the 8th grade Fall Benchmark 2016-17 Math, 0 White students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Math, 0 African American students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Math, 5 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Math, 1 Native American student scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Math, 1 Multi-Racial student scored Proficient or Highly Proficient.

- On the 8th grade Fall Benchmark 2016-17 Algebra, 1 White student scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Algebra, 1 African American student scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Algebra, 21 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Algebra, 0 Native American students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 Algebra, 1 Multi-Racial student scored Proficient or Highly Proficient.

ELA FALL BENCHMARK 2016:

School	Grade	ELA Mastery White	ELA Mastery African American	ELA Mastery Hispanic	ELA Mastery Native American	ELA Mastery Multi-Racial
Utterback	6	50%	33%	36%	11%	50%
Utterback	7	0	40%	41%	20%	25%
Utterback	8	25%	50%	39%	28.6%	80%

In Fall Benchmark 2016-17 SchoolCity Data showed the following:

- On the 6th grade Fall Benchmark 2016-17 ELA, 3 White students scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 ELA, 3 African American students scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 ELA, 31 Hispanic students scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 ELA, 1 Native American student scored Proficient or Highly Proficient.
- On the 6th grade Fall Benchmark 2016-17 ELA, 1 Multi-Racial student scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 ELA, 0 White students scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 ELA, 2 African American students scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 ELA, 38 Hispanic students scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 ELA, 1 Native American student scored Proficient or Highly Proficient.
- On the 7th grade Fall Benchmark 2016-17 ELA, 1 Multi-Racial student scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 ELA, 1 White student scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 ELA, 3 African American students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 ELA, 48 Hispanic students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 ELA, 2 Native American students scored Proficient or Highly Proficient.
- On the 8th grade Fall Benchmark 2016-17 ELA, 4 Multi-Racial students scored Proficient or Highly Proficient.

Task 2: Identify Performance Trends

What are the trends in performance over time? (annual indicators)

A trend we continue to see with AzMERIT data is that lower scores are consistently reported in MATH compared to ELA.

Between 2015 and 2016 AzMERIT data, the only grade level where we showed growth was in 7th grade. 7th grade MATH went from 4.2% proficient to 6% proficient and 7th grade ELA went from 11.1% proficient to 18.2% proficient.

Task 3 : Prioritize Concerns

What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)

1. Our lowest 25% (based on 2016 AzMERIT, 106 students in ELA and 105 students in MATH).
2. Our Hispanic and African American population. These two populations make up the majority of our bottom 25%, with Hispanic students on that list being 83% of the bottom 25% in ELA and 69% in MATH. Also, African American students being 15.1% in ELA and 13% in MATH.
3. Based on 2016 AzMERIT data, the areas most in need of assistance, based on content and grade level, are 8th grade Math with 2.4% proficiency and 6th grade ELA with 9.9% proficiency.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students will increase in academic performance in math.</p>	<p>1. Utterback will increase overall achievement in math from 31% (2016 AzMERIT) by at least 10% as determined by the results of the 2018 AzMERIT.</p>

Goal 2	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students will increase in academic performance in ELA.</p>	<p>1. Utterback will increase overall achievement in reading from 47% (2016 AzMERIT) by at least 8% as determined by the results of the 2018 AzMERIT.</p>

Goal 3	Measurable Objectives
<p>Goal for All Students</p> <p>Continue to provide quality instructional and fine arts programs to improve student achievement and to support students as lifelong learners by meeting their varied needs and interests. Fine and performing arts provides opportunities for school/community/family engagement which furthers student achievement through improved attendance and familial support.</p> <p>Maintaining fine arts electives will not only allow for our students to continue to creatively grow and to continue collaborative planning during the school day. Professional learning communities will be organized by content level due to the flexibility created by providing adequate electives.</p>	<p>1. Maintain broad offering of fine arts electives to foster the whole child and support academic achievement. Enrollment will increase for the following electives as measured by student registration.</p> <ol style="list-style-type: none"> a. Band/orchestra b. Visual arts c. Theater d. Choral music e. Dance

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Tier 2 Interventions for Math and ELA
3. High Functioning Professional Learning Communities
4. Family and Community Engagement

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Our priority to address strengthening instruction for all students is to strategically and specifically support Tier 1 instruction.		School Leader Responsible:	
Desired Outcome: The RTI pyramid will be reflected in our student achievement – 80-90% of students will be successful in classes and demonstrate growth on assessments through Tier 1 interventions and there will be a decrease in the number of students needing Tier 2 interventions.		Principal Assistant Principal	
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Improve quality Tier 1 instruction by ensuring that all teachers are using daily lesson plans that include a learning objective with aligned questioning and discussion, student engagement strategies, student engagement strategies, and a lesson assessment. Lesson plans will continue to use the AES templates and contain scaffolding instruction, AVID WICOR strategies and Cornell Notetaking where applicable. Learning objectives will note the DOK level.	Teachers and PLC teams, CSP, Transition Coordinator	2017-18 School Year	Lesson plan templates, district curriculum, EEI strategies, DOK chart, AVID WICOR strategies, Cornell Note paper

2. Expand AVID elective classes and implement the AVID strategies school-wide; focusing on writing, inquiry, collaboration and writing strategies.	AVID coordinator, Principal, Assistant Principal, Instructional leaders, CSP, Transition coordinator	2017-18 School Year	2.0 FTE, training for AVID coordinator and teachers in AVID strategies through attending Summer Institute, Strand Training and ongoing PD, financial support for AVID elective offerings
3. Provide on-going professional development on Tier 1 instructional strategies including questioning and discussion, student engagement, assessment strategies (i.e. check for understanding) and AVID strategies. Utterback will continue its work with an outside consultant that was begun in spring 2017 on student engagement, questioning strategies, collaborative structures (Kagan), and refining and aligning objectives to instruction.	CSP, outside consultant, transition coordinator	2017-18 School Year	Financial support for 3.0 FTE: <ul style="list-style-type: none"> • CSP position • Transition coordinator • Data Coach • Consultant (continuation of work begun in Spring 2017)
4. Daily lesson plans will include the AVID strategy of Cornell Note Taking and Close Reading, and student engagement strategies.	Teachers	2017-18 School Year	Lesson plan templates
5. Increase number of laptops to reach a 2-1 ratio in order to more fully integrate technology into planning, instruction and assessment.	Transition coordinator, Data coach	2017-18 School Year	Purchase of 30 additional laptops to reach 2-1 student to computer ratio
6. Professional development will be provided to all faculty on Danielson Domain 2: Classroom Environment, to include but not limited to classroom management, PBIS, student expectations, and teacher-student rapport so every student has access to all instruction.	Administrators, CSP, data coach, outside consultant, transition coordinator	2017-18 School Year	Outside Consultant

7. Through the discipline referral review process, individual teacher referrals will be tracked to determine refinements needed in areas of classroom management for each teacher.	Administrators, CSP, data coach, outside consultant, transition coordinator	2017-18 School Year	Outside Consultant
8. Instructional Leaders will utilize a walkthrough and feedback cycle to monitor and support teacher planning and implementation of questioning and discussion, student engagement strategies, i.e. AVID and Collaborative Structures, and Danielson Domain 2: Classroom Environment. Title 1 walkthrough template and computerized tracker will be used by the team to track walkthrough data and identify trends and patterns in the areas of Tier 1 instruction.	Administrators, CSP, data coach, consultant, transition coordinator	2017-18 School Year	Data collection system and structure (Title 1 walkthrough template and computerized tracker), district provided training for monitoring of effective instruction
9. Campus teams will perform team walkthroughs monthly using the Title 1 walkthrough template and computerized tracker to consistently address interrater reliability and consistency of site wide expectations.	Administrators, CSP, data coach, consultant, transition coordinator	2017-18 School Year	Data collection system and structure
10. Instructional Leaders will identify instructional trends during site walkthroughs in order to create school wide instructional goals.	Administrators, CSP, data coach, consultant, transition coordinator	2017-18 School Year	Access to and proficiency with the My Learning Plan system
11. Utilize My Learning Plan to monitor walkthrough data to provide feedback to teachers on classroom instruction and monitor trend data.	Principal and Assistant Principal	2017-18 School Year	Access to and proficiency with the My Learning Plan system
12. Two exemplary teachers will be identified and commit to attending the 3-day Fred Jones training on Classroom-Instructional Management that will be held June 19, 20 and 21, 2017.	Teachers/District PD	June 19, 20 and 21, 2017.	Fred Jones Training on Classroom-Instructional Management

13. Following the Fred Jones training, the two identified teachers will be coached by the District teacher Mentors on the 12 study groups that are aligned to Fred Jones Tools for Teaching.	Teachers, District teacher mentors	2017-18 School Year	Fred Jones Tools for Teaching
14. The identified teachers will in collaboration with the District's Teacher Mentors to conduct the 12 sessions on Fred Jones Tools for Teaching – Classroom Instructional Management with all staff members through the 2017-18 School Year.	Teachers, District teacher mentors	2017-18 School Year	Fred Jones Tools for Teaching and planned professional development for the 12 study groups.

Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
June 2018	AzMERIT results in Math and ELA	Principal, Assist. Principal, Data Coach	
2017-18 School Year	Bi-annual benchmark results for Math and ELA will provide guidance for teacher instructional decisions to support all student learning.	Data Coach, CSP	
2017-18 School Year	Analysis of formative and common formative assessment data to guide and support Tier 1 and in class Tier 2 instruction.	Data Coach, CSP	
2017-18 School Year	Site walkthrough feedback and District Supervision and Instruction Department walkthrough feedback and trend analysis.	Principal, Assistant Principal, CSP	
June 2018	Increased percentage of teachers demonstrating proficiency and above in the Danielson Evaluation Tool in the areas of student engagement, questioning and discussion, and assessment.	Principal, Assistant Principal	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)			
School's Priorities: Tier 2 Interventions to support student achievement in math and ELA.			School Leader Responsible: Principal Assistant Principal
Desired Outcomes: <ul style="list-style-type: none"> • Improve student achievement. • Reduce in MTSS referrals • Decrease in students needing outside classroom Tier 2 Interventions. 			
Action Steps (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Through the MTSS process, students will be targeted for invitation into our 21 st Century before and after school program. Targeted students will include but not be limited to the bottom 25% as well as students failing core content courses at the first progress report.	21 st CCLC Coordinator, data coach, transition coordinator	2017-18 School Year	MTSS 21 st Century Program
2. Think Through Math software will be used to fill identified gaps through a push in model during math class time, especially for student who are in the bottom 50%. This will be a Tier 2 intervention during math small group instruction.	Teachers, Transition coordinator	2017-18 School Year	Think Through Math
3. WICOR strategies which incorporate teaching/learning methodologies in the following critical ELA areas: Writing, Inquiry, Collaboration, organization and Reading to Learn will be incorporated school-wide to support ELA student achievement.	AVID Coordinator; Curriculum Service Provider		PD on WICOR strategies for ELA and Social Studies teachers
4. Provide supplementary curricular and differentiated instructional support during small group class time for students who are in the bottom 50% and/or who have been identified through formative assessments as needing additional interventions. Such interventions will not be limited to access only during ELA and math, but may be used during any class to provide additional time and support for identified students.	Teachers, CSP, Transition coordinator	2017-18 School Year	Think Through Math WICOR Strategies

5. Provide supplementary curricular and differentiated instructional support during after school tutoring for students who are in the bottom 50%, who have been identified through formative assessments and/or are in the MTSS process due to academic need.	21 st Century Coordinator, Transition coordinator, teachers	2017-18 School Year	Think Through Math WICOR Strategies
6. Instructional leaders will monitor and support teachers in the use of Think Through Math and AVID WICOR strategies as teachers provide Tier 2 instruction to support students who need additional interventions.	Instructional coaches, Transition coordinator, CSP and Teacher Leaders	2017-18 School Year	Think Through Math WICOR Strategies
7. Utilize our School Community Liaison to support student achievement through improved student attendance, school-family relationships, school-community relationships, and participation in the MTSS process	School Community Liaison	2017-18 School Year	1.0 FTE School Community Liaison
8. Through fine and performing arts programs and performances, parents and the Utterback community will build their relationship with the school and further foster academic achievement through a greater understanding and buy-in to the process of educating the whole child. Students engaged in performing arts learn self- discipline and focus which translates to other areas (academics).	Fine and performing arts teachers, transition coordinator, school community liaison	2017-18 School Year	5.0 FTE

Progress Indicators (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
June 2018	AzMERIT results in Math and ELA	Principal, Assistant Principal, Data Coach	
2017-18 School Yr	Bi-annual benchmark results for Math and ELA	Data Coach, CSP	

2017-18 School Yr	Formative assessment data	Data Coach, CSP	
2017-18 School Yr	Site classroom walkthrough feedback and trend data, trend data provided through My Learning Plan, and District Supervision and Instruction walkthrough and trend data	Principal, Assistant Principal, CSP	
2017-18 School Yr	MTSS referrals/discipline data	MTSS facilitator, MTSS team	

Strategic Focus Area #3: High Functioning Professional Learning Communities			
School's Priorities: Commitment to PLC process by all stakeholders and professional development needed to support teachers at all levels of the process. Maintain the current master schedule that provides for common plan by content area. Content level PLCs meet at a minimum one time weekly during their common plan for 60 minutes.			School Leader Responsible: Principal Assistant Principal
Desired Outcome: Teachers will engage in the PLC process with fidelity, including meaningful collaboration, data analysis, and the creation and utilization of common formative assessments, which will positively impact student achievement.			
Action Steps (Strategic Focus Area #3): High Functioning Professional Learning Communities			
	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Utterback faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2. Provide PLC professional development to build common knowledge about the PLC process that fosters a school culture of continuous learning and provides evidence that learning for all is the school's priority. PD will include but not limited to meaningful collaboration, data analysis, and the creation and utilization of common formative assessments.	CSP, Data Coach, Outside Consultant, PLC teams	2017-18 School Year	District PLC guide, Professional Development
3. Support the master schedule which provides for common plan by content level for core classes through the strategic use of elective scheduling throughout the day. Students will be provided elective opportunities that support academic achievement through fine and performing arts, PE, and computer skills.	Principal	2017-18 School Year	5.0 FTE

4. Quarterly curriculum maps and teachers' lessons plans will demonstrate that teachers are implementing the district curriculum in order to provide equal access for all students.	Teachers, CSP	2017-18 School Year	District Curriculum 3.0, Blue print. Scope & Sequence. Instructional resources
5. Provide professional development for teachers on the implementation of the curriculum and curriculum pacing, including unpacking standards.	Principal, Asst. Principal, CSP, Instructional Leaders	2017-18 School Year	
6. Use data from walk-throughs and lesson plans to determine alignment to curriculum and implementation.	Principal, Asst. Principal, Data coach, Transition coordinator, Instructional Leaders	2017-18 School Year	Curriculum Blueprint, Teacher lesson plans
7. Teachers will be trained on how to use SchoolCity software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.	Principal, Asst. Principal, Instructional Leaders, Consultant, CSP, Transition Coordinator	2017-18 School Year	SchoolCity
8. Instructional leaders monitor the curriculum, lesson planning, and formative assessment development.	Principal, Asst. Principal, Instructional Leaders, CSP	2017-18 School Year	PLC guide, Lesson plans, Assessments
9. Utilize formative assessment data to monitor student progress and adjust instruction.	Teachers, CSP, data coach, outside consultant - PLCs	2017-18 School Year	

10. Use the results from common formative assessments to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.	Teachers, CSP, data coach, outside consultant, PLCs	2017-18 School Year	PLC guide
11. Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	Principal, Asst. Principal, data coach, transition coach, Teachers, CSP, outside consultant, PLCs	2017-18 School Year	

Progress Indicators (Strategic Focus Area #3): High Functioning Professional Learning Communities

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017 Make-up Session Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
2017-18 School Yr	Development and implementation of quarterly curriculum and assessment calendar.	Principal, Asst. Principal, CSP, Instructional Leaders	
2017-18 School Yr	Teacher lesson plans show alignment of instruction to curriculum standards.	Principal, Asst. Principal, CSP, Instructional Leaders	
2017-18 School Yr	Professional Development calendar	Principal, Asst. Principal, CSP	

2017-18 School Yr	Completed SMART Goal Worksheet (PLC Guide p. 23)	PLCs	
2017-18 School Yr	School PLC Agenda and Minutes (PLC Guide p. 33)	PLCs	
2017-18 School Yr	Analyzing Student Work (PLC Guide p. 43)	PLCs	
2017-18 School Yr	Students scheduled for Tier 2 intervention	CSP, Teachers, and 21 st CCLC coordinators	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Principal Assistant Principal
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
Hire or maintain either Student and Family Support Liaison (Certified) or School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	Funding to pay for 1.0 FTE Space for Liaison
Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	2190.6120 Family Engagement Added Duty for certified staff members as needed 2190.6220 Family Engagement benefits as needed. 2190.6611 Family Engagement Supplies as needed
Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator	By end of each Quarter	FACE point-of-contact
Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	Site Council point-of-contact
Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	Principal

Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017-May 2018	Webmaster Office Manager
Progress Indicators (Strategic Focus Area #4): Family and Community Engagement			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By September, 2017	Position Control for Liaison	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	Advertisements/Fliers documenting three family and community events Sign-in sheets documenting attendance during three family and community events	Liaison	
May 2018	Log: Maintained by Liaison, documenting communication with FACE representative	Liaison	
May 2018	Site Council agendas documenting transition plan progress	Site Council Secretary, Liaison	
May 2018	Sign in sheets documenting Site Council (and other school committee) participation Agendas documenting items relevant to family and community engagement	Liaison	
May 2018	Samples of communication with family and community	Liaison, Webmaster, Office Manager	
April 2018	Letters of support from family, community, and partners (updated annually)	Liaison, Transition Coordinator	

SECTION 4: IMMEDIATE ACTIONS

Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 School Year and the fall of the 2017-18 School Year.

Identify up to 4 specific actions that will help make the Quick Win plan successful.			
	Action	Person Responsible	Timeline
1	Professional development creating/refining a school-wide common vision and collective commitments.	Principal and Assistant Principal	By August 4, 2017
2	PLC will develop their own collective commitments and norms.	CSP	By August 11, 2017
3	Begin consistent recognition of faculty and staff by celebrating success during faculty meetings.	Teachers and staff	At weekly staff meeting
4	All teachers serving in long-term substitute assignments need to receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	By October, 2017
5	Principal will communicate and review transition plan with all stakeholders. This will be done through PD with staff, site council meeting with invitation to all parents and community members to attend, newsletter, and website.	Principal	By May, 2017

**Cholla High Transition School Plan
2017-18 School Year**

Principal: Frank Armenta

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Cholla High Magnet School is a comprehensive high school that serves students who are racially diverse. The majority of our students come from surrounding neighborhoods whose primary racial makeup is Hispanic (1513 students). In addition Cholla serves Native American (112 students), African American (96 students) and White (148 students) students (data retrieved from tusd1.org data dashboard). The socioeconomic challenges our students face sometime limit their post-graduation goals. Our primary goal is to ensure that all students who attend our school are given as many learning opportunities as possible so that a successful future is a possibility; these opportunities currently include our open access Advanced Learning Experience International Baccalaureate (IB) Diploma Programme (DP), our variety of Career Technical Education courses (CTE), JROTC, and World Languages (Arabic, German, and Spanish). As we prepare this transition plan, we would like to increase our Advance Learning Experiences (ALE) course offerings with the IB Programme so that students have even more choice when it comes to their education.

In our Transition plan, we would like to strengthen our ALE offerings by expanding the IB Diploma Programme with the addition of the Career-related Programme (CP) Programme. Career-related Programme (CP) is a potential ALE program that will give students on campus a choice of educational paths, combining existing diploma courses and Career Technical Education courses. Students who pursue the IB CP would be able to benefit from an educational experience customizes to each student's individualized learning style and career focus.

As we work collaboratively within our transition team and Cholla's Site Council to define Cholla's next phase of educational excellence, we are excited to provide our students with a comprehensive learning experience that will give all of our students the best education available.

After reviewing the data, the lowest half ($n \sim 689$, included in this number is 240 Exceptional Education students) of our students are challenged in Algebra I, Algebra II and Geometry. In addition, our students are also challenged in freshman and sophomore English. This holds true for our lowest 25% as well.

As we look to integrate the Cholla High Magnet School Continuous Improvement Plan (CIP) into our Magnet Transition Plan as potential ALE, it is important to note how each of the components is integral to the overall success of our plan. Transitioning to the ALE model will require interdependency with the current CIP resources and additionally-requested resources within the transition plan. See Appendix A for OCR and USP language referring to Cholla ALE designation.

Title I Continuous Improvement Plan

Per the required Strategies within the Cholla CIP specific infrastructure to improve student achievement for all students, with specific Tier 1 and Tier 2 support systems for the bottom 25% in ELA and Math of our population.

The Cholla CIP establishes a continued Tier 1, Tier 2 and Tier 3 support system for students and teachers to facilitate student achievement. This will include interventions such as PLCs, a Curriculum Service Provider, an Instructional Technology Liaison, a MTSS Facilitator, and ELA and Math Instructional Data and Intervention Coordinators.

- The Academic Intervention Team (AIT) works collaboratively with administration and staff to increase instruction and to provide support to teachers and students on campus. AIT has the following personnel who work in a team environment to accomplish these goals: Assistant Principal of Teaching and Learning, IB Coordinator, MTSS/PBIS Facilitator, Curriculum Service Provider, an exemplar teacher, the Instructional Technology Liaison, and an addition of two Instructional Data and Intervention Coordinators. The AIT will address the bottom 25% of our learning community while also integrating learning goals for pre-Avid and the IB Career-related Programme. A survey will be sent to our teachers in order to determine interest in offering additional tutoring programs both before and after school. These programs will occur through 21st Century, Title I and IB. Teachers will be compensated for participating in these tutoring programs. Cholla will identify the bottom 25% students and will send a letter to invite them to tutoring. (The team will need to mention school wide and classroom level Tier 2 academic interventions or strategies that have been recommended by the AIT. Mandatory tutoring and targeted sub-group tutoring opportunities before or after school, during the day structured interventions like a daily advisory period, or during the school day ELA and Algebra blocks.)
- Teachers will continue to learn from the AIT and each other by participating in the Professional Learning Community (PLC) Workshops and their smaller PLC teams. PLCs on the Cholla's campus have become part of our culture and teachers have a full period (52 minutes) every day to participate in PLCs to identify students who are struggling, to talk about successes, and to collaborate on instructional strategies that are working.
- The Curriculum Service Provider (CSP) will continue to work with AIT to provide workshops for teachers to increase pedagogical knowledge. In addition, the CSP acts in a mentoring role on campus and works with teachers who are struggling or need additional support.
- The Instructional Technology Liaison (ITL) is an important part of our campus. In addition to providing technology support, this position works closely with AIT to plan and manage all testing on campus. The ITL has extensive knowledge of School City, our testing/data software, and is able to help disaggregate data.
- The MTSS/PBIS Facilitator will continue to implement the district's MTSS and PBIS goals in the areas of academic and behavioral interventions. They will use a process to maximize achievement for all students through systemic gathering of data used for educational decision making (screening, diagnosis, progress monitoring).

- The Instructional Data and Intervention Coordinators will work closely with the ITL and AIT to access, to analyze, and to collect relevant student achievement data to improve instruction across the curriculum. The Instructional Data and Intervention Coordinators will work closely in the PLC Workshops (whole staff) and with the math and English departments to improve staff assessment skills as well as data analysis, data collection, Tier 1 and Tier 2 interventions and research-based pedagogy to ensure that students meet state and district academic standards.
- With respect to Common Formative Assessments, the AIT will work with teachers on disaggregating the student achievement data; provide cycle assessments, reengagement of students with the content, and monitoring via walkthroughs and PLCs.
- The AIT will seek outside consultants to provide professional development addressing student engagement and achievement, particularly with ELL and ExEd students, such as Kagan's infrastructure classroom strategies to reengage students.
- Tier 2 support systems will include Response to Intervention (RTI) classes in math, utilizing the online ALEKS program. This will require one to two RTI teacher(s) to implement and to reengage students who need the additional support.
- Credit recovery courses will be provided to students in support of increased graduation rates. Credit recovery will be available for all courses that the students need. Credit recovery will be offered through Edgenuity. Cholla will look into a blended method of credit recovery offerings.
- PLC teams, with guidance from AIT, will assist in initially identifying students in need of Tier 3 interventions, utilizing an outline that incorporates academic, MTSS information and attendance as a guide.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average?

In all grade level-content areas Cholla scored below district average.

2. What differences do you see in subgroup performance? Include grade level and content area.

AzMERIT 2015-2016 Percent Mastery Math for Magnet Schools using USP Ethnicity

School	Class	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Cholla	Alg. I	463	36	19.4%	14	7.1%	375	13.6%	29	3.4%	2	100%	7	14.3%
Cholla	Geo	388	24	25%	12	16.7%	328	14.9%	19	10.5%	1	0%	4	50%
Cholla	Alg. II	310	23	8.7%	22	4.5%	240	5.8%	19	5.3%	3	66.7%	3	66.7%

- Algebra I (9th grade)
 - 100% of Asian/Pacific Islander students achieved mastery.
 - 19.4% of White students achieved mastery.
 - 14.3% of multiracial students achieved mastery.
 - 13.6% of Hispanic students achieved mastery.
 - 7.1% of African American students achieved mastery.
 - 3.4% of Native American students achieved mastery.
- Geometry (mix of 10th grade and 9th graders who completed Algebra I in 8th grade)
 - 50% of multiracial students achieved mastery.
 - 25% of White students achieved mastery.
 - 16.7% of African American students achieved mastery.
 - 14.9% of Hispanic students achieved mastery.
 - 10.5% of Native American students achieved mastery.
 - 0% of Asian/Pacific Islander students achieved mastery.

- Algebra II (mix of 11th grade and 10th graders who completed Geometry in 9th grade)
 - 66.7% of multiracial students achieved mastery.
 - 66.7% of Asian/Pacific Islander students achieved mastery.
 - 8.7% of White students achieved mastery.
 - 5.8% of Hispanic students achieved mastery.
 - 5.3% of Native American students achieved mastery.
 - 4.5% of African American students achieved mastery.

AzMERIT 2015-2016 Percent Mastery ELA for Magnet Schools using USP Ethnicity

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Cholla	9 th	432	30	26.7%	12	0%	360	20.9%	23	8.7%	2	50%	5	60%
Cholla	10 th	382	25	32%	21	28.6%	306	14%	22	9.1%	3	33.3%	5	40%
Cholla	11 th	278	21	28.6%	15	26.7%	222	12.2%	18	5.6%	2	100%	0	0%

- English 9
 - 60% of multiracial students achieved mastery.
 - 50% of Asian/Pacific Islander students achieved mastery.
 - 26.7% of White students achieved mastery.
 - 20.9% of Hispanic students achieved mastery.
 - 8.7% of Native American students achieved mastery.
 - 0% of African American students achieved mastery.
- English 10
 - 40% of multiracial students achieved mastery.
 - 33.3% of Asian/Pacific Islander students achieved mastery.
 - 32% of White students achieved mastery.
 - 28.6% of African American students achieved mastery.

- 14% of Hispanic students achieved mastery.
- 9.1% of Native American students achieved mastery.
- English 11
 - 100% of Asian/Pacific Islander students achieved mastery.
 - 28.6% of White students achieved mastery.
 - 26.7% of African American students achieved mastery.
 - 12.2% of Hispanic students achieved mastery.
 - 5.6% of Native American students achieved mastery.

School City Data SY2015-2016

Quarter 1 Benchmark

- African American 9th graders achieved mastery on the Math assessment at a rate of 47%; however, that is 47% of 19 African American students that took the benchmark.
- Achieved mastery for White 9th graders on the math assessment at a rate of 33%; which is 33% of 42 students.

Quarter 2 Benchmark

- The scores dropped for the African American 9th graders to 30% or 20 students tested.
- White 9th graders increased mastery by 1% to 34%, however there were only 38 students tested.

Quarter 3 Benchmark

- The scores increased slightly for the African American 9th graders to 35% however this is 35% of 17 students.
- White 9th graders increased mastery to 48%; however, that is 48% of 31 students.

3. Which student subgroups need the most assistance? Include grade level and content area.
- 9th, 10th and 11th Native American, Hispanic and African American students are in need of most assistance in ELA and Math.
4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?
- The performance achievement and growth does not differ across the content areas.
 - All content areas and grade levels have students that are struggling below the 50% mastery rate.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

During the school year there is movement in the benchmark measures.

- The ELA proficiency scores for the 9th grade Anglo students increased 12% from the 1st quarter to the 3rd quarter.
- The ELA proficiency scores for 9th grade African American Students decreased 17% from the 1st quarter to the 3rd quarter. The ELA proficiency scores for the 9th grade Hispanic students decreased by 2% from the 1st quarter to the 3rd quarter.

2. What are the trends in performance over time? (annual indicators) **The trends in performance over time include an:**

- 9th grade White students test scores increased in ELA from 1st to 3rd quarter benchmarks
- Significant growth is not occurring in any of the six categories for all subgroups.

Task 3 : Prioritize Concerns

1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)

Our top three to five identified challenges include:

- AzMERIT and Benchmarks in Algebra, Geometry and Algebra II for all students testing.
- AzMERIT and Benchmarks in English 9, English 10 and English 11 students have not shown sufficient growth AzMERIT as evidenced in above table.
- All subgroups scored below district averages in Math and ELA on both AzMERIT and Benchmarks.
- Continue to provide our math and ELA teachers more focused professional development so that they can read and understand the AZMERIT and School City data to analyze specific trends or standards that students struggle to master. This will help to inform instruction and provide a targeted focus for that instruction.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students will increase their academic performance level in math and ELA for the 2017-2018 school year.</p>	<p>1. Cholla will increase overall achievement in ELA 9 from 20.6% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT.</p>
	<p>2. Cholla will increase overall achievement in ELA 10 from 16.3% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT.</p>
	<p>3. Cholla will increase overall achievement in ELA 11 from 14.3% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT.</p>
	<p>4. Cholla will increase overall achievement in Algebra I from 13.6% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT.</p>
	<p>5. Cholla will increase overall achievement in Algebra II from 7.1% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT.</p>
	<p>6. Cholla will increase overall achievement in Geometry from 15.7% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT.</p>

Goal 2	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students who scored partially proficient in math and ELA on the 2017 AzMERIT will increase their proficiency level on the 2018 AzMERIT.</p>	<ol style="list-style-type: none"> 1. Cholla will increase overall achievement in ELA 9 from 31.3% (2016 AZ MERIT) by at least 5% as determined by the results of the 2018 AzMERIT. 2. Cholla will increase overall achievement in ELA 10 from 17.5% (2016 AZ MERIT) by at least 5% as determined by the results of the 2018 AzMERIT. 3. Cholla will increase overall achievement in ELA 11 from 13.7% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT. 4. Cholla will increase overall achievement in Algebra I from 15.6% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT. 5. Cholla will increase overall achievement in Algebra II from 12.3% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT. 6. Cholla will increase overall achievement in Geometry from 24.7% (2016 AzMERIT) by at least 5% as determined by the results of the 2018 AzMERIT.
Goal 3	Measurable Objectives
<p>Goal for Academically Proficient Students:</p> <p>All IB students will increase their academic performance level in math and ELA for the 2017-2018 school year.</p>	<ol style="list-style-type: none"> 1. Cholla will increase overall achievement in ELA 9, 10, 11 by at least 5% as determined by the results of the 2018 AzMERIT. 2. Cholla will increase overall achievement in Algebra I, Algebra II and Geometry by at least 5% as determined by the results of the 2018 AzMERIT.

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Tier 2 Interventions for Math and ELA
3. High Functioning Professional Learning Communities
4. Family and Community Engagement
5. Enhance Learning Opportunities Through the International Baccalaureate Programme

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Cholla students will score at or above proficient with the state median in reading and math on the 2017-18 AzMERIT.			School Leader Responsible: Principal
Desired Outcome: Systems and strategies will be implemented to ensure consistent high quality Tier I instruction for all students within the school day.			
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
Professional Development will be provided to strengthen Tier 1 knowledge and skills in the area of questioning and discussion, student engagement, and lesson assessment.	CSP/Academic Intervention Team	8/2017	
Teachers will show evidence of implementation on collaborative structures in their lesson planning and during the delivery of lessons. New teachers to Cholla will be provided the opportunity to receive the training on collaborative structures as presented to the present Cholla faculty.		2017-18 School Year	
AIT with administrators will conduct ongoing site-based walk-throughs which will focus on specific Danielson Domains 3: Classroom Instruction, specifically questioning and discussion; student engagement; and lesson assessment. The district walk-through protocol and computerized tracker will be used to support identifying trends with these practices. Data will be shared with the faculty and individual teachers as needed.	Instructional Data and Intervention Coordinators and Administrators	October 2017	Principal; "My Learning Plan"; District Walk-through Protocol and Computerized Tracker to ensure systematic classroom practices; Instructional Data, Intervention Coords. (2)

As trend data is identified for Tier 1 instruction refinements, faculty will review videos from Danielson Domain 3 Classroom Instruction and identify a new strategy to be implemented in their classroom.	Instructional Data and Intervention Coordinators and Administrators	During each school quarter	
The Curriculum Service Provider will identify teachers who need additional support and work with new teachers on questioning and discussion; student engagement; and lesson assessment. A plan to assist these teachers will be developed with the CSP. The CSP will support and coach each teacher according to their plan.	CSP and Academic Intervention Team	November 2017	1.0 FTE CSP

Progress Indicators (Strategic Focus Area #1) Strengthen Instruction for All Students (ELA and Math)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
October 2017	Campus walk-throughs protocols, computerized tracker with results and a next step plan for support for all faculty with identified trends.	Administrators, Academic Intervention Team, Principal	
December 2017	CSP provides teacher plans for refinements in Tier 1 interventions and calendar of meetings with teachers	Academic Intervention Team, Principal	
2017-18 School Year	Sign-in sheets from all professional development sessions.	All certified staff, Administration	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)			
School's Priorities: Interventions for Struggling Students ELA and Math			School Leader Responsible: Principal
Desired Outcome: Cholla students will score at or above proficiency with the state median in reading and math on the 2017-18 AzMERIT.			
Action Steps (Strategic Focus Area #2) Interventions and Supplemental Services (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
Implement five to eight sections of ALEKS RTI math classes. Freshman and Sophomore students who are in the lower 25% in math will be assigned to take a semester long Response to Intervention course targeting essential math skill deficits. Student enrollment is fluid; students are selected and exited from class based on teacher recommendation and student data.	AP	July/Aug. 2017	AzMERIT test scores from 2017/Classroom scores from 2016-2017 school year 2 FTE: RTI Teacher ALEKS licenses
Evaluate L25-50% student progress through benchmark assessments to identify students who need RTI ALEKS math in a systematic and timely manner.	Instructional and Data Intervention Coordinators	2017-18 School Year	
Before and after school tutoring hours provided through Cholla Afterschool Program (21 st Century Community Learning Centers) and other budgetary means to support students with math and ELA academic needs. Tutoring will provide enrichment, support, interventions, and opportunities to ensure optimal student achievement.	Math and ELA teachers	2017-18 School Year	Added duty
Provide Freshman Academy to incoming 8th graders to build a bridge from middle to high school through math, English and study skill courses. Freshman Academy Coordinator will oversee student progress and provide guidance and monitor teachers and students.	Administration, teachers, Freshman Academy Coordinator	Summer 2017	Added duty

Opportunities will be provided to targeted students who have been identified as having measureable deficiencies in math and English as determined through AzMERIT and School City data) (ACT, SAT, AzMERIT) to participate in test prep workshops before and after school.	IDIC/Data Coach, Teachers	2017-18 School Year	Added duty
Data chats will be conducted with the L-50% students and parents/guardians quarterly as evidenced by data notebooks, stakeholder notifications and Parent-Link.	IDIC/Data Coach	2017-18 School Year	
Develop and implement Pre-AVID for one semester for all freshmen. Course work will provide students develop organization skills, study skills, and higher order thinking skills. Pre-AVID will include instruction in WICOR and IB Theory of Knowledge Skills.	AVID Coordinator	1 st Semester	
WICOR strategies which incorporate teaching/learning methodologies in the following critical ELA areas: Writing, Inquiry, Collaboration, organization and Reading to Learn will be incorporated school-wide to support ELA student achievement.	AVID Coordinator and AIT	2017-18 School Year	PD on WICOR strategies for ELA and Social Studies teachers
Progress Indicators (Strategic Focus Area #2) Interventions and Supplemental Services (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Prior to each semester	RTI Student Generated List of the L25 students who need math support. List will be updated every semester in order to ensure fluidity of enrollment in and out of RTI classes.	Counselors/RTI Teachers/ Data Coach	
Summer 2017	Freshman Academy Program Syllabus and student attendance records.	Admin.	
Sept. 2017	All teachers will keep data notebooks that track student progress during the end of each quarter.	RTI teachers	
On-going	Test prep student identification list and student attendance records.	Admin.	
After benchmark tests, PSAT, AzMERIT	Records of student data along with a schedule of data-chats.	Data Coach	

Before each semester	Master schedule showing Pre-AVID and AVID classes. Student class list.	Counselor and AVID Coordinator	
On-going	Lesson plans including WICOR Strategies	Admin.	
Quarterly	21 st Century Program enrollment and attendance data	21 st Century Coordinator	

Strategic Focus Area #3: Developing High Functioning Professional Learning Communities

School's Priorities: Cholla will continue to strengthen PLC instructional time with the intent to focus on unpacking standards using district curriculum maps, instruction, assessment, and re-engagement strategies.

School Leader Responsible:

Desired Outcome: To work collaboratively to clarify what students must learn, how each student's learning will be monitored, and to provide students with systematic intervention when they struggle to achieve at proficient levels of learning.

Principal

Action Steps (Strategic Focus Area #3): Developing High Functioning Professional Learning Communities

	Person Completing Action	Timeline	Resources Needed / Source
Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Cholla faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
The AIT and Instructional and Data Intervention Coordinators will train PLCs in the use of School City Assessment and ALEKS Software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.	CSP, Academic Intervention Team, and Teachers	August 2017	PLC workshop time/ Instructional and Data Intervention Coordinators

<p>A Data Coach will support the analysis of benchmark assessments, AzMERIT, and common formative assessment (CFA). The Data Coach will ensure teachers are trained to collect and analyze data correctly to adjust instruction to meet each student's needs. The Data Coach will also identify our L25% and track their progress throughout the year.</p>	<p>Data Coach, Teachers</p>	<p>2017-18 School Year</p>	<p>1.0 FTE Data Coach</p>
<p>AIT and Instructional and Data Intervention Coordinators will monitor the effectiveness of PLCs in creating common formative assessments, will assist with analyzing student data, and ensure that data is analyzed and provided to teachers so that sound instructional re-teaches plans can be created to ensure that students master each standard.</p>	<p>CSP, Academic Intervention Team, and Teachers</p>	<p>2017-18 School Year</p>	<p>PLC workshop time/Instructional and Data Intervention Coordinators</p>
<p>PLS will create a series of common formative assessments and agree on the specific standard students must achieve to be deemed proficient.</p>	<p>CSP, Academic Intervention Team, and Teachers</p>	<p>August 2017</p>	<p>PLC workshop time/Data and Instructional Coordinators</p>
<p>PLCs will use the results from common formative assessments to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.</p>	<p>Data and Instructional Coordinators</p>	<p>October 2017</p>	<p>School City training</p>
<p>Teacher to teacher (peer) classroom visits to see exemplary teaching using the district TUSD walk through form. Identified exemplary teachers will build and share knowledge through PLC and PD workshops.</p>	<p>CSP, Academic Intervention Team, and Teachers</p>	<p>November 2017</p>	<p>PLC workshop to establish guidelines and norms</p>
<p>Administrators, led by site Principal, will ensure PLC systems are carefully monitored using the district's PLC rubric. Observation information will include strengths and refinements. This information will be used to make adjustments designed to build the collective capacity of the group to be successful.</p>	<p>Principal, CSP, and Academic Intervention Team</p>	<p>2017-18 School Year</p>	<p>District PLC Rubric</p>

Progress Indicators (Strategic Focus Area #3) Developing High Functioning Professional Learning Communities			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017/ Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
August 2017	Teachers will use the highly leveraged standards in their individual content areas for ELA and Math to determine the student understands.	Data and Instructional Coordinators, Teachers	
October 2017	Teachers are able to identify students who are falling below. Teachers will utilize CFAs to increase student achievement.	Data and Instructional Coordinators, Teachers	
November 2017	Teachers will analyze the results from the CFAs and create an action plan for student proficiency.	Academic Intervention Team, Teachers	
December 2017	Teachers will share exemplary pedagogy practices and discuss ways to implement them into their individual classrooms.	Teachers	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: Ensure continuation of Community Representative activities and support. Action steps would include active role, responsibilities, and strategies for the Family Engagement Specialists to engage parents and community members in the school community. As well, action steps for a plan to both include and to present the school's transition plan to the community.			School Leader Responsible: Principal
Desired Outcome: Continue to increase family and community involvement at Cholla High School.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
Continue to promote the role of the Community Representative at Cholla High School to plan, implement, and oversee all family and community engagement activities.	Administration, Community Representative	September 2017	1.0 FTE Community Representative
Review Guidelines for Student Rights and Responsibilities (GSRR) with families and community members during Open House/Coffee with the Principal Meeting	Principal, Community Representative	December 2017	District approval of GSRR
Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication, use of social media to update families and community members on events at Cholla High School).	Principal, Community Representative, Instructional Tech Liaison	2017-18 School Year	1.0 FTE Community Representative, 1.0 FTE Instructional Tech Liaison
Continue taking students on college tours throughout Arizona and surrounding communities to increase knowledge of the importance of attending college. Invite parents to attend the tours as well to increase their understanding of the process of enrolling in college.	Community Representative, College and Career Coordinator	2017-18 School Year	1.0 FTE Community Representative, 1.0 FTE College and Career Coordinator

Continue to invite parents and community members to Parent Teacher Conferences, Coffee with the Principal, Parent Workshops, Parent University, Honor Roll and IB Celebrations	Community Representative, Administration, Teachers, College and Career Coordinator	2017-18 School Year	1.0 FTE Community Representative, 1.0 FTE College and Career Coordinator
Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Community Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> • Advertisements/Fliers • Sign-in sheets • 2190.6120 Family Engagement Added Duty for certified staff members as needed • 2190.6220 Family Engagement benefits as needed. • 2190.6611 Family Engagement Supplies as needed
Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator	By end of each Quarter	Log: Maintained by Liaison, documenting communication with FACE representative
Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	<ul style="list-style-type: none"> • Sign in sheets • Site Council agendas • Progress reports of implementation

Progress Indicators (Strategic Focus Area #4): Family and Community Engagement

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
September 2017	Introduction of Community Liaison at Open House	Principal	

December 2017	Sign in Sheets from Parent/Community Meeting to review the GSRR, District Policies, CIP, Site Council, etc.	Principal, Community Representative	
2017-18 School Year	Social media updated to include all events at Cholla High School and other evidence of communication.	Community Representative, Instructional Tech Liaison	
2017-18 School Year	Attendance Sheets from the college tours, including names of parent attendees	College and Career Coordinator, Community Representative	
2017-18 School Year	Sign-in Sheets from the various meetings and celebrations on the Cholla Campus	Community Representative, College and Career Coordinator	

Strategic Focus Area #5: Enhance Learning Opportunities Through the International Baccalaureate Programme			
School's Priorities: Ensure the continuation of the International Baccalaureate Programme at Cholla.			School Leader Responsible: Principal
Desired Outcome: Continue to provide a high quality IB Programme that supports students academically and provides rigorous engaging curriculum in preparation for college and career.			
Action Steps (Strategic Focus Area #5): Enhance Learning Opportunities Through the International Baccalaureate Programme			
	Person Completing Action	Timeline	Resources Needed / Source
Continue to provide an open access ALE IB Programme according to IB World School authorization guidelines and requirements.	Administration/IB Coordinator	August 2017 and ongoing	District according to Court Order #1983
Recruitment into IB Prep and Diploma/Certificate Programme both within Cholla and middle schools, including utilizing AP potential report.	IB Coordinator/ALE Mentor	August 2017	ALE Mentor position and AP potential report
Continue to provide training opportunities in IB content and assessments that include IB Category 2 and IB Category 3 as conducted by IB trained professionals. Training must be completed according to IB World School requirements.	IB Coordinator/teacher	2017-18 School Year	Budget strings to support training/travel
IB Teachers will provide IB test prep to review exam expectations and review content prior to IB assessments to support student achievement.	IB Coordinator/teachers	Spring 2018	ALE and IB budget strings to support
IB students will complete multiple mock exams and review their mock exam data to help prepare them for IB Exams. Teachers will provide individualized feedback to students to refine their progress and ultimate success on final IB assessments.	IB Coordinator/teachers	Spring 2018	ALE and IB budget strings to support
To support student achievement, required teacher advisors collaborate with students in examining work, identifying problems and specific strategies for IB DP students completing CAS (Creativity, Action, Service) hours and Extended Essay	IB Coordinator/CAS Coordinator/EE Coordinator	2017-18 School Year	ALE and IB budget strings to support
Provide tutoring hours before and after school as a Tier 1 intervention. IB Coordinator will identify struggling students for tutoring.	IB Coordinator/teachers	2017-18 School Year	Added duty

Provide IB Summer Academy to grades 10, 11 and 12 to increase retention and success in DP courses, assist in the completion of required CAS and EE components, to provide ongoing support and positive student engagement in IB curriculum. IB Coordinator will oversee student progress and provide guidance and monitor teachers and students.	IB Coordinator/teachers	Summer 2018	3.0 FTE teacher
Continued transportation to current, non-neighborhood IB students and potential, non-neighborhood students for transportation for incoming students who are enrolling in IB coursework	Transportation	2017-18 School Year	Transportation
Cholla will have their existing marketing materials updated to reflect the move of the IB Program to the ALE department. This includes their banners, logo boards, rack cards, and program flyers. Also they will need a full color, school specific brochure created. They will continue to attend centrally organized events to promote their program to prospective families.	Communications Department	2017-18 School Year	Continue to have access to the marketing support of the Communication Department

Progress Indicators (Strategic Focus Area #5): Enhance Learning Opportunities Through the International Baccalaureate Programme

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
2017-18 School Yr	Completion of IB required paperwork and training according to IB World School reqt's and evaluation	IB Coordinator	
2017-18 School Yr	Calendar of recruitment events and presentations	IB Coordinator/ALE Mentor/School Community Services	
2017-18 School Yr	Certificate of completion for all IB trainings provided by the IB Professional Development Department	IB Coordinator	
2017-18 School Yr	Predicted grades and completed mock exams with individualized feedback for each student	IB Coordinator/teachers	
2017-18 School Yr	Sign in sheets and recruitment events into tutoring and IB Summer Academy	IB Coordinator/ALE Mentor	
2017-18 School Yr	Registrations into IB through Open Enrollment and utilization of transportation routes	IB Coord. / School Comm. Services	

SECTION 4: IMMEDIATE ACTIONS**Teacher Vacancies**

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 school year.

	Action	Person Responsible	Timeline
1	The principal will convey the transition plan to all stakeholders.	Principal	May 2017
2	All teachers serving in long term substitute assignments need to receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	October 2017
3	Review school mission and vision, PLC norms, and collective commitments during welcome back breakfast meeting.	Principal	August 2017

**Pueblo High School Transition Plan
2017-18 School Year**

Principal: Dr. Augustine Romero

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

- Section 1: School Data
- Section 2: School Goals and Measureable Objectives
- Section 3: Action Plan
- Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Pueblo seeks to create a center of equity that is responsive to the academic and the social needs of its students and the professional and social needs of our teachers and support staff. This equity-based system gives Pueblo the opportunity to accommodate the needs and develop the assets of all of our students.

Demographically, Pueblo is 86% free and reduced lunch with enrollment being 88.3% Latinos, 4.2% Native Americans, 3.7% African Americans, 3.7% Anglos, 1.0% Multi-racial and 0.3% Asian American. In order to address the gamut of needs, Pueblo offers ALE (Advanced Placement, Honors, Dual Enrollment or GATE) courses for its students on the higher end of the academic performance spectrum. For those students in the middle of the spectrum, Pueblo offer Advancement Via Individual Determination (AVID) courses. We offer our AVID courses at all four grade levels. These courses make up 22% of Pueblo’s course offerings. For our students in the lower 25th percentile in Math and ELA, Pueblo offers Response to Intervention that focus on supporting the individual academic needs and the standards-based special skill development needs of our of students.

This academic structure propels Pueblo closer to the academic and educational space that its community deserves. Our equity-based system serves Pueblo’s entire community: students, teachers, staff, and administration alike; drawing on a sense of responsiveness based upon the needs both academically and socially of all of those within our community.

Inquiry Process:

Task 1: Review Current Performance
1. In which grade level-content areas did the school score below district average? ELA 9, ELA10, Algebra and Geometry
2. What differences do you see in subgroup performance? Include grade level and content area. Due to the small number in each sub-group it is difficult for us to compare across subgroups, however, based on the District averages we have identified our greatest area of need as being Hispanic students in 9 th and 10 th grade in ELA and Math (specifically Algebra).
3. Which student subgroups need the most assistance? Include grade level and content area. Hispanic students in 9 th and 10 th grade. (ELA 9, ELA 10, Algebra and Geometry)
4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker? Yes, Math (Algebra and Geometry)

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)
 - 2015/2016 showed an upward progression from 1st Quarter to 3rd Quarter in both Math and ELA.
2. What are the trends in performance over time? (annual indicators)
 - ELA 9: 2015/2016 = 23% proficient 2016/2017 = 50% proficient (progression)
 - ELA 10: 2015/2016 = 30% proficient 2016/2017 = 52% proficient (progression)
 - Algebra: 2015/2016 = 36% proficient 2016/2017 = 29% proficient (regression)
 - Geometry: 2015/2016 = 20% proficient 2016/2017 = 25% proficient (progression)

Task 3 : Prioritize Concerns

1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)
 1. ELA 9
 2. ELA 10
 3. Algebra
 4. Geometry

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
Students will increase learning and achievement in Math.	1. Students will increase Algebra scores by at least 5%, moving from 8.1% proficiency to 13.1% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
	2. Students will increase Geometry scores by at least 5%, moving from 7.7% proficiency to 12.7% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
	3. Students will increase Algebra II scores by at least 5%, moving from 4.4% proficiency to 9.9% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
	4. Students will increase Algebra scores by at least 5% moving from 29.1% proficiency to 34.1% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.
	5. Students will increase Geometry scores by at least 5%, moving from 25.1% proficiency to 29.1% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.
	6. Students will increase Algebra II scores by at least 5%, moving from 22.4% proficiency to 27.4% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.

Goal 2	Measurable Objectives
Students will increase learning and achievement in ELA.	1. Students will increase ELA 9 scores by at least 5% from 15.9% proficiency to 19.9% proficiency as measured by AzMERIT.
	2. Students will increase ELA 10 scores by at least 5% from 8.6% proficiency to 13.6% proficiency as measured by AzMERIT.
	3. Students will increase ELA 9 scores by at least 5% from 50.4% proficiency to 55.4% proficiency as measured by SchoolCity Benchmarks.
	4. Students will increase ELA 10 scores by at least 5% from 52.5% proficiency to 57.5% proficiency as measured by SchoolCity Benchmarks.

Goal 3	Measurable Objectives
Continue to provide and to enhance quality educational instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	1. Enrollment in Biotech classes will grow by at least 5% each year and enrollment in dual credit with Pueblo and University of Arizona will increase by at least 5% each year (2017/2018).
	2. Enrollment in Culturally Relevant classes will increase by at least 5% each year.
	3. Enrollment in AVID, dual enrollment and AP classes will increase by at least 5% each year (2017/2018).

Goal 4	Measurable Objectives
<p>To enhance the academic performance of ELD students in both ELA and Math.</p>	<p>1. ELD students will increase Algebra scores by at least 5%, moving from 2.4% proficiency to 7.4% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.</p>
	<p>2. ELD students will increase Geometry scores by at least 5%, moving from 7.7% proficiency to 12.7% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.</p>
	<p>3. ELD students will increase Algebra II scores by at least 5%, moving from 0% proficiency to 5% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.</p>
	<p>4. ELD students will increase ELA 9 scores by at least 3% from 2.3% proficiency to 5.3% proficiency as measured by AzMERIT.</p>

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Tier 2 Interventions for Math and ELA
3. High Functioning Professional Learning Communities
4. Family and Community Engagement
5. Enhance Learning Opportunities in Dual Language Courses and Culturally Responsive Courses

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School’s Priorities: Strengthen Tier 1 instruction in ELA 9, ELA 10, Algebra, and Geometry classes by employing school-wide best practices for instructional pedagogy such as; collaborative learning strategies, modeling, and effective assessment practices, across our school in order to increase Math and ELA scores on SchoolCity benchmarks and AzMERIT End-of-Course Assessments			School Leader Responsible: Dr. Augustine Romero
Desired Outcome: Math and ELA benchmark scores on SchoolCity and AzMERIT will meet or exceed district averages.			
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Teachers will create daily lesson plans that include an objective that is aligned to student engagement, questioning and discussion, and checks for understanding.	Teachers	Weekly	Binders, Lesson Plan Template
2. All teachers will be trained in the Tier 1 Gradual Release of Responsibility (modeling). Algebra and Geometry teachers will plan using the Gradual Release of Responsibility lesson plan template.	J. Miller, CSP	Fall 2017	PD, Lesson plan template

3. Instructional leaders will monitor lessons for Gradual Release of Responsibility strategies in Algebra and Geometry during instructional walk-throughs using the TUSD Walkthrough protocol.	Admin	Fall 2017	Time, lesson plan template
4. Teachers will implement Collaborative Structures to increase student engagement.	Teachers	Fall 2017	Kagan Training
5. Teachers will implement informal formative assessments and formative assessments throughout daily lessons to monitor and adjust teaching.	J. Miller, CSP	Fall 2017	Computer, PD
6. All teachers will employ AVID strategies within their classroom. Cornell Notes and Higher Order Questioning strategies will be a school-wide focus.	J. Miller, CSP	Fall 2017	AVID training for non-trained teachers
7. Through site walkthroughs, District walkthroughs, and classroom observations, administrators and instructional leadership will monitor communication of the objective, Gradual Release of Responsibility (modeling), Cornell Notes, higher order questioning, and checks for understanding.	Admin	Fall 2017	TUSD Observation Tool, AVID observation tool, Danielson.
8. ELA teachers will be provided professional development in order to implement the guided reading/writing organizer (GRO).	J. Miller, CSP	Fall 2017	Professional development
9. ELA teachers will be provided professional development in order to implement SQ3R reading comprehension strategies.	J. Miller, CSP	Fall 2017	Professional development

Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Fall 2017	Teachers will provide a lesson plan notebook that is reviewed during walkthroughs, pre/post-conferences, and formal observations.	Teachers	

Fall 2017	Lesson plans will include evidence of: Gradual Release of Responsibility (Math), Cornell Notes, higher order questioning skills, GRO (ELA), SQ3R (ELA), and CR strategies.	J. Miller	
End of 3 rd Quarter	Progress on math SchoolCity benchmark exams from quarter 1 to quarter 3 by at least 5%.	J. Miller	
Fall 2017	Lesson plans will show evidence of collaborative structure strategies (think-pair share, group brainstorming, partner, etc.).	Teachers	
2107-18 School Year	Walk-through protocols, teacher evaluations, district walk-through protocols, and summary sheet of instructional trends	J. Miller	
End of 3 rd Quarter	Progress on math and ELA SchoolCity benchmark exams from quarter 1 to quarter 3 by at least 5%.	J. Miller	
End of 3 rd Quarter	Progress on math and ELA SchoolCity benchmark exams from quarter 1 to quarter 3 by at least 5%.	J. Miller	

Strategic Focus Area #2: Tier 2 Interventions for Math and ELA

<p>School's Priorities: Strengthen Tier 2 instruction by strategically building RTI programs to focus on the bottom 25% in both Math and ELA, growing and enhancing our biotech courses over the next two years for our students who are proficient (Medical Interventions and Biomedical Innovations), and growing our Advanced Learning Experiences (ALE).</p>	<p>School Leader Responsible: Dr. Augustine Romero</p>
<p>Desired Outcomes: -Increase attendance and student achievement by building responsiveness and increasing engagement in each of the classes. -Students will have more opportunities to enrich their education, knowledge and skills by participation in more biotech classes. -Students will be challenged by an intellectually engaging and viable curriculum, drawing partially proficient students to proficient students. -Students needing support will receive targeted interventions 1 hour per day.</p>	

Action Steps (Strategic Focus Area #2): Tier 2 Interventions for Math and ELA

	Person Completing Action	Timeline	Resources Needed / Source
<p>1. Bottom 25% students in ELA 9, ELA 10, Algebra and Geometry will be identified each semester by the district report and placed in a support class with a focus on improving each student's skill set by differentiating instruction to meet each individual student's needs.</p>	Counselors	Summer / Fall 2017	L25 list
<p>2. Think Through Math software will be used to fill identified gaps through a push-in model during math class time, especially for student who are in the bottom 50%. This will be a Tier 2 intervention during math small group instruction.</p>	Teachers	2017-18 School Year	Think Through Math
<p>3. After-School tutoring will be provided through AmeriCorps for the L25 students in both ELA and Math.</p>	AmeriCorps	Fall 2017	AmeriCorps volunteer, classroom

4. Students who have failed Algebra I during 1 st semester will be required to retake the class 2 nd semester before advancing to Algebra II.	Counselors	Spring 2018	Classroom, list of students
5. Professional development for ALE teachers that includes questioning strategies and research strategies to implement in daily lessons.	J. Miller	Spring/Summer 2017	Computers, trainer
6. Instructional leaders will observe questioning strategies and research strategies through individual, district, and team walkthroughs using District walkthrough protocol.	Admin, V. Bodanyi, C. Santa Cruz, W. Blackstone	Fall 2017	District Walkthrough Form
7. ELA teachers will implement “Read for Understanding/Reading Apprenticeship” in RTI classes.	K. Gunnels	Summer 2017	Manuals
8. Instructional leaders will monitor lessons to support “Read for Understanding/Reading Apprenticeship” strategies using instructional walk-through protocol.	Admin	2107-18 School Year	District Walkthrough Form
9. Biotech classes will continue to be offered for students who perform at or above proficiency and will increase in offerings based on student demand.	Teacher	Fall 2017	Lab Equipment/Training

Progress Indicators (Strategic Focus Area #2): Tier 2 Interventions for Math and ELA

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Prior to each semester	Using data generated by the assessment and program evaluation department, students who fall in the L25 will be identified prior to each semester to better inform placement in RTI classes.	Admin/Data Coach	
2017-18 School Year	Incorporate Think Through Math in all math classes. Walk-through data and PLC notes will indicate the use of Think Through Math to support student learning.	Admin., Math Teachers	

Fall 2017	The L25% will improve in Math and ELA by 10% as measured by TUSD Benchmarks and AzMERIT.	Teachers	
Fall 2017	Danielson Domain 3: Classroom Instruction scores will increase for all teachers as measured by the TUSD Walkthrough Protocol form to reflect proficient or higher scores.	Teachers	
Spring 2018	Algebra scores will increase by 10% as measured by Benchmarks and "F" rates will decrease.	Math Teachers	
Fall 2017	ELA RTI classes will be using "Read for Understanding/ Reading Apprenticeship" and ELA scores will increase by 10% as measured by district Benchmarks.	RTI Teachers	
Fall 2017	Enrollment in Biotech classes has increased by 28% and the students in the courses are all performing at Proficient or higher on the District Benchmarks.	Biotech teachers	

Strategic Focus Area #3: High Functioning Professional Learning Communities**School's Priorities:**

- Master schedule that has built in PLC time- common planning periods by subject.
- To work collaboratively to clarify what students must learn and how each student's learning will be monitored.
- To provide students with systematic interventions when they struggle to achieve at proficient levels of learning.

School Leader Responsible:**Dr. Augustine Romero**

Desired Outcomes: To create a professional learning community that fosters a school culture of continuous learning and provides evidence that learning for all is the school's collective purpose. The school has developed school-wide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic.

Action Steps (Strategic Focus Area #3): High Functioning Professional Learning Communities

	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Pueblo faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2. Develop SMART (specific, measurable, achievable, realistic, and time bond) goals for all subject/grade levels.	PLCs	Fall 2017	SMART Goal Worksheet
3. Clarify and implement the essential learning (unpack standards) for each unit as determined by the District's Curriculum Scope and Sequence.	Teachers	Fall 2017	TUSD Portal
4. Provide professional development for teachers on the implementation of curriculum and curriculum pacing.	A. Romero	Fall 2017	Pacing Guide

5. Administrators will utilize data from walk-throughs, observations, pre and post-conferences, PLC observations and lesson plans to determine alignment to curriculum and implementation.	A. Romero, J. Miller	Fall 2017	Walkthrough Form
6. Provide professional development for teachers on how to develop common formative assessments and how to use the results to develop new instructional strategies, to plan new lessons, and to identify students who need additional support for learning.	A. Romero, J. Miller	2107-18 School Year	Trainers
7. Utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.	A. Romero, J. Miller	2107-18 School Year	SchoolCity
8. Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	A. Romero, J. Miller	2107-18 School Year	District Walkthrough Form
9. Provide professional development on Professional Learning Communities by consultant.	A. Romero, J. Miller	Spring 2018	Funding and library reference room

Progress Indicators (Strategic Focus Area #3): High Functioning Professional Learning Communities

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	A. Romero, J. Miller	
Spring 2017	Master Schedule designed for embedded PLC time during the school day	A. Romero, J. Miller	
Fall 2017	Development and implementation of standards-based units of instruction for each subject and grade level.	A. Romero, J. Miller	

2017-18 School Year	Teacher lesson plans show alignment of instruction to curriculum standards.	A. Romero, J. Miller	
2017-18 School Year	Completed SMART goal worksheet (PLC guide p.23).	PLCs	
2017-18 School Year	School PLC agenda and minutes (PLC guide p.33).	PLCs	
2017-18 School Year	Analyzing student work (PLC guide p. 43).	PLCs	
2017-18 School Year	Students scheduled for Tier 2 intervention such as RTI placement.	PLCs	
Spring 2017	Consultant will be determined and scheduled for Summer Training.	Admin	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Dr. Augustine Romero
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
Hire or maintain either Student and Family Support Liaison (Certified) or School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	Funding to pay for 1.0 FTE Space for Liaison
Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	2190.6120 Family Engagement Added Duty for certified staff members as needed 2190.6220 Family Engagement benefits as needed. 2190.6611 Family Engagement Supplies as needed
Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator	By end of each Quarter	FACE point-of-contact
Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	Site Council point-of-contact

Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	Principal
Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017-May 2018	Webmaster Office Manager
Progress Indicators (Strategic Focus Area #4: Family and Community Engagement)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By September, 2017	Position Control for Liaison	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	Advertisements/Fliers documenting three family and community events. Sign-in sheets documenting attendance during three family and community events	Liaison	
May 2018	Log: Maintained by Liaison, documenting communication with FACE representative	Liaison	
May 2018	Site Council agendas documenting transition plan progress	Site Council Secretary, Liaison	
May 2018	Sign in sheets documenting Site Council (and other school committee) participation. Agendas documenting items relevant to family and community engagement	Liaison	
May 2018	Samples of communication with family and community	Liaison, Webmaster, Office Manager	
April 2018	Letters of support from family, community, and partners (updated annually)	Liaison, Transition Coordinator	

Strategic Focus Area #5: Enhance Learning Opportunities in Dual Language Courses and Culturally Responsive Courses

School’s Priorities:

- Pueblo will develop a structured program for content classes in Spanish to include Spanish-speaking ELLs at all levels of English proficiency.
- Pueblo will develop a structured program for Dual Language students in which they will receive their education in both Spanish and English.
- Pueblo will offer quality educational instructional programs to improve performance and enable students to meet their personal, academic, and career goals, particularly in the areas of dual language and culturally responsive courses.

School Leader Responsible:

Dr. Augustine Romero

Desired Outcome: Students will receive an intellectually engaging and viable education that is delivered in both Spanish and English enhancing not only their core education but also challenging them linguistically.

Action Steps (Strategic Focus Area #5): Enhance Learning Opportunities in Dual Language Courses and Culturally Responsive Courses

	Person Completing Action	Timeline	Resources Needed / Source
1. Develop offerings within the Spanish department for all students who are pursuing the Seal of Biliteracy. Develop advanced Spanish offerings for students who have already completed the Pathway to Biliteracy and Seek college and career opportunities in Spanish.	A. Romero, J. Miller, P. Cortez	Fall 2017	Master Schedule
2. Expand Dual Language offerings to include Math, Science, and Social Studies courses for the 2017-18 School Year.	J. Miller	Spring 2017	Master Schedule
3. Strategically build master schedule for the 2017-18 School Year to ensure fidelity of current dual language classes so that student needs are met.	J. Miller, counselors	Spring 2017	

4. Professional development for dual language teachers to support their delivery of instruction that supports student's language proficiency.	Language Acq.	Summer 2017	Dates and Time
5. All teachers will be trained in CR strategies in order to strengthen instruction and will be implemented in all content areas.	A. Romero, J. Mejia, R. Gonzalez	Fall 2017	Professional development, Pueblo Summer Institute
6. Increase the 2017-18 School Year enrollment of CR classes by recruiting and strategic scheduling for the most at risk students.	A. Romero, J. Mejia, R. Gonzalez	Spring 2017	Elective Fair
7. PLC hours over summer to develop curriculum in CR classes.	J. Miller, A. Romero, J. Mejia	Summer 2017	Money to pay for PD

Progress Indicators (Strategic Focus Area #5):

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017	PLCs have been created with common planning period.	J. Miller, CSP	
Summer 2017	Classes for the 2017-18 School Year have been created and teachers are in place.	J. Miller, CSP	
Summer 2017	Develop CR curriculum that is being implemented in each content area.	CR Teachers	
2017-18 School Year	Professional development will have been scheduled. Attendance sheets will be evidence of participation.	J. Miller, CSP	
Spring 2017	Classes are created and offered to students for the 2017-18 School Year adding equity and a voice for students.	A. Romero, J. Mejia, R. Gonzalez	

Spring/Fall 2017	CR class offerings will increase as determined by student demand.	A. Romero, J. Mejia, R. Gonzalez	
2017-18 School Year	CR attendance will show a positive correlation (CR=Less days absent).	A. Romero, J. Mejia, R. Gonzalez	
Fall 2017	Coordination with community and college/university to expand advanced offerings in Spanish	A. Romero	

SECTION 4: IMMEDIATE ACTIONS**Teacher Vacancies**

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 School Year.

	Action	Person Responsible	Timeline
1	Community Outreach with Principal will be scheduled to share the transition plan.	Dr. Romero	Spring 2017
2	Back to School Potluck and activities in order for the staff to take ownership of the transition plan.	All	August 2017
3	Review Transition Plan with Faculty and Staff	All	August 2017
4	Review of expectations for teachers (AVID strategies, Lesson plans, etc.)	All	August 2017
5	CR Encuentro	CR Department	August 2017
7	Identify the L25 over the summer and identifying their schedules for the upcoming school year.	MTSS Team	July 2017
8	All long-term subs will receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	October 2017