Ochoa Elementary School (Transition School)

Goal for Non-Academically Proficient Students:
*the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available

All students will improve academic performance in MATH and ELA.
1. By May 2018, Ochoa students will increase proficiency on ELA AzMERIT by 15 percentage points, from 15% in 2015-2016 School Year to 30% in 2017-2018 School Years.
2. By May 2018 Ochoa students will increase proficiency on MATH AzMERIT by 14 percentage points, from 14% in 2015-2016 School Year to 28% in 2017-2018 School Year.

910(G) or non-910(G) FTE to support Achievement Goals and Site Specific Goals. The District will assign other support staff to this site (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 0.2 FTE Transition Coordinator Lead (stipend or 6/5) (910G, ~~202~~106)
- 1.0 FTE Instructional Data and Intervention ~~Coordinator (Data Coach)~~Specialist (910G, ~~202~~106)
- 1.0 FTE Reading Interventionist ~~Specialist~~ (910G, ~~202~~106)
- 1.0 FTE Math Interventionist ~~Specialist~~(910G, ~~202~~106)
- 2.0 FTE Instructional Specialist (910G, 106)
- 0.5 FTE Guidance Counselor (M&O)
- 0.75 FTE Teaching Assistant (Title I)
- 1.0 FTE School Community Liaison (Title I)

Ochoa Elementary School
Transition Plan
2017-18 School Year

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

K–3 DIBELS EOY   2015-2016SY

Grade	Intensive	Strategic	Core
K	5% (2 students)	15% (6students)	80% (33 students)
1st	54% (15 students)	14% (4 students)	32% (9 students)
2nd	66% (25 students)	16% (6 students)	18% (7 students)
3rd	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 with14% 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)
1st	29% (9 students)	3% (1 students)	68% (21 students)
2nd	44% (12 students)	4% (1 students)	52% (14 students)
3rd	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 with3% 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%

- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 5 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.

- 0 African American students scored Proficient or Highly Proficient.
- 4 Hispanic students scored Proficient or Highly Proficient.
- 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.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 4th Grade AzMERIT 2015 ELA:
- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 8 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.

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

	Total # of students 2015-2016 27	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	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%

- 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.

- 0 African American students scored Proficient or Highly Proficient.
- 1 Hispanic student scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi- Racial students scored Proficient or Highly Proficient.

AzMERIT 2-year data/ethnicity breakdown (3rd Grade) MATH						
	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014 – 2015 36	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%

- 0 African American students scored Proficient or Highly Proficient.
- Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

- 1White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 4 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 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%

- 0 African American students scored Proficient or Highly Proficient.
- 2 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 4th Grade AzMERIT 2015 Math:
- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 1 Hispanic student scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

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

	Total # of students 2015-2016 27	Total # of students who mastered	Percent Mastery	Total # of students 2014 – 2015 38	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		

- 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.

- 0 African American students scored Proficient or Highly Proficient.
- 2 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.

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		
AfAm	0			1	0	0%
Hispanic	27	5	18%	31	3	10%
NatAm	1	0	0%	4	0	0
Asian	0			0		
Multi-R	2	0	0%	0		

On the 2nd Grade School City Fall Math Benchmark 2016:
- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 5 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.

On the 2nd Grade School City Spring Math 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.
- 0 Native American students scored Proficient or Highly Proficient.
- 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%
AfAm	2	0	0%	0	0	
Hispanic	26	4	16%	23	8	35%
NatAm	2	1	50%	7	5	71%
Asian	0			0		
Multi-R	0			2	0	0%

On the 3rd Grade School City Fall Math Benchmark 2016:
- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 4 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 3rd Grade School City Spring Math Benchmark 2015:
- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 8 Hispanic students scored Proficient or Highly Proficient.
- 5 Native American students scored Proficient or Highly Proficient.
- 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		
AfAm	1	0	0%	2	0	0%
Hispanic	25	4	16%	24	2	8%
NatAm	5	0	0%	7	2	29%
Asian	0					
Multi-R	0			3	0	0%

On the 4th Grade School City Fall Math Benchmark 2016:
- 0 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 4 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.

On the 4th Grade School City Spring Math Benchmark 2015:
- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 2 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 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		
AfAm	1	0	0%	1	0	0%
Hispanic	28	3	11%	20	0	0%
NatAm	4	1	25%	3	0	0%
Asian	0			0		
Multi-R	0			1	0	0%

On the 5th Grade School City Fall Math 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 Math Benchmark 2015,
- 0 White students 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.

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					
AfAm	0					
Hispanic	22	6	28%			
NatAm	1	0	0%			
Asian	0					
Multi-R	2	0	0%			

On the 2nd Grade School City Fall Math Benchmark 2016:
- 0 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 6 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.

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

	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%
AfAm	2	0	0%	1	0	0%
Hispanic	18	3	17%	24	5	21%
NatAm	2	0	0%	7	3	43%
Asian	0			0		
Multi-R	0			2	0	0%

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

On the 3rd 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.
- 0 Native American students scored Proficient or Highly Proficient.
- 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.
- 0 African American students scored Proficient or Highly Proficient.
- 5 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 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		
AfAm	1	0	0%	2	0	0%
Hispanic	17	3	18%	24	3	13%
NatAm	5	0	0%	7	2	29%
Asian	0			0		
Multi-R	0			2	1	50%

On the 4th 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.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.
- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 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		
AfAm	1	0	0%	2	0	0%
Hispanic	20	3	15%	20	0	0%
NatAm	4	1	25%	4	0	0%
Asian	0			0		
Multi-R	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
Goal for Non-Academically Proficient Students: All students will improve academic performance in MATH and ELA.	By May 2018, Ochoa students will increase proficiency onELA AzMERIT by 15 percentage points, from 15% in 2015-2016 School Year to 30% in 2017-2018 School Years.
	By May 2018 Ochoa students will increase proficiency on MATH AzMERIT by 14 percentage points, from 14% in 2015-2016 School Year to 28% in 2017-2018 School Year.

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. Interventions and Supplemental Services (ELA and Math)
3. High Functioning Professional Learning Communities
4. Family and Community Engagement

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**
1. 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, Transition coordinator	August, 2017 – May, 2018	Common Lesson Plan Template, District Curriculum (3.0), Essential Elements of Instruction (EEI),
2. Implementation of Imagine Learning and Big Brainz Technology Programs	Teachers, Transition coordinator	August, 2017 – May, 2018	Purchase of Big Brainz and Imagine Learning

3. 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. 4. 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.	Principal, District Administrators, Data Coach, Instructional Math and Reading Specialists, Transition coordinator	August 2017 – May, 2018	My Learning Plan Technology, Tablets
5. Identify exemplary teachers to provide PD and resources for other teachers	Principal, Instructional Specialists, District Administrators, Transition coordinator	August 2017 – May 2018	Resources
6. 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, Transition coordinator	August, 2017 – May, 2018	TUSD Math Department Presentation
7. Implementation of Balanced Literacy and Daily 5 in all classrooms for ELA.	Teachers, PLC Teams, Reading Consultants, Reading Specialist,	August, 2017 – May, 2018	Purchase of Daily Five book

	Principal, Transition coordinator		
8. 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, Transition coordinator	August, 2017 and May, 2018	Consultants, TUSD Curriculum Departments
9. 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, Transition coordinator	August, 2017 and May, 2018	Consultants, TUSD Curriculum Departments
10. Use of common formative assessments every two weeks in all classrooms	Teachers, PLC Teams, Reading/Math Instructional Specialists, Principal, Transition coordinator	August, 2017 – May, 2018	Common Formative Assessments

11. Implementation of Story Workshop in all classrooms for teaching writing	Teachers, Reading Instructional Specialists, Transition coordinator	August, 2017 – May, 2018	Story Workshop materials
12. Stories that Soar in all classrooms for teaching writing	Teachers, Reading Instructional Specialists, Transition coordinator	August, 2017 – May, 2018	Stories that Soar Program
13. The Transition coordinator, in conjunction with the principal and the transition team, will oversee the implementation and monitoring of the transition plan. The Transition coordinator will support the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff.	Transition Coordinator / Principal	2017-18 School Year	1.0 FTE (for the 2017-18 school year only, this is a one-year position)

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 **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.			**School Leader Responsible:** **Principal and Instructional Leaders**
Action Steps (Strategic Focus Area #2) INTERVENTION AND SUPPLEMENTAL SERVICES (Math & ELA)			
	Person Completing Action	**Timeline**	**Resources Needed / Source**
1. 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, Transition coordinator	August, 2017 – May, 2018	Big Brainz Technology, Math Consultants, Instructional Math Specialists, COWS
2. 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, Transition coordinator	August, 2017 – May 2018	Reading Consultants, Instructional Reading Specialists, Imagine Learning Technology

3. PD – Guided Reading and Small Group Instruction, Imagine Learning Reports	Teachers, Instructional Specialists and Consultants, Transition coordinator	August, 2017 – May, 2018	TUSD Curriculum Depts., TUSD Assessment Dept., Instructional Specialists, Reading Consultants
4. PD - Big Brainz	Teachers, Math Instructional Specialist, Transition coordinator	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**
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 Ochoa 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.	Teachers, PLCs	August, 2017 – May, 2018	
3. 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
4. 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

	Transition coordinator		
5. Develop CFA calendars for every grade level	Principal, Instructional Specialist and Data Coach, Transition coordinator	August 2017	School City, TUSD Scope and Sequence
6. Provide professional development for teachers on formatives (checks for understanding, formative and common formative assessments.	Principal, Instructional Specialists, and Data Coach, Transition coordinator	August, 2017 – May, 2018	
7. Instructional leaders monitor the curriculum, lesson planning, and formative assessment development.	Principal, Instructional Specialists and Data Coach, Transition coordinator	August, 2017 – May, 2018	
8. 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
9. 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

10. Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	Principal, Instructional Specialists, Data Coach, Transition coordinator	August, 2017 – May, 2018	
11. Provide PD for Long-Term Substitutes in PBIS, PLCs, and TUSD Disciplinary Policy	Principal, TUSD Departments, Transition coordinator	1st 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, Data Coach	
August 2017 - ongoing	Teacher lesson plans show alignment of instruction to curriculum standards and CFA Calendar	Principal, PLCs, Instruc Specialists,	
August, 2017	Professional Development Calendar	Principal, Data Coach, Instruct Specialists,	

		PLCs	
August, 2017- ongoing	School PLC Agenda and Minutes (PLC Guide p.33)	Principal, PLCs, Instruct Specialists	
August, 2017 - ongoing	Analyzing Student Work (PLC Guide p.43)	PLCs, Instruc Specialists, Data Coach	
	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. **Desired Outcome:** To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.	**School Leader Responsible:** **Principal**

Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	**Timeline**	**Resources Needed / Source**
1. Maintain 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
2. Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses,	Liaison	By end of Quarter 1, 2, and 3	• Family Engagement Added Duty for

agencies, and cultural and civic organizations.			• certified staff members as needed • Family Engagement Supplies as needed
3. 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	• Liaison • Principal
4. 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
5. Actively and regularly involve Site Council in review of Transition Plan implementation.	Liaison, Site Council	Monthly	• Site Council point-of-contact
6. Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	• Principal
7. 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	• Webmaster • Office Manager
8. Coordinate resources to support students and families with basic needs.	Community Representative	August 2017 - May 2018	• PD • TUSD Family Engagement Department

			• Family Resource Centers as well as County and City
9. 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	• PD • TUSD Family Engagement Department • Family Resource Centers as well as County and City
10. Strategize attendance dilemmas, family check-ins, home visits.	Community Rep, Attendance Technician, Data Coach, Principal	August 2017 - May 2018	• 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	• 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	
August-May 2018	• Fliers documenting community events • Event participation log, maintained by Liaison	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	
May 2018	• Log of referrals for parents / families needing assistance	Liaison	
	• List of educational opportunities made available to parents • Sign-in sheets for each class	Liaison Instructor	
August 2017- May 2018	• Attendance data and trend analysis	Liaison Transition Coordinator Principal	

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 teachers, staff, parents and the community of the Transition Plan that is designed to increase student achievement.	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
6	Provide PD for Long-Term Substitutes in PBIS, PLCs, and TUSD Disciplinary Policy	District	October 2017

Ochoa Transition Plan Budget				
Description	**Deseg Amount**	**Purpose**	**Reference Strategy #**	**Source of Funding**
1.0 FTE – Instructional Data and Intervention Specialist	$42,800	Analyze data; communicate with faculty and staff; identify at-risk students; train teachers and administrators on data collection and analysis; monitor student progress in Tier II and III interventions; coordinate with leadership/transition team	1, 2 and 3	Deseg
1.0 FTE - Reading Interventionist) Specialist)	$42,800	Support the Balanced Literacy program, Guided Reading and Daily Five implementation	1, 2 ,3, 4 and 5	Deseg
1.0 FTE Math) Inerventionist Specialist)	$42,800	Support the teaching of high quality, engaging math curriculum and assist with math interventions	1, 2 ,3, 4 and 5	Deseg
.2 FTE Transition Coordinator	$8,560	Support transition Plan Initiatives	1, 2, 3, 4 and 5	Deseg
2.0 2.0 FTE Instructional Specialist Teachers	$36,000	Ochoa will hire two certified specialist teacher in order to provide a master schedule which builds in weekly PLC time for staff. This will allow staff to address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely.		Deseg
Professional Development Materials	$5,000	Support ELA, Math and Family Engagement	1, 2 and 5	Deseg

Added Duty	$10,000	Professional Development for Teachers and Long Term-Substitutes	1,2,3, 4 and 5	Deseg
Benefits	~~34,240~~ $43,240			
Total: ~~5.2 FTE~~	~~$186,200~~ $231,200			

Components of the Title I Budget that Specifically Support the Ochoa Transition Plan				
Description	**Other Amount**	**Purpose**	**Reference Strategy #**	**Source of Funding**
0.5 FTE Counselor	$21,400	Support the 194 children qualifying for free and reduced lunch, of those, 31 receiving McKinney Vento services. Teach lessons in the classrooms and assist with the implementation of the embedded PLCs one hour a week during the school day.	1, 2, 4 and 5	Title I
1.0 FTE School Community Liaison	$34,000	Support Family and Community Engagement	1,3, and 5	Title I
0.75 Teaching Assistant	$15,000	Teacher Assistants will provide classroom teacher with additional support. TAs allow time for teachers to work with struggling students and those students who attribute to the achievement gap by monitoring and guiding students that are not receiving specialized instruction. They can also provide teacher developed enrichment activities that enhance the targeted standards. Teacher Assistants will provide teachers the opportunity to provide targeted Tier II interventions during ELA and math instruction.		Title I
Benefits	$17,600			
Total: 2.25 FTE	$88,000			

Ochoa Deseg, Other				
Imagine Learning Literacy	$20,000	Support ELA interventions.	1, 2 ,3 and 4	Deseg Central
Imagine Learning Big Brainz	$5,000	Support MATH interventions.	1, 2 ,3 and 4	Deseg Central
Fees, Taxes	$2,025			Deseg Central
Total:	**$27,025**			

Ochoa		
Budget	FTE	Amount
Deseg Transition	5.2 FTE	$231,200
Title I	2.25 FTE	$88,000
Deseg, Other		$27,025
Total	**7.45 FTE**	**$346,225**