Copies of any plans for improvement for magnet schools or programs developed by the District pursuant to this Order. USP Section II.K(1)(f)

# Appendix 14

## Section I-Enrollment

Enrollment Trends Comparing 2009-2010 (40th day), 2010-2011 (40th day), 2011-2012 (40th day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptance year to year

**Test 1: Enrollment by Ethnicity**

| Ethnicity | 2009-10 | 2010-11 | 2011-12 | Current |
|---|---|---|---|---|
| White | 20.4% | 15.1% | 15% | 14.2% |
| African American | 7.9% | 6.3% | 6% | 3.8% |
| Hispanic | 65.3% | 70.9% | 72% | 75% |
| Native | 3.2% | 3.9% | 2% | 1.7% |
| Asian | 3.2% | 2.6% | 2% | 2.6% |
| Mixed Race | N/A | 1.1% | 2% | 2.6% |
| District Enrollment | 55,398 | 53,602 | 52,131 | 51,744 |

Definition of Integration: A school will be considered integrated if:

(1) Enrollment includes two racial/ethnic groups at a minimum of 20 percent

(2) No group exceeds 70 percent of the school's enrollment and

(3) No group is more than 25 percentage points above its district-wide average. For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

## Using the definition of integration, is your magnet meeting the intent of integration?

## YES     <u>NO</u>

**Test 2: Attraction/Flight**

| Ethnicity | Attraction Number | Attraction Percentage | Flight Number | Flight Percentage |
|---|---|---|---|---|
| White | 32 | 12% | 62 | 42% |
| African American | 17 | 6% | 8 | 5% |
| Hispanic | 196 | 74% | 63 | 43% |
| Native | 6 | 2% | 1 | 1% |

| | | | | |
|---|---|---|---|---|
| Asian | 8 | 3% | 6 | 4% |
| Mixed Race | 6 | 2% | 6 | 4% |
| Total | 265 | 100% | 146 | 100% |

## Test 3: Open Enrollment

| Ethnicity | Number Open Enrollment | | | | Percentage Open Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 1 | 0 | 0 | 0 | 5% | 0% | 0% | 0% |
| African American | 2 | 1 | 0 | 0 | 9% | 10% | 0% | 0% |
| Hispanic | 16 | 7 | 6 | 9 | 73% | 70% | 75% | 82% |
| Native American | 1 | 1 | 1 | 1 | 5% | 10% | 13% | 9% |
| Asian | 2 | 1 | 1 | 1 | 9% | 10% | 13% | 9% |
| Mixed Race | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| Total | 22 | 10 | 8 | 11 | 100% | 100% | 100% | 100% |

## Test 4: Magnet Enrollment

| Ethnicity | Number Magnet Enrollment | | | | Percentage Magnet Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 54 | 31 | 23 | 14 | 21% | 13% | 10% | 7% |
| African American | 20 | 12 | 14 | 6 | 8% | 5% | 6% | 3% |
| Hispanic | 164 | 183 | 169 | 164 | 65% | 74% | 77% | 84% |
| Native American | 6 | 8 | 4 | 5 | 2% | 3% | 2% | 3% |
| Asian | 10 | 8 | 7 | 5 | 4% | 3% | 3% | 3% |
| Mixed Race | 0 | 5 | 3 | 2 | 0% | 2% | 1% | 1% |
| Total | 254 | 247 | 220 | 196 | 100% | 100% | 100% | 100% |

## Test 5: Applications/Acceptance

| Ethnicity | Magnet Applications | | | | Magnet Acceptance | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | N/A | 28 | 16 | 14 | N/A | 10 | 8 | 6 |
| African American | N/A | 8 | 15 | 2 | N/A | 4 | 8 | 1 |
| Hispanic | N/A | 116 | 112 | 89 | N/A | 61 | 67 | 46 |
| Native American | N/A | 9 | 5 | 4 | N/A | 5 | 1 | 3 |
| Asian | N/A | 7 | 4 | 2 | N/A | 4 | 2 | 1 |
| Mixed Race | N/A | 4 | 6 | 2 | N/A | 3 | 1 | 0 |
| Total | N/A | 172 | 159 | 113 | N/A | 87 | 87 | 57 |

Summary of Test 1- Enrollment by Ethnicity: There has been a decline in all ethnicities with the exception of the Hispanic student population from 2009 to the current school year. Mixed race numbers have only been available since 2010-11.

Summary of Test 2- Attraction/Flight by Ethnicity: Attraction numbers do exceed flight numbers with all ethnicities except the white population and with the mixed race population, whose numbers remained the same but percentages changed with a higher flight percentage than attraction percentage in the current year.

Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment: Hispanic students continue to be the largest ethnic population. No white, African American or mixed race students have entered under open enrollment during the current year.

Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment: The Hispanic student population exceeds the 70% as defined in the "intent of integration." Also, the white population has declined from 21% in 2009-10 to 7% in the current year and no longer meets the "intent of integration" in this manner as well.

Summary of Test 5- Number of magnet applications year to year: Magnet applications and acceptance in all ethnicities have declined from 2010-11 to the current year.

**Is your magnet program attracting and retaining students to support integration and diversity at your school?**

**YES**      **<u>NO</u>**

**As a result of this data: The data indicates that a majority of our student population is Hispanic. We need to market and promote our magnet program to attract and retain a more diverse student population.**

## Section 2- Curriculum and Assessment

**Test 6:** There is a documented curriculum that is paced and assessed.

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br>Lesson Plans | |
|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Kindergarten | X | | X | | X | | X | |
| First | X | | X | | X | | X | |
| Second | X | | X | | X | | X | |
| Third | X | | X | | X | | X | |
| Fourth | X | | X | | X | | X | |
| Fifth | X | | X | | X | | X | |

**Test 7:** During the 2011-12 school year, students were immersed in the theme content for a minimum of three hours per day.

| Grade | Total minutes spent in instruction daily | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|---|---|---|---|
| Kindergarten | 330 min. | 300 | 91% |
| First | 330 min. | 270 | 82% |
| Second | 330 min. | 300 | 91% |
| Third | 330 min. | 270 | 82% |
| Fourth | 330 min. | 270 | 82% |
| Fifth | 330 min. | 270 | 82% |

**Test 8:** Magnet curriculum is delivered in a manner that is in line with school magnet theme.

| Indicator: | Yes | No |
|---|---|---|
| Magnet curriculum is unique to this school. | X | |
| Magnet curriculum is developed in units.    Units | X | |
| Magnet curriculum is project-based.    Project Planning | | X |
| Magnet curriculum is integrated in all subject areas.  Lesson Plans/Lesson Maps | X | |
| The way in which curriculum is <u>delivered</u> is unique to this school. | X | |
| Curriculum delivery methodology includes multiple opportunities | X | |

| | | |
|---|---|---|
| for student interaction.<br>Walk through Instruments | | |
| Data is collected on student mastery and revisions made in curriculum delivery.<br>Evidence of data reviews<br>Assessment reviews based on theme content | | X |
| Curriculum is reviewed at least annually and adjustments made.<br>Sign In Sheets<br>Noted Curriculum Changes | | X |

Summary of Test 6: All teachers at Bonillas, grades K-5, created and collaborated on curriculum maps in reading, writing and math.  The current curriculum in place is the curriculum that was put in place by the founding magnet school committee.  Formative assessments derive from traditional program, as well as teacher made.  All faculty are required to have lesson plans, however there is no uniformed template or format mandated by administration.

Summary of Test 7: All grade levels spent at least 330 minutes daily on academic instruction.  For grades 1, 3, 4 and 5 a total of 270 minutes daily per class is spent on magnet themed instruction.  For grades K and 2, a total of 300 minutes daily per class is spent on magnet themed instruction.

Summary of Test 8: The magnet curriculum is unique to the school based on a back to basics component supported by Open Court Reading program.  In addition to a back to basics mathematics program that is supported by the Envisions, mathematics touch points and math facts programs.  All grade level programs are scaffold within the academic year, with a continuum from grade to grade. Collection of student data and reviews indicate  a positive impact on student achievement, while reviews were conducted. Decline of student achievement was apparent during the period in which grade-level teams did not have the structured opportunity to meet. As a result,  staff is currently implementing a data notebook strategy to support student mastery and support revisions in the delivery of curriculum.

**Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?**

**YES   NO**

**Is the curriculum at this school unique?    YES   NO**

**Is the methodology implemented at this school unique?        YES   NO**

**Do students experience theme immersion for a minimum of three hours per day?**

**YES   NO**

**Is theme integration evident by horizontal and vertical articulation?   YES   <u>NO</u>**

**As a result of this review:  The school curriculum addresses a systematic methodology however, antiquated curriculum offsets the assessment and implementation component in regards to vertical articulation.**

# Section 3- Professional Development

**Test 9:** Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years.  Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.

| Teacher | Hours 2009-10 | Hours 2010-11 | Hours 2011-12 | Average Hours Annually |
|---|---|---|---|---|
| Natalie  Baker | 28.5 | 22.5 | 34.5 | 28.5 |
| Kellie Bell | 27 | 18 | 34.5 | 26.5 |
| Karin Carbon | 28.5 | 22.5 | 33 | 28 |
| Dana Chancellor | 28.5 | 22.5 | 34.5 | 28.5 |
| Scott Garreffa | 25.5 | 21 | 34.5 | 27 |
| Stephanie Hill | 28.5 | 22.5 | 34.5 | 28.5 |
| Nicole Keel | 25.5 | 16.5 | 33 | 25 |
| Carissa Lamm | 28.5 | 22.5 | 31.5 | 27.5 |
| Elizabeth McKenzie-Uriarte | 28.5 | 19.5 | 31.5 | 26.5 |
| Lauren Miller | 28.5 | 21 | 33 | 27.5 |
| Leticia Miranda-Garcia | 16.5 | 22.5 | 28.5 | 22.5 |
| Suzanne Moulton | 28.5 | 22.5 | 34.5 | 28.5 |
| James Pankratz | 22.5 | 22.5 | 34.5 | 26.5 |
| Lisa Stachowiak | 27 | 22.5 | 34.5 | 28 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Test 10:** Teachers value professional development and professional learning communities.

## School Quality Survey Data

| Add percentage "Agree" and "Strongly Agree" | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|
| (3) Wednesday professional development helps improve instruction at this school. | 22.2%/77.8% | N/A | N/A |
| (4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school. | 66.7%/33.3% | N/A | N/A |
| (5) Operating as a professional learning community helps to improve instruction at this school. | 83.3%/16.7% | N/A | N/A |
| (6) My professional growth is valued, supported and encourage as part of my job. | 0%/5.6% | N/A | N/A |

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## Section 4 - Key Personnel

**Test 12:** Magnet schools have personnel that are key to the development and implementation of magnet theme.

| 12 | Key Personnel | Yes | No | Action |
|---|---|---|---|---|
| 12.1 | This school has a designated Magnet Coordinator.<br>Name<br>Attestation(s)<br>Time and Effort: | | X | |
| 12.2 | There are personnel dedicated to curriculum and/or instructional delivery.<br>1. Classroom Teachers<br>2.<br>3.<br>Attestation(s)<br>Time and Effort: Full time | X | | HQ attestations are on file per ADE inventory |
| 12.3 | There is a magnet team. (Names and Position)<br>1. Richard Romero-Principal<br>2. Noemi Carlos-Armstrong-Title I Family Liaison<br>3. Phyllis Cowman-Learning Supports Coordinator<br>4. Leticia Miranda-Garcia-5th Grade Teacher<br>5. Stephanie Hill-Kindergarten Teacher<br>6. | X | | |
| 12.4 | Magnet theme expertise is embedded in the hiring process.<br>Attach job description and interview questions. | X | | |
| 12.5 | Staffing decisions are made with the intent of strengthening the magnet.<br>Agendas and minutes of leadership meetings.<br>Organizational plan.<br>Hiring summary from HR packet. | | X | |

**Summary of Test 12**- The intent of maintaining a strong magnet theme is apparent; however a lack of key personnel is evident. A district mandated hiring policy debilitates the intent of strengthening the magnet theme.

## Does your magnet have key personnel to ensure that the magnet is implemented with fidelity?     YES     <u>NO</u>

**As a result of this review: The need for key personnel is imperative to the strength of the magnet progress.**

# Section 5 - Leadership

Test 13:  The magnet leadership at the school level involves multiple stakeholders.

| 13 | Leadership | Yes | No | Action |
|---|---|---|---|---|
| 13.1 | The school has an organizational plan for communication of magnet theme implementation.<br>Organizational plan. | | X | |
| 13.2 | The school has developed a three year plan for magnet implementation and sustainability.<br>Magnet plan. | | X | |
| 13.3 | All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments.<br>Agendas<br>Minutes<br>Newsletters | | X | |
| 13.4 | The programmatic needs of the magnet theme drives budgetary allocations.<br>(Of discretionary funding,  at least 80% of the budget can be linked to magnet program)<br>Budget | | X | |
| 13.5 | All programs in the school support the magnet theme.<br>List of supplemental programs and relationship | | X | |

Summary of Test 13: The magnet leadership at the school level does not involve multiple stakeholders.

**Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?   YES          NO**

## As a result of this review:

This review indicates the need to implement a magnet leadership plan and special programs that support our magnet theme.

## Section 6 - Recruitment and Marketing

**Test 14:  There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.**

| 14 | Indicator | Yes | No | Action |
|---|---|---|---|---|
| 14.1 | Parents are surveyed at least annually to determine knowledge and support of magnet theme.<br>Parent Survey<br>Summary of Results<br>Agenda and minutes that are evidence that survey results were communicated. | | X | |
| 14.2 | Public meetings are held at least quarterly to inform the community of magnet theme implementation.<br>Sign in sheets<br>Agendas<br>End of session survey | | X | |
| 14.3 | The school provides at least four community outreach events to inform the greater community of magnet theme.<br>Pictures<br>Surveys<br>Advertising | | X | |
| 14.4 | All of the community partnerships support the magnet theme.<br>List of partnerships and how they support the theme<br>Letters of support | | X | |
| 14.5 | Community Champions that contribute to the success of the magnet have been identified and celebrated.<br>List of Champions<br>Evidence of celebrations | | X | |

**Test 15:  There is a marketing and recruitment plan.**

| 15 | Recruitment | Yes | No | Action |
|---|---|---|---|---|
| 15.1 | The leadership team has developed an annual recruitment plan that indicates what, when, where and who.<br>Plan | | X | |
| 15.2 | The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan.<br>Recruitment data<br>Plan revisions | | X | |

| 15 | Marketing | | X | |
|-----|-----------|---|---|---|
| 15.3 | The leadership team has developed an annual marketing plan that indicates what, when, where and who.<br>Plan<br>Method to collect results | | X | |
| | | | | |
| | | Yes | No | Action |
| 15.4 | Marketing materials have been developed and distributed.<br>Examples of materials | | X | |
| 15.5 | The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan.<br>Marketing data<br>Plan revisions | | X | |

Summary of Test 14:  There is a need for community outreach, which would contribute to the development of the magnet theme.

Summary of Test 15:  Marketing and recruitment materials will need to be developed and a plan will need to be implemented.

## Does your magnet have a recruitment plan that includes community partnerships?   YES      NO

## Does your magnet have a marketing plan that includes the collection and review of indicators for success?        YES    NO

## As a result of this review: There is a need for a marketing and recruitment plan and community partnership.

## Section 7 - Stable and Successful Staff

**Test 16:**  The school has a stable staff that has been successful at delivering quality and rigorous instruction for increased student achievement.

**Stable Staff**

| Number of Staff Total | | Number of Staff New to The School | Percentage of Staff New To The School | Number Staff Leaving The School | Percentage of Staff Leaving The School |
|---|---|---|---|---|---|
| 2009-10 | 23 | 2 | 9% | 4 | 17% |
| 2010-11 | 24 | 6 | 25% | 2 | 8% |
| 2011-12 | 24 | 2 | 8% | 2 | 8% |
| 2012-13 | 26 | 4 | 15% | 0 | 0% |

| Number of Staff Total | | Number and Percentage Transfer to Different School | | Number and Percentage Leaving The Profession | | Number and Percentage Leaving The District | | Number and Percentage Transferring To A Different Position | |
|---|---|---|---|---|---|---|---|---|---|
| 2009-10 | 23 | 3 | 13% | 1 | 4% | 2 | 9% | 1 | 4% |
| 2010-11 | 24 | 2 | 9% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2011-12 | 24 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 4% |
| 2012-13 | 26 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

**Summary Test 16:** The turnover rate is minimal.

## Has this school had a stable staff for the past four years?    <u>YES</u>    NO

If no, why has the staff left the school?

**Test 17:**   The school has a staff that is successful at delivering quality instruction.

| Number of Certified Staff | | Meets or Exceeds | | Recommendations | | Plan For Improvement | | Non-Renewal | |
|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % |
| 2009-10 | 19 | 17 | 89% | 2 | 11% | 0 | 0% | 2 | 11% |
| 2010-11 | 17 | 16 | 94% | 0 | 0% | 1 | 6% | 1 | 6% |
| 2011-12 | 17 | 17 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2012-13 | 17 | 17 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |

Test 17 Summary:  Most certified staff met or exceeded goals for evaluations for all four years.  In 2011-12 and 2012-13, 100% of the staff met or exceeded goals.  Only two teachers had recommendations given based on evaluations in all four years.  Only one had a plan for improvement in all four years.  Only three teachers were not renewed in four years.  Therefore, the school has a staff that is successful at delivering quality instruction.

## Has Staff been successful at delivering quality instruction?

<u>YES</u>          NO

Test 18:  Students in all ethnic categories have shown increases in student achievement in reading and math.

# AIMS Multi-Year Summary Results

| Area: | | | White/ Anglo | African American | Hispanic | Native American | Asian American | Multi Ethnic | Total |
|---|---|---|---|---|---|---|---|---|---|
| READ | % Mast | 09-10 | 83.3% | 65% | 70.4% | 80% | 70% | --- | 72.9% |
| | | 10-11 | 78.8% | 50% | 77.9% | 80% | 83.3% | 80% | 76.5% |
| | | 11-12 | 75.9% | 70.6% | 82.8% | ----- | 80% | ---- | 79.7% |
| | | Change | -7.5% | +5.6% | +12.4% | ------ | +10% | ---- | +6.8% |
| MATH | % Mast | 09-10 | 69% | 65% | 62.6% | 20% | 60% | ---- | 63% |
| | | 10-11 | 57.6% | 35.7% | 55.1% | 40% | 66.7% | 60% | 53.9% |
| | | 11-12 | 62.1% | 41.2% | 64.2% | ---- | 80% | ---- | 62% |
| | | Change | -7% | -23.8% | +1.6% | ---- | +20% | ---- | -1% |

Test 18:  Summary: Our reading program has shown small but significant positive change across ethnicities in the last three academic school years, whereas mathematics  has made a slight drop, which may be due to an implementation of a new mathematic curriculum.

**Have students in all ethnic categories shown increases in student achievement?**

**YES**          **<u>NO</u>**

## Section 7 - Other

Test 11:  Teachers are given time daily to collaborate.  Collaboration is both vertical and horizontal.

|  | Yes | No | Action |
|---|---|---|---|
| Teachers are given time daily to collaborate.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets |  | X | Daily opportunity is available for teacher planning/collaboration during daily planning time. |
| Teachers collaborate in vertical teams at least once a week.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets |  | X | This is done during some Professional Development meetings, but not on a weekly basis. |
| Teachers collaborate in horizontal teams at least twice a year.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets | X |  | Weekly grade-level meetings occur, without defined agendas.  These are based on school and grade-level needs. |

Summary of Test 9: Data indicates that teachers are spending less than 50% of professional development on curriculum pertaining to our school-wide theme.

Summary of Test 10: Data is not available for the years of 2010-2011 and 2011-2012.  According to data for 2009-2010, the two indicators of "falls far below" (5.6%) and "approaches" (83.3%), demonstrate that professional growth did not meet the positive indicators.

Summary of Test 11: Throughout the year, teachers have several opportunities to meet on a daily, weekly and through professional development times.

**Is there a certification or recognition for teachers who have completed magnet theme related training?  YES     NO**

**Does our professional development support the magnet content or a specialized delivery of instruction?        Yes            No**

**As a result of this review:** **There is a necessity for more structured professional development opportunities pertaining to our magnet focus both vertically and horizontally.**

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

### Elementary Magnet Review Summary

| Section Number | | YES | NO |
|----------------|---|-----|-----|
| 1 | Does your current enrollment meet the definition of integration? | | X |
| 1 | Is your magnet program attracting and retaining students to support integration and diversity at your school? | | X |
| 2 | Is the curriculum at this school documented, paced, assessed, reflected, and adjusted? | | X |
| 2 | Is the curriculum at this school unique? | X | |
| 2 | Is the methodology implemented at this school unique? | X | |
| 2 | Do students experience theme immersion for a minimum of three hours per day? | X | |
| 2 | Is there theme integration and congruency in the curriculum? | X | |
| 3 | Is there a certification or recognition for teachers who have completed magnet theme related training? | | X |
| 3 | Does our professional development support the magnet content or a specialized delivery of instruction? | | X |
| 4 | Does the magnet have key personnel to ensure that the magnet is implemented with fidelity? | | X |
| 5 | Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs? | | X |
| 6 | Does your magnet have a recruitment plan that includes community partnerships? | | X |
| 6 | Does your magnet have a marketing plan that includes the collection and review of indicators for success? | | X |
| 7 | Has this school had a stable staff for the past four years? | X | |
| 7 | Have staff been successful at delivering quality instruction? | X | |
| 7 | Have students in all ethnic categories shown increases in student achievement? | | X |
| 8 | Does your Title I Plan support or supplement your magnet theme? | X | |

**Do you currently have a relevant, viable, sustainable, and marketable magnet program?**

**Bonillas has a relevant, viable and sustainable magnet program.  The marketable component to our program does not exist.**

**What do you need to do? Bonillas is in need of a recruitment and marketing plan.**

## Section I-Enrollment

Enrollment Trends Comparing  2009-2010 (40th day), 2010-2011 (40th day), 2011-2012 (40th day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptance year to year

### Test 1:  Enrollment by Ethnicity

| Ethnicity | 2009-10 | 2010-11 | 2011-12 | Current | Current % |
|---|---|---|---|---|---|
| White | 401 | 318 | 295 | 301 | 25.1% |
| African American | 181 | 119 | 131 | 120 | 10% |
| Hispanic | 549 | 631 | 620 | 678 | 56.5% |
| Native | 33 | 22 | 15 | 15 | 1.25% |
| Asian | 44 | 35 | 33 | 32 | 2.67% |
| Mixed Race | NA | 58 | 50 | 54 | 4.5% |
| District Enrollment | 1208 | 1183 | 1144 | 1200 | 100% |

### Test 2: Attraction/Flight

| Ethnicity | Attraction Number | Attraction Percentage | Flight Number | Flight Percentage |
|---|---|---|---|---|
| White | 224 | 34 | 83 | 38 |
| African American | 52 | 8 | 12 | 5 |
| Hispanic | 325 | 50 | 101 | 46 |
| Native | 13 | 2 | 7 | 3 |
| Asian | 26 | 4 | 11 | 5 |
| Mixed Race | 15 | 2 | 6 | 3 |
| Total | 655 | 100% | 220 | 100% |

### Test 3: Open Enrollment

| Ethnicity | Number Open Enrollment | | | | Percentage Open Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 0 | 1 | 1 | 0 | 0 | 7 | 50 | 0 |
| African American | 3 | 0 | 0 | 0 | 16 | 0 | 0 | 0 |
| Hispanic | 12 | 10 | 1 | 1 | 63 | 71 | 50 | 100 |
| Native American | 3 | 1 | 0 | 0 | 16 | 7 | 0 | 0 |
| Asian | 1 | 2 | 0 | 0 | 5 | 14 | 0 | 0 |
| Mixed Race | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 19 | 14 | 2 | 1 | 100 | 100 | 100 | 100 |

## Test 4: Magnet Enrollment

| Ethnicity | Number Magnet Enrollment | | | | Percentage Magnet Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 201 | 177 | 143 | 140 | 31% | 24% | 21% | 22% |
| African American | 123 | 89 | 87 | 60 | 19% | 12% | 13% | 10% |
| Hispanic | 301 | 403 | 374 | 363 | 46% | 54% | 56% | 58% |
| Native American | 19 | 14 | 8 | 8 | 3% | 2% | 1% | 1% |
| Asian | 14 | 15 | 17 | 19 | 2% | 2% | 3% | 3% |
| Mixed Race | 0 | 45 | 38 | 33 | 0% | 6% | 6% | 5% |
| Total | 658 | 743 | 667 | 623 | 100% | 100% | 100% | 100% |

## Test 5: Applications/Acceptance

| Ethnicity | Magnet Applications | | | | Magnet Acceptance | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | | 160 | 180 | 102 | | 64 | 87 | 51 |
| African American | | 75 | 70 | 55 | | 36 | 35 | 25 |
| Hispanic | | 408 | 419 | 333 | | 142 | 184 | 160 |
| Native American | | 18 | 16 | 12 | | 7 | 5 | 2 |
| Asian | | 20 | 17 | 14 | | 11 | 8 | 9 |
| Mixed Race | | 37 | 28 | 29 | | 21 | 10 | 16 |
| Total | | 718 | 730 | 545 | | 281 | 329 | 263 |

Summary of Test 1- Enrollment by Ethnicity:

| | Booth-Fickett K-8 Magnet | TUSD Total 40th day |
|---|---|---|
| Ethnicity | Current % | Current % |
| White | 25.1% | 23.1% |
| African American | 10% | 5.5% |
| Hispanic | 56.5% | 62.5% |
| Native | 1.25% | 3.7% |
| Asian | 2.67% | 2.4% |
| Mixed Race | 4.5% | 2.7% |

Booth-Fickett is an ethnically diverse school whose "white" population is close to but slightly higher than the district itself.  All other ethnicities are represented though we have a greater population of African American students and a lower population of Hispanic students.

Summary of Test 2- Attraction/Flight by Ethnicity:

Booth-Fickett Attracts more students than those lost to "flight". When each ethnicity is viewed as a percentage the percentage of students coming and leaving are very similar. The percentage of "white" students leaving is slightly higher and the percentage of Hispanic students coming is slightly higher. White students are the one ethnicity whose attraction and flight are significantly higher than their enrollment percentage, which may mean that white students in general are more likely to make use of Magnet options than students of other ethnicities.

Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:

Since becoming a K-8 Magnet, so few of our students are open enrollment there is not a significant number to determine any data trends.

Summary of  Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:

Our % of students in Magnet enrollment is roughly equal in ethnicity to our total population though our white magnet student population is slightly lower (by 3%). Roughly 50 % of our student enrollment consists of magnet students.

Summary of Test 5- Number of magnet applications year to year:

The number of magnet applications has reduced over the last three years.

Summary of Test 6- Number of magnet acceptance year to year:

The number of magnet students accepted this year is roughly half of those who applied.  The number of magnet students accepted has been fairly static over the last three years.

Definition of Integration: A school will be considered integrated if (1) its enrollment includes two racial/ethnic groups at a minimum of 20 percent (2) no group exceeds 70 percent of the school's enrollment and (3) no group is more than 25 percentage points above its district-wide average. For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

**Using the definition of integration, is your magnet meeting the intent of integration?**

**YES**

**Is your magnet program attracting and retaining students to support integration and diversity at your school?**

**YES**

**As a result of this data:**

**Booth-Fickett K-8 is an integrated school whose magnet program attracts and retains students to support integration and diversity.**

## Section 2 - Curriculum and Assessment

**Test 6:** There is a documented curriculum that is paced and assessed.

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br>Lesson Plans | |
|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Kindergarten | | X | | X | | X | | X |
| First | | X | | X | | X | | X |
| Second | | X | | X | | X | | X |
| Third | | X | | X | | X | | X |
| Fourth | | X | | X | | X | | X |
| Fifth | | X | | X | | X | | X |
| Sixth | | X | X | | | X | X | |
| Seventh | | X | X | | | X | X | |
| Eighth | | X | X | | | X | X | |

**Test 7:** During the 2012-13 school year, students will be immersed in the theme content for a minimum of three hours per day.

| Grade | Total minutes spent in instruction daily | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|---|---|---|---|
| Kindergarten | 346 | 80 | 23% |
| First | 346 | 90 | 26% |
| Second | 346 | 80 | 23% |
| Third | 346 | 80 | 23% |
| Fourth | 346 | 90 | 26% |
| Fifth | 346 | 85 | 24.5% |
| Sixth | 357 | 110-220 | 30.8%-62.2% |
| Seventh | 357 | 110-220 | 30.8%-62.2% |
| Eighth | 357 | 110-220 | 30.8%-62.2% |

**Test 8:  Magnet curriculum is delivered in a manner that is in line with school magnet theme.**

| Indicator: | Yes | No |
| --- | --- | --- |
| Magnet curriculum is unique to this school. | x | |
| Magnet curriculum is developed in units.   Units | x | |
| Magnet curriculum is project-based.    Project Planning | X | |
| Magnet curriculum is integrated in all subject areas.  Lesson Plans/Lesson Maps | X | |
| The way in which curriculum is <u>delivered</u> is unique to this school. | X | |
| Curriculum delivery methodology includes multiple opportunities for student interaction.<br>Walk through Instruments | X | |
| Data is collected on student mastery and revisions made in curriculum delivery.<br>Evidence of data reviews<br>Assessment reviews based on theme content | X | |
| Curriculum is reviewed at least annually and adjustments made.<br>Sign In Sheets<br>Noted Curriculum Changes | | X |

**Summary of Test 6:**

At this time, we do not have a K-8 vertical curriculum map that provides a unique scope and sequence for math and science at our school.  We currently use the district maps for math and science.

At the middle school level, we do have written curriculum that is unique to our school and theme.  We provide quarterly magnet challenges under one unifying them per quarter; teachers support the theme in their classrooms.  The math and science theme is infused into electives and enrichment classes taught by core teachers.  Teachers currently turn in lesson plans and utilize pre and post tests to assess current knowledge, as well as their interdisciplinary unit plan.

K-8 teachers participate in creating interdisciplinary units based on that unifying theme each quarter with student artifacts displayed in the magnet museum at the end of the quarter.

Our challenge is to focus our energy on creating a curriculum map for grades K-8 and then aligning our curriculum, materials used and assessments to that map.  Lesson plans turned in would demonstrate that the curriculum map and assessments are being followed in the upcoming school year.

**Summary of Test 7:**

At the elementary level, based on teacher schedules, kindergarten, second and third grade students spend eighty minutes or 23% each day on magnet theme instruction daily. Our first and fourth grade students spend ninety instructional minutes or 26% of their time immersed in instruction based on our magnet theme. Our fifth graders receive eighty-five minutes of instruction or 24.5% of their time immersed in the magnet theme. This is beneath the expectation that students need to be exposed to one hundred and eighty minutes per day of magnet theme instruction. As a school we need to do a better job of ensuring our "magnet" students take magnet coursework.

Our middle level students in grades six, seven and eight fluctuates depending on the quarter in their exposure to magnet them curriculum. The range is from one-hundred and ten minutes to two-hundred and twenty minutes or 30.8% to 62.2% of immersion in the magnet theme. This is due to students participating in interdisciplinary units, math and science electives and core enrichment in math and science as a quarter rotations. Currently, two of core enrichment classes at each grade level are math and science focused.

At the middle level, for us to increase the amount of minutes to the expected norm of one-hundred and eighty, our quarter rotation classes must all me be math and science focused.

At the elementary level for us to increase the number of minutes involved in instruction, we will need to work on infusing more math and science into our literacy block.

**Summary of Test 8:**

Currently evidence such as; lesson plans, interdisciplinary units, walk-throughs, our master schedule and professional development sign-in sheets, suggests that we have made strides in this test area. We do need to continue to strengthen this area as we build a cohesive and congruent K-8 curriculum map.

Is the Magnet Curriculum meeting the intent of:

More Interaction Between Students?        <u>YES</u>

Students immersed in content at least three hours a day?          <u>NO</u>

Students mastering the content?      <u>YES</u>

Is there theme integration and/or congruency in the curriculum?          <u>NO</u>

**As a result of this review:**

Over the last 3 years there has been a sharpening of the magnet curriculum at Booth-Fickett. This year students at all grade levels participate in quarterly interdisciplinary units based on science themes that tie into a single essential inquiry question each quarter.  In addition to this work there are numerous electives where students take magnet themed coursework.

 We still need to create a document that has our written curriculum for all of this work so that it is easy to follow.  Once the map for site has been developed, curriculum needs to be realigned for ease of implementation, as well as a need for teaching materials to be chosen that enhance and enrich our theme and act as a supplement to district available materials.

## Section 3 - Professional Development

**Test 9:** Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years.  Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.

| Teacher | Hours 2009-10 | Hours 2010-11 | Hours 2011-12 | Average Hours Annually |
|---|---|---|---|---|
| Bieg, Carole | 20 | 20 | 20 | 20 |
| Bies, Mary | 20 | 20 | 20 | 20 |
| Broughton, Kathleen | 20 | 20 | 20 | 20 |
| Cesarz, Patti | 20 | 20 | 20 | 20 |
| Culbertson, Diva | 20 | 20 | 20 | 20 |
| Duch, Iryna | 20 | 20 | 20 | 20 |
| Fealk, Louise | 20 | 20 | 20 | 20 |
| Feerick, Julie | 20 | 20 | 20 | 20 |
| Fennema, Jeff | 20 | 20 | 20 | 20 |
| Fitzgerald, Lisa | 20 | 20 | 20 | 20 |
| French, Kim | 20 | 20 | 20 | 20 |
| Garrison, Marcy | 20 | 20 | 20 | 20 |
| Gayheart, Deborah | 20 | 20 | 20 | 20 |
| Giuffre, Kathryn | 20 | 20 | 20 | 20 |
| Gray, Shanna | 20 | 20 | 20 | 20 |
| Harris, Deanna | 20 | 20 | 20 | 20 |
| Harris, Kenneth | 20 | 20 | 20 | 20 |
| Hassey, Mary Anne | 20 | 20 | 20 | 20 |
| Heirshberg, Nicole | 20 | 20 | 20 | 20 |
| Hill, Charmaine | 20 | 20 | 20 | 20 |
| Hughes, Lance | 20 | 20 | 20 | 20 |
| Karn, Marisol | 20 | 20 | 20 | 20 |
| Maddox, Shirley | 20 | 20 | 20 | 20 |
| Martyn-dow, Brett | 20 | 20 | 20 | 20 |
| Maurer, Jessica | 20 | 20 | 20 | 20 |
| Milani, Kelly | 20 | 20 | 20 | 20 |
| Mims, Nathalia | 20 | 20 | 20 | 20 |
| Parslow, Deborah | 20 | 20 | 20 | 20 |
| Patterson, Kathleen | 20 | 20 | 20 | 20 |
| Pichotta, Sharon | 20 | 20 | 20 | 20 |
| Pierce, Garrett | 20 | 20 | 20 | 20 |
| Pride, Olga | 20 | 20 | 20 | 20 |
| Propst, Valerie | 20 | 20 | 20 | 20 |
| Ramirez-Redd, Helga | 20 | 20 | 20 | 20 |
| Roberts, James | 20 | 20 | 20 | 20 |

| | | | | |
|---|---|---|---|---|
| Santos, Tamara | 20 | 20 | 20 | 20 |
| Seidler, Paul | 20 | 20 | 20 | 20 |
| Seidler, Scott | 20 | 20 | 20 | 20 |
| Stocker, Erika | 20 | 20 | 20 | 20 |
| Swenson, Kristina | 20 | 20 | 20 | 20 |
| Tantillo-Reddoch, Lisa | 20 | 20 | 20 | 20 |
| Telles, Taryn | 20 | 20 | 20 | 20 |
| VanderLinde, Pam | 20 | 20 | 20 | 20 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*Some teacher have additional hours they have accrued outside of the normal PD time such as during summer or for continuing education.

Test 10:  Teachers value professional development and professional learning communities.

**School Quality Survey Data**

| Add percentage "Agree" and "Strongly Agree" | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|
| (3) Wednesday professional development helps improve instruction at this school. | 78.9 | 80.3 | 81.5 |
| (4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school. | 84.5 | 85.2 | 85.5 |
| (5) Operating as a professional learning community helps to improve instruction at this school. | 90 | 90.9 | 90.8 |
| (29) My professional growth is valued, supported and encourage as part of my job. | 84.6 | 85.9 | 84.4 |

Test 11:  Teachers are given time daily to collaborate.  Collaboration is both vertical and horizontal.

| | Yes | No | Action |
|---|---|---|---|
| Teachers are given time daily to collaborate. Schedules Agendas Minutes Sign in sheets | X | | Common planning PD Wednesday |
| Teachers collaborate in vertical teams at least once a week. Schedules Agendas | | x | PD Wednesday |

| | | | |
|---|---|---|---|
| Minutes<br>Sign in sheets | | | |
| Teachers collaborate in horizontal teams at least twice a year.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets | x | | Common Planning<br>PD Wednesday |

**Summary of Test 9:** All teachers have approximately 20 hours of professional development dedicated to our Magnet program provided through our school. However, this does not show the hours of professional development that they have completed on their own. We need a better tracking system of professional development hours for teachers.

**Summary of Test 10:** There is a minimal steady increase each year that the Wednesday professional development helps improve instruction at our school and school-level discretion concerning the content of teacher professional development helps to improve instruction. Teachers consistently believe that operating as a professional learning community helps to improve instruction. Most teachers believe that their professional growth is valued, supported and encouraged.

**Summary of Test 11:** Teachers are given time to collaborate both vertically and horizontally. The teachers meet on a regular basis with their team because they have a common planning period and often work together with professional development. Teachers also work together in their grade level professional teams and CORE content teams during professional development.

## Does our professional development support the magnet content or a specialized delivery of instruction?             No

## As a result of this review:  Our leadership team will develop a plan to help promote PD outside of normal school hours so that teachers may reach the required number of professional development hours.

## Section 4 - Key Personnel

**Test 12:** Magnet schools have personnel that are key to the development and implementation of magnet theme.

| 12 | Key Personnel | Yes | No | Action |
|---|---|---|---|---|
| 12.1 | This school has a designated Magnet Coordinator.<br>Name:_Garrett Pierce_____ FTE __.2___<br>Attestation(s)<br>Time and Effort | x | | |
| 12.2 | There are personnel dedicated to curriculum and/or instructional delivery.<br>1. Michael Hitchcock (Instructional coach)<br>2. Yolette Bryant (Reading Specialist)<br>Attestation(s)<br>Time and Effort | X | | |
| 12.3 | There is a magnet team. (Names and Position)<br>1. Michael Konrad (Principal)<br>2. Edward Goldberg (Asst. Principal)<br>3. Deanna Harris - Quinnan (Learning Support Coordinator)<br>4. Tonya Haley (Councilor)<br>5. Garrett Pierce( Science Teacher/ Magnet Coordinator) | X | | |
| 12.4 | Magnet theme expertise is embedded in the hiring process.<br>Attach job description and interview questions. | X | | |
| 12.5 | Staffing decisions are made with the intent of strengthening the magnet.<br>Agendas and minutes of leadership meetings.<br>Organizational plan.<br>Hiring summary from HR packet. | X | | |

**Summary of Test 12-**

Our school has personnel that are key to the development and implementation of magnet theme. We are continuing to add and develop processes to strengthen this area.

**Does your magnet have key personnel to ensure that the magnet is implemented with fidelity?    YES**

**As a result of this review: Our leadership team is reviewing key personnel and their roles at the school and more documentation of magnet implementation is being reviewed.**

# Section 5 - Leadership

**Test 13:** The magnet leadership at the school level involves multiple stakeholders.

| 13 | Leadership | Yes | No | Action |
|---|---|---|---|---|
| 13.1 | The school has an organizational plan for communication of magnet theme implementation.<br>Organizational plan. | | x | |
| 13.2 | The school has developed a three year plan for magnet implementation and sustainability.<br>Magnet plan. | | x | |
| 13.3 | All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments.<br>Agendas<br>Minutes<br>Newsletters | x | | |
| 13.4 | The programmatic needs of the magnet theme drive budgetary allocations.<br>(Of discretionary funding, at least 80% of the budget can be linked to magnet program)<br>Budget | x | | |
| 13.5 | All programs in the school support the magnet theme.<br>List of supplemental programs and relationship | x | | |

**Summary of Test 13:**

The magnet leadership at the school does involve multiple stakeholders. However, we currently do not have a three year organizational plan for communication, implementation or sustainability for our magnet theme.

## Does your magnet have an organized leadership structure that involves all stakeholders so that the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?                NO

## As a result of this review: Our leadership team will be meeting with community members and parents to design and layout a three year plan that will help to communicate, implement, and sustain our magnet theme.

# Section 6 - Recruitment and Marketing

**Test 14:** There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

| 14 | Indicator | Yes | No | Action |
|---|---|---|---|---|
| 14.1 | Parents are surveyed at least annually to determine knowledge and support of magnet theme.<br>Parent Survey<br>Summary of Results<br>Agenda and minutes that are evidence that survey results were communicated. | | x | |
| 14.2 | Pubic meetings are held at least quarterly to inform the community of magnet theme implementation.<br>Sign in sheets<br>Agendas<br>End of session survey | X | | |
| 14.3 | The school provides at least four community outreach events to inform the greater community of magnet theme.<br>Pictures<br>Surveys<br>Advertising | | x | |
| 14.4 | All of the community partnerships support the magnet theme.<br>List of partnerships and how they support the theme<br>Letters of support | x | | |
| 14.5 | Community Champions that contribute to the success of the magnet have been identified and celebrated.<br>List of Champions<br>Evidence of celebrations | | x | |

**Test 15:** There is a marketing and recruitment plan.

| 15 | | Yes | No | Action |
|---|---|---|---|---|
| 15.1 | The leadership team has developed an annual recruitment plan that indicates what, when, where and who.<br>Plan | | x | |
| 15.2 | The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan.<br>Recruitment data<br>Plan revisions | | x | |
| 15.3 | The leadership team has developed an annual marketing plan that indicates what, when, where and who.<br>Plan | | x | |

| | Method to collect results | | | |
|---|---|---|---|---|
| | | Yes | No | Action |
| 15.4 | Marketing materials have been developed and distributed. Examples of materials | x | | |
| 15.5 | The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan. Marketing data Plan revisions | | x | |

**Summary of Test 14:**

There are community partnerships but we need to build stronger relationships with those partnerships. We also need to get more of their feedback and assistance with contributing to the development, resources, and implementation of the magnet theme.

**Summary of Test 15:**

Currently we do not have a written marketing and recruitment plan. Yet, we do have marketing material that have been developed and distributed.

**Does your magnet have a recruitment plan and marketing plan that includes the collection and review of indicators for success?          NO**

**As a result of this review: Our school will be strengthening our relationship with current partnerships while seeking new ones with community leaders. We will utilize our relationships to help us develop a marketing and recruitment plan.**

## Section 7 - Stable and Successful Staff

**Test 16:** The school has a stable staff that have been successful at delivering quality and rigorous instruction for increased student achievement.

**Stable Staff**

| Number of Staff Total | | Number of Staff New to The School | Percentage of Staff New To The School | Number Staff Leaving The School | Percentage of Staff Leaving The School |
|---|---|---|---|---|---|
| 2009-10 | 67 | 19 | 28 | 22 | 31 |
| 2010-11 | 61 | 13 | 13 | 14 | 21 |
| 2011-12 | 63 | 11 | 11 | 11 | 18 |
| 2012-13 | 68 | 15 | 15 | 8 | 13 |

| Number of Staff Total | | Number and Percentage Transfer to Different School | | Number and Percentage Leaving The Profession | | Number and Percentage Leaving The District | | Number and Percentage Transferring To A Different Position | |
|---|---|---|---|---|---|---|---|---|---|
| 2009-10 | 67 | 6 | 9 | 6 | 9 | 7 | 10 | 3 | 4 |
| 2010-11 | 61 | 4 | 7 | 4 | 7 | 6 | 10 | 0 | 0 |
| 2011-12 | 63 | 6 | 10 | 3 | 5 | 1 | 2 | 1 | 2 |
| 2012-13 | 68 | 6 | 9 | 1 | 1 | 1 | 1 | 0 | 0 |

**Summary Test 16:**

Over the last four year we have seen a decline in the number of staff leaving the school. Our number on new staff has been relatively steady do to budget and student's enrollment affecting allotted FTE.

## Has this school had a stable staff for the past four years?     YES

If no, why have the staff left the school?

**Test 17:**   The school has a staff that is successful at delivering quality instruction.

| Number of Certified Staff | Meets or Exceeds | | Recommendations | | Plan For Improvement | | Non-Renewal | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| 2009-10 | 67 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2010-11 | 61 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2011-12 | 63 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2012-13 | 68 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |

Test 17 Summary: The school has a staff that is successful at delivering quality instruction

**Have Staff been successful at delivering quality instruction?**

YES

Test 18: Students in all ethnic categories have shown increases in student achievement in reading and math.

# AIMS Multi-Year Summary Results

| Area: | | | White/ Anglo | African American | Hispanic | Native American | Asian American | Multi Ethnic | Total |
|-------|---|---|---|---|---|---|---|---|---|
| READ | % Mast | 09-10 | 78 | 61 | 68 | 48 | 84 | 69 | 71 |
| | | 10-11 | 80 | 52 | 68 | 40 | 72 | 82 | 70 |
| | | 11-12 | 82 | 53 | 68 | 73 | 77 | 67 | 70 |
| | | Change | +4% | -8% | 0% | +25% | -7% | -2% | -1% |
| MATH | % Mast | 09-10 | 58 | 32 | 42 | 29 | 84 | 50 | 47 |
| | | 10-11 | 56 | 22 | 41 | 33 | 55 | 57 | 45 |
| | | 11-12 | 52 | 30 | 44 | 64 | 64 | 51 | 45 |
| | | Change | -6% | -2% | +2% | +35% | -20% | +1% | -2% |

Test 18: Summary

**Have students in all ethnic categories shown increases in student achievement?**
**YES**

# Section 8  -  Other

## Section 8 - Title I

**Summary of Title I Needs Assessment:**

**4-5 strengths found from the Needs Assessment:**
- Large gains this year in AIMS in cohorts at $4^{th}$ and $5^{th}$ grade.
- Low staff turnover which results in experienced teachers on staff.
- Strong leadership both administratively and in teams.
- Multiple supports already in place (through title 1 and deseg)
- Overall positive feedback from Staff, Parents, Students on School Quality Survey

**4-5 challenge areas found from the Needs Assessment:**
- Lack of formative assessments and communication of assessment results.
- Need to reduce student misbehaviors and increase monitors/supervision.
- Lack of technology.
- Lack of Community and Parent Involvement.
- Drop in general scores in AIMS, particularly in $3^{rd}$ and $8^{th}$ grades.  Ongoing sizable drop in $8^{th}$ grade cohort scores.

**Test 19:  Title I: Attach "Action Plan"**

**Plan is attached.**

## Does the Title I plan support or supplement the magnet theme?

**YES**

# Section 8 - Other

# 2012-2013

# Title I Schoolwide & Continuous Improvement Plan (CIP) For Booth-Fickett K-8

ABSTRACT: In our CIP we will use a series of strategies to increase student achievement in math and reading and increase parental involvement by utilizing the framework of Larry Lezotte's 7 Correlates of Highly Effective schools.  This will include a drive to establish formative assessments for each quarter, increase our focus on data driven instruction by utilization of an instructional coach and team planning using data, increase student ownership of grades and test scores by implementing student data notebooks, increase student engagement by integrating technology such as interactive whiteboards.  We will also work to increase positive interactions between parents, students, and staff with the help of our Parent Community Liaison and a series of initiatives they will support such as Good News Cards and our Parent Success Academy.

# Title I Schoolwide Plan

| | |
|---|---|
| School Name:  Booth-Fickett K-8 | Principal:  Michael Konrad |
| Title I Program Type: School Wide 3 | |
| AZLEARNS Letter Grade Level: C | Date Plan Submitted: 7/25/12 |

| SCHOOL LEADERSHIP TEAM MEMBERS & SCHOOL COUNCIL SIGNATURE SHEET | | | |
|---|---|---|---|
| TYPED/ PRINTED NAME | POSITION/ STAKEHOLDER | SITE COUNCIL | SIGNATURE |
| Michael Konrad | Principal | Yes | |
| Shanna Gray | Certified | Yes | |
| Tonya Haley | Counselor | | |
| Deanna Harris-Quinnan | LSC | Yes | |
| Laurie Westfall | Certified Staff | | |
| Kristina Swenson | Certified Staff | | |
| James Roberts V | Certified Staff | | |
| Cathy Amanti | TUSD Student Equity | | |
| Marcy Garrison | Title 1 Teacher | | |
| Laurel Schafer | Parent | Yes | |
| Ken Jan | Parent | Yes | |
| I'sis Caver | Parent | Yes | |
| Stacey O'Brian | Parent | Yes | |
| Kathleen Patterson | Certified | Yes | |

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Consolidated fund sources include:  State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding.  Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

# Title I Schoolwide Plan

| | | | |
|---|---|---|---|
| Debbie Gayheart | **Certified** | **Yes** | |
| Patti Cesarz | **Certified** | **Yes** | |
| Lisa Fitzgerald | **Certified** | **Yes** | |
| Russel Potter | **Community Member** | **Yes** | |
| | | | |

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Consolidated fund sources include:  State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding.  Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

# Title I Schoolwide Plan

## Section 1: Conduct a Needs Assessment using multiple data sources including Standards and Rubrics, AIMS and DIBELS.

*Guiding Question: Where are we as an educational system?*

With data and information available to you, analyze the needs of your school. The goal is for the school's leadership team to carefully analyze and interpret all data in order to accurately and completely assess the needs of your school. The knowledge gained during this investigative and analytical phase will be the basis for identifying the greatest priorities on which to develop your school's goals.

**Identify 4-5 strengths found from the Needs Assessment:**
- Large gains this year in AIMS in cohorts at 4$^{th}$ and 5$^{th}$ grade.
- Low staff turnover which results in experienced teachers on staff.
- Strong leadership both administratively and in teams.
- Multiple supports already in place (through title 1 and deseg)
- Overall positive feedback from Staff, Parents, Students on School Quality Survey

**Identify 4-5 challenge areas found from the Needs Assessment:**
- Lack of formative assessments and communication of assessment results.
- Need to reduce student misbehaviors and increase monitors/supervision.
- Lack of technology.
- Lack of Community and Parent Involvement.
- Drop in general scores in AIMS, particularly in 3$^{rd}$ and 8$^{th}$ grades.  Ongoing sizable drop in 8$^{th}$ grade cohort scores.

# Title I Schoolwide Plan

# Section 2: Analyze and Interpret Student Outcome Data
## *Guiding Question: How are our students performing?*

In this section, please **copy and paste** in the all pertinent student achievement data you are using to set goals and formulate your school plan. Make sure you include AIMS data from TUSD STATS A&R Website – 3 Years No Change.  Also include AYP or school label data that is appropriate from ADE's common log-on. **If you have a Self-Contained GATE Program, please provide disaggregated data as well.**

*Provide a detailed summary of the student data for the school.  Include aggregate and disaggregated grade level data, grade level or sub-group trends.*

Insert ADE info re AYP here:

School Quality Survey: *https://tusdstats.tusd.k12.az.us/paweb/Utility/SQS/SQS_Summary.aspx*

Kindergarten 2011-2012                              Dibels Data 2011-2012

| Measure | Beginning | Middle | End |
|---|---|---|---|
| **Composite** | Goal: 26 | Goal: 122 | Goal: 119 |
| Students Tested | 55 | 54 | 56 |
| Mean (SD) | 21.8 (19.2) | 108.2 (44.2) | 146.8 (43.1) |
| | 36% at or above benchmark | 33% at or above benchmark | 75% at or above benchmark |
| | 24% below benchmark | 41% below benchmark | 14% below benchmark |
| | 40% well below benchmark | 26% well below benchmark | 11% well below benchmark |

1st Grade 2011-2012

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| Measure | Beginning | Middle | End |
|---|---|---|---|
| **Composite** | Goal: 113 | Goal: 130 | Goal: 155 |
| Students Tested | 72 | 71 | 73 |
| Mean (SD) | 104.4 (45.6) | 122.2 (88.4) | 136.8 (92.2) |
| | 43% at or above benchmark | 37% at or above benchmark | 45% at or above benchmark |
| | 19% below benchmark | 17% below benchmark | 11% below benchmark |
| | 38% well below benchmark | 46% well below benchmark | 44% well below benchmark |

2nd Grade

| Measure | Beginning | Middle | End |
|---|---|---|---|
| **Composite** | Goal: 141 | Goal: 190 | Goal: 238 |
| Students Tested | 65 | 65 | 62 |
| Mean (SD) | 131.3 (85.1) | 159.2 (106.8) | 194.7 (115.2) |
| | 45% at or above benchmark | 43% at or above benchmark | 40% at or above benchmark |
| | 18% below benchmark | 15% below benchmark | 15% below benchmark |
| | 37% well below benchmark | 42% well below benchmark | 45% well below benchmark |

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## Title I Schoolwide Plan

# AIMS Multi-Year Summary Results for 10-11/11-12
## Exempt ELLS <u>NOT</u> included

| School/Site: | | Fickett Magnet | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Test Grade** | | **Reading** | | | **Writing** | | | **Mathematics** | | |
| | | 10-11 | 11-12 | Change | 10-11 | 11-12 | Change | 10-11 | 11-12 | Change |
| 3 | % Mastery | 63.2 | 62.5 | -0.7 | 0.0 | 0.0 | N/A | 59.6 | 53.6 | -6.1 |
| | N | 57 | 56 | | 0 | 0 | | 57 | 56 | |
| 4 | % Mastery | 56.3 | 64.8 | 8.5 | 0.0 | 0.0 | N/A | 41.3 | 67.6 | 26.4 |
| | N | 80 | 71 | | 0 | 0 | | 80 | 71 | |
| 5 | % Mastery | 66.2 | 74.1 | 7.9 | 49.3 | 55.3 | 6.0 | 49.3 | 56.5 | 7.2 |
| | N | 71 | 85 | | 71 | 85 | | 71 | 85 | |
| 6 | % Mastery | 75.4 | 76.5 | 1.1 | 51.7 | 50.2 | -1.4 | 41.2 | 47.9 | 6.7 |
| | N | 272 | 234 | | 271 | 233 | | 272 | 234 | |
| 7 | % Mastery | 75.3 | 76.8 | 1.5 | 44.6 | 38.7 | -5.9 | 45.8 | 43.6 | -2.2 |
| | N | 251 | 250 | | 251 | 248 | | 251 | 250 | |
| 8 | % Mastery | 66.0 | 58.6 | -7.4 | 0.0 | 0.0 | N/A | 43.2 | 32.8 | -10.5 |
| | N | 259 | 244 | | 0 | 0 | | 259 | 244 | |
| All Grades | % Mastery | 70.0 | 70.0 | 0.0 | 48.4 | 45.9 | -2.5 | 44.5 | 45.4 | 0.9 |
| | N | 990 | 940 | | 593 | 566 | | 990 | 940 | |

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Consolidated fund sources include: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

# Title I Schoolwide Plan

## AIMS Cohort Analysis for All Ethnic Groups at Fickett Magnet

**Students included have valid (non-exempt) AIMS scores for both years, and were at the site selected during the most recent AIMS testing year selected.**

Spring 2011-12 data are embargoed by the Arizona Department of Education until July 27.

**⇨Click on a subject to see the FAME breakout across the two years⇦**

| Area | 2011-2012 Grade | N | 2010-2011 | 2011-2012 | Change |
|---|---|---|---|---|---|
| Reading | 4 | 57 | 64.9 | 66.7 | 1.8 |
| Reading | 5 | 75 | 57.3 | 73.3 | 16.0 |
| Reading | 6 | 204 | 76.0 | 74.0 | -2.0 |
| Reading | 7 | 231 | 76.6 | 76.6 | 0.0 |
| Reading | 8 | 224 | 76.3 | 58.9 | -17.4 |
| Reading | Total | 791 | 73.7 | 69.9 | -3.8 |
| Writing | 5 | 75 | 0.0 | 56.0 | 56.0 |
| Writing | 6 | 204 | 49.5 | 50.5 | 1.0 |

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Consolidated fund sources include:  State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding.  Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

## Title I Schoolwide Plan

| | | | | | |
|---|---|---|---|---|---|
| Writing | 7 | 232 | 53.4 | 37.9 | -15.5 |
| Writing | Total | 511 | 44.0 | 45.6 | 1.6 |
| Math | 4 | 57 | 64.9 | 68.4 | 3.5 |
| Math | 5 | 75 | 44.0 | 58.7 | 14.7 |
| Math | 6 | 203 | 50.2 | 49.8 | -0.5 |
| Math | 7 | 231 | 43.3 | 44.6 | 1.3 |
| Math | 8 | 224 | 45.5 | 33.0 | -12.5 |
| Math | Total | 790 | 47.3 | 45.7 | -1.6 |

## AIMS Cohort Analysis for All Ethnic Groups at Fickett Magnet

**Students included have valid (non-exempt) AIMS scores for both years, and were at the site selected during the most recent AIMS testing year selected.**

⇨**Click on a subject to see the FAME breakout across the two years**⇦

| Area | 2010-2011 Grade | N | 2009-2010 | 2010-2011 | Change |
|---|---|---|---|---|---|
| Reading | 4 | 67 | 73.1 | 62.7 | -10.4 |

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Consolidated fund sources include:  State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding.  Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

## Title I Schoolwide Plan

| Reading | 5 | 67 | 67.2 | 68.7 | **1.5** |
|---------|-----|-----|------|------|---------|
| Reading | 6 | 243 | 75.3 | 74.9 | **-0.4** |
| Reading | 7 | 228 | 69.7 | 75.4 | **5.7** |
| Reading | 8 | 244 | 70.9 | 65.2 | **-5.7** |
| Reading | Total | 849 | 71.7 | 70.8 | **-0.9** |
| Writing | 5 | 67 | 0.0 | 50.7 | **50.7** |
| Writing | 6 | 243 | 79.4 | 50.2 | **-29.2** |
| Writing | 7 | 228 | 67.5 | 46.1 | **-21.5** |
| Writing | Total | 538 | 64.5 | 48.5 | **-16.0** |
| Math | 4 | 67 | 61.2 | 44.8 | **-16.4** |
| Math | 5 | 67 | 52.2 | 49.3 | **-3.0** |
| Math | 6 | 243 | 53.1 | 41.6 | **-11.5** |
| Math | 7 | 228 | 41.2 | 46.1 | **4.8** |
| Math | 8 | 244 | 46.3 | 42.2 | **-4.1** |
| Math | Total | 849 | 48.5 | 43.8 | **-4.7** |

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Consolidated fund sources include:  State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding.  Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

# Title I Schoolwide Plan

# Section 3: Summarize and Interpret Data

## *Guiding Question: How did we get here?*

After the Needs Assessment and Student Outcome data have been analyzed the school must determine the **root causes** from the results. Based on the analyzed information, examine possible reasons for current level of performance.

Provide the conclusions the school has reached based on the analyzed data from the previous section.

- Include the data used for analysis, the observations, findings, identified root causes, and conclusions reached by the team.

---

**Trends in data:**

AIMS
Over the last 3 years the cohort decline that has been evident at each grade level has been reduced almost everywhere except in the 8th grade.

DIBELS
Kindergarten students show growth ahead of the district average.  Other grades show flat-line data that is below district average.

MEP
MEP data showed huge growth increase on standards but did not correlate to AIMS results.

---

**Factors impacting trends in data:**

4th and 5th grade AIMS score increase is attributed to:
-Low mobility
-District EEI training
-5th grade increase in available technology
-4th grade teaming and leveling of student needs based on content areas.

Factors for DIBELS may include lack of intervention practices and data use in reading for grades 1-5.
6-8th trend in AIMS may be attributed to lack of benchmark data and its use to drive re-teaching and intervention.  There has also been a reduction in the focus on Character Counts due to reduction in support staff.

Use of math interventionists has helped to arrest the decline of scores in mathematics for those grades where it was used.

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# Title I Schoolwide Plan

## Section 4: Identification of the Priorities, School Reform Model and Setting Goals.
### *Guiding Question: Where do we want to be?*

## Identify the strengths, needs and challenges of the school and students.

| Student Strengths | System Strengths | Student Needs | System Needs | Student Challenges | System Challenges |
|---|---|---|---|---|---|
| Diversity of student population that is cohesive and works well together.<br><br>Consistent gains in Kindergarten DIBELS.<br><br>High participation in sports and extracurricular programs. | Low teacher turnover.<br><br>100% HQ staff.<br><br>Magnet Program provides curricular opportunities.<br><br>Small group technology assisted interventions show students gains.<br><br>Strong staff communication.<br><br>Growing opportunities for student and staff recognition. | Need to increase rate of passing AIMS assessment.<br><br>Decreasing achievement gap between minority groups (African American students have a passing rate 20% lower in math and 30% lower in reading in the AIMS)<br><br>More access to technology (especially in grades K-5)<br><br>Evidence reduced misbehaviors. | Increase in Technology available.<br><br>Increase use of common formative assessments.<br><br>Increased focus on data driven instruction.<br><br>Support systems for implementing use of data for instruction (Instructional coach, Data Coach, Training, Time) | Students exhibit a low degree of ownership towards grades and test scores.<br><br>Magnet draw makes before and after school interventions difficult. | Size of staff makes change implementation more difficult. (training large numbers, diverse levels of technology proficiency)<br><br>Time allocation is limited.<br><br>Parent and community involvement is difficult due to Magnet draw. |

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# Title I Schoolwide Plan

Based upon the needs and where we want to be, identify the top 2 to 5 priorities for the school.

| Priorities: |
| --- |
| • Establish common formative assessments<br>• Increase focus on data driven instruction<br>• Increase student ownership of grades and test scores<br>• Increase technology available for use and ability for staff and students to integrate.<br>• Increase positive interactions with parents, students, and staff. |

# Title I Schoolwide Plan

| AYP Goal Area | Academic Goals<br>What is the baseline measurement and the target?<br>(Example 4<sup>th</sup> grade math will increase by 10% from 48% to 58% as measured by Spring AIMS 2011). |
|---|---|
| Reading | Kindergarten reading will increase by 62.5% from 12.5% to 75% as measured by End of Year DIBELS Next Spring 2013.<br>1<sup>st</sup> grade reading will increase by 55% from 20% to 75% as measured by End of Year DIBELS Next Spring 2013.<br>2<sup>nd</sup> grade reading will increase by 59% from 16% to 75% as measured by End of Year DIBELS Next Spring 2013.<br>3<sup>rd</sup> and 4<sup>th</sup> grade reading will increase by 15% from 61.1% to 76.1% as measured by Spring AIMS 2013.<br>5th grade reading will increase by 15% from 66.7% to 81.7% as measured by Spring AIMS 2013.<br>6th grade reading will increase by 15% from 74.1% to 89.1% as measured by Spring AIMS 2013.<br>7th grade reading will increase by 13.3% from 76.5% to 89.8% as measured by Spring AIMS 2013.<br>8th grade reading will increase by 11.7% from 76.8% to 88.5% as measured by Spring AIMS 2013.<br><br>Overall:<br>Grade 3-8 students will reach AMO or show a 15% increase in cohorts as measured by Spring AIMS 2013.<br>In grades K-2 75% of students will make benchmark by the final DIBELS assessment in Spring 2013. |
| Math | 3<sup>rd</sup> and 4<sup>th</sup> grade Math will increase by 15% from 51.9% to 66.9% as measured by Spring AIMS 2013.<br>5th grade Math will increase by 15% from 68.4% to 83.4% as measured by Spring AIMS 2013.<br>6th grade Math will increase by 15% from 56.5% to 71.5% as measured by Spring AIMS 2013.<br>7th grade Math will increase by 15% from 47.9% to 62.9% as measured by Spring AIMS 2013.<br>8th grade Math will increase by 15% from 43.6% to 58.6% as measured by Spring AIMS 2013.<br><br>Overall:<br>Grade 3-8 students will reach AMO or show a 15% increase in cohorts as measured by Spring AIMS 2013. |

# Title I Schoolwide Plan

## School Reform Model

> The school reform model is the scientifically based research (SBR) model/overarching umbrella that addresses the majority of your school/student needs. In this section, describe the Comprehensive School Reform Model your school has adopted.  Include in this description, the scientifically based research (SBR) program(s), model(s), and strategies that the school has selected to implement.
>
> Thinking beyond schools where it is business as usual:  Your school receives Title I funds to improve student achievement systems.

Name the Comprehensive School Reform Model: **Dr. Larry Lezotte's 7 Correlates of Effective Schools**

Describe how you will implement this model to ensure an increase in the academic achievement of all students:

**1. Safe and Orderly Environment**
- Promote and increase use of programs such as Character Counts and Kindness ambassadors.  Character counts lessons will be given by teachers on a bi-weekly basis.  For grades 6-8 it will be done through the quarterly rotation elective on Wednesdays.
- Reintroduce or Train staff on Love and Logic.
- Provide a commonly used progressive discipline matrix to be used with classroom management systems with a focus on the use of Restorative Practices.

**2. Climate of High Expectations for Success**
- Reinforcement of EEI strategies in lessons(focus on Objectives and Active Participation).
- Instructional/Data coach to help focus instructional strategies for the support of student achievement.
- Increase focus on data driven instruction(use of student data notebooks, use of common formative assessments ATI)
- Before school, after school, and Saturday school tutoring to support homework efforts by students.

**3. Instructional Leadership**
- Creation of Instructional Council to gather input from staff and provide opportunities for staff to take leadership roles on instructional issues.
- Use of Continuous Improvement Plan to focus school community on improved student achievement.

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# Title I Schoolwide Plan

- Provide structure for team meeting work (PLC work on student interventions, team created interdisciplinary units, creation of and review of common assessments, team data analysis)

## 4. Clear and Focused Mission
- Widely post school mission (classrooms and common spaces, read on announcements and at assemblies)
- Staff commitment to focused academics (interdisciplinary units, student data notebooks, common assessments)

## 5. Opportunity to Learn and Student Time on Task
- Focus on Active Participation in EEI.
- Increase student access to technology to promote student engagement and active participation.
- Identify students for tiered interventions. (lowest quartile as well as students on the edge of moving to next level of AIMS achievement)

## 6. Frequent Monitoring of Student Progress
- Establish quarterly common formative assessments(teacher made in K-2, ATI benchmark in grades 3-8)
- Instructional/Data coach to assist with collection, dissemination, and application of data in the classroom including bi-weekly lessons with student data notebook.
- Frequent monitoring of students through intervention programs using SuccessMaker and intervention teachers including a Reading Specialist to work with students K-6.
- DIBELS testing.

## 7. Home-School Relations
- Communication home using student data notebooks.
- Good News cards sent home.
- Parent/community liaison to increase communication home and provide structures to increase parent interactions with school community.

# Title I Schoolwide Plan

**Describe how you will implement this model to ensure an increase in the academic achievement of your most academically at-risk students?**

Our school Title I team will attend Symposium with breakout sessions in implementing Lezotte's 7 Correlates then provide PD to the school staff.

Our next steps will be to:
- create a template and training for data notebooks.
- arrange for training on ATI, Love & Logic, Promethean Board use
- use data to identify most at risk students
- assign most at risk students to intervention groups with teachers using SuccessMaker
- teachers will provide Student Success Plans for all students at risk of failing each quarter.
- TUSDstats parent login passwords will be provided to each parent in every parent teacher conference.
- teachers in grades 6-8 will update Making the Grade weekly

Consolidated fund sources include:  State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding.  Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

# Title I Schoolwide Plan

## SMART GOAL – Reading/Language Arts

Kindergarten reading will increase by 62.5% from 12.5% to 75% as measured by End of Year DIBELS Next Spring 2013.

1$^{st}$ grade reading will increase by 55% from 20% to 75% as measured by End of Year DIBELS Next Spring 2013.

2$^{nd}$ grade reading will increase by 59% from 16% to 75% as measured by End of Year DIBELS Next Spring 2013.

3$^{rd}$ and 4$^{th}$ grade reading will increase by 15% from 61.1% to 76.1% as measured by Spring AIMS 2013.

5th grade reading will increase by 15% from 66.7% to 81.7% as measured by Spring AIMS 2013.

6th grade reading will increase by 15% from 74.1% to 89.1% as measured by Spring AIMS 2013.

7th grade reading will increase by 13.3% from 76.5% to 89.8% as measured by Spring AIMS 2013.

8th grade reading will increase by 11.7% from 76.8% to 88.5% as measured by Spring AIMS 2013.

**Site Reading Proficiency Goal:** Grade 3-8 students will reach AMO or show a 15% increase in cohorts as measured by Spring AIMS 2013. In grades K-2 75% of students will make benchmark by the final DIBELS assessment in Spring 2013.

| | School AIMS Results 2011-12 | AMO | 1$^{st}$ Quarter Benchmark Goal | 2$^{nd}$ Quarter Benchmark Goal | 3$^{rd}$ Quarter Benchmark Goal | End of year/AIMS Goal |
|---|---|---|---|---|---|---|
| **Kinder** | NA | NA | 12.5% At Benchmark | At least 45% Benchmark at DIBELS | | At least 75% Benchmark at DIBELS |
| **1$^{st}$** | NA | NA | 20% At Benchmark | At least 55% Benchmark at DIBELS | | At least 75% Benchmark at DIBELS |
| **2nd** | NA | NA | 16% At Benchmark | At least 55% Benchmark at DIBELS | | At least 75% Benchmark at DIBELS |
| **3rd grade** | 61.1% Meet/Exceed | 90.5% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 76.1% Meet/Exceed ~10 students |
| **4th grade** | *61.1% Meet/Exceed | 89.0% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 76.1% Meet/Exceed ~11 students |
| **5th grade** | *66.7% Meet/Exceed | 88.5% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 81.7% Meet/Exceed ~13 students |
| **6th grade** | *74.1% Meet/Exceed | 89% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 89% Meet/Exceed ~36 students |
| **7th grade** | *76.5% Meet/Exceed | 89.8% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 89.8% Meet/Exceed ~38 students |

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| | | *76.8% Meet/Exceed | 88.5% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 88.5% Meet/Exceed |
|---|---|---|---|---|---|---|---|
| | 8th grade | | | | | | ~37 students |

**Data supporting the need for this goal and the concept area targeted in this subject area:** *This data is based on cohorts, not on previous grade level taking the test. ATI Benchmark test is a comprehensive (summative) assessment for the year. For grades K-2 data is based on DIBELS. The data supporting this goal is the AIMS and DIBELS data attached earlier in this plan.

**Plan to progress monitor these goals:** For grades K-2 DIBELS test will be used to progress monitor. In grades 3-8 ATI benchmark quarterly assessments will be used to progress monitor.

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# Title I Schoolwide Plan

## SMART GOAL – Mathematics

3rd and 4th grade Math will increase by 15% from 51.9% to 66.9% as measured by Spring AIMS 2013.

5th grade Math will increase by 15% from 68.4% to 83.4% as measured by Spring AIMS 2013.

6th grade Math will increase by 15% from 56.5% to 71.5% as measured by Spring AIMS 2013.

7th grade Math will increase by 15% from 47.9% to 62.9% as measured by Spring AIMS 2013.

8th grade Math will increase by 15% from 43.6% to 58.6% as measured by Spring AIMS 2013.

Site Mathematics Proficiency Goal: Grade 3-8 students will reach AMO or show a 15% increase in cohorts as measured by Spring AIMS 2013. In grades K-2 75% of students will make benchmark by the final teacher made assessment in Spring 2013.

|  | School AIMS Results 2011-12 | AMO | 1st Quarter Benchmark Goal | 2nd Quarter Benchmark Goal | 3rd Quarter Benchmark Goal | End of year/AIMS Goal |
|---|---|---|---|---|---|---|
| 3rd grade | 51.9% Meet/Exceed | 88% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 66.1% Meet/Exceed ~10 students |
| 4th grade | *51.9% Meet/Exceed | 88% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 66.1% Meet/Exceed ~11 students |
| 5th grade | *68.4% Meet/Exceed | 86% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 83.4% Meet/Exceed ~13 students |
| 6th grade | *56.5% Meet/Exceed | 86% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 72% Meet/Exceed ~36 students |
| 7th grade | *47.9% Meet/Exceed | 86% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 63% Meet/Exceed ~38 students |
| 8th grade | *43.6% Meet/Exceed | 86% | Avg Score 20% on ATI Benchmark | Avg Score 40% on ATI Benchmark | Avg Score 60% on ATI Benchmark | 59% Meet/Exceed ~37 students |

**Data supporting the need for this goal and the concept area targeted in this subject area:** *This data is based on cohorts, not on previous grade level taking the test. ATI Benchmark test is a comprehensive (summative) assessment for the year. The data supporting this goal is the AIMS and Stanford 10 data attached earlier in this plan.

**Plan to progress monitor these goals:** For grades K-2 teacher made tests will be used to progress monitor. In grades 3-8 ATI benchmark quarterly assessments will be used to progress monitor.

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# Title I Schoolwide Plan

# Section 5: Developing your School's Continuous Improvement Plan
### *Guiding Question: How are we going to get to where we want to be?*

**Directions:** Please fill in each white text box below to describe each strategy and action step.

| Strategy Title: Strengthen Instruction for all Students |
| --- |
| **Strategy Description:**  Total school reform will be accomplished through embedding the 7 Effective Schools Correlates and the Essential Elements of Instruction.  This includes increasing active participation and engagement of students through use of technology and data driven instruction. |

| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date | Estimated Funding Amount |
| --- | --- | --- | --- | --- | --- |
| Our school Title I team will attend Symposium with breakout sessions in implementing Lezotte's 7 Correlates then provide PD to the school staff | Principal and Title 1 team | Sign in Sheets Closure survey after PD | 6/19/12 | 5/23/13 | $0 |
| Use text: <u>What Effective Schools Do: Re-Envisioning the Correlates</u> to conduct a book study to train teachers on the 7 CoES. | Principal and Title 1 team, instructional council, volunteer staff | Meeting agendas Sign in Sheets | 6/19/12 | 5/23/13 | $400 for 20 books |
| Reinforcement of EEI strategies in lesson plans and modeling during PD | Principal and teachers | Lesson Plans PD agendas | 8/2/12 | 5/23/13 | $0 |
| Instructional/Data coach to help focus instructional strategies for the support of student achievement. | Instructional/ Data Coach | Assessment Data | 8/2/12 | 5/23/13 | $54,035 |
| Use of student data Notebooks in class and with student led conferences for students in grades 2-8. Included are bi-weekly sessions on Wednesdays | All instructional staff and | Student notebooks with conference dates inside | 8/2/12 | 5/23/13 | $720 for generic $2400 for custom |

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| | | | | | |
|---|---|---|---|---|---|
| with teachers on data review and goal setting with students. | students | | | | |
| Use of quarterly common ATI assessments | IC and instructional staff | Assessment Data | 8/2/12 | 5/23/13 | 10,000 for ATI and 20 cases of paper (1000 for paper) |
| Creation of Instructional Council to gather input from staff and provide opportunities for staff to take leadership roles on instructional issues. | Principal, Instructional Council, School Council | Meeting Minutes | 8/2/12 | 5/23/13 | $0 |
| Provide 1 additional promethean board and projector at each grade levels for use K-5. | Principal | Assessment Data Inventory | 8/2/12 | 5/23/13 | $3000 per room x6 ($18,000) |
| 3 sets of Expression (Active Votes) for classroom check out and 2 document cameras. | Principal | Assessment Data Inventory | 8/2/12 | 5/23/13 | $3000 per set of 32 with case, 800 per camera ($10600) |
| 10 Replacement Bulbs for Projectors<br>10 Replacement Stylus for Boards<br>10 Replacement Projectors | Principal | | 8/2/12 | 5/23/13 | $300 per bulb ($3000)<br>$500 per Projector ($5000)<br>$100 for 2 pens ($500) |
| Provide training for up to 20 teachers in use of Promethean Boards. (2 four hour sessions per training cadre) | Principal, Kris Swenson, Instructional Coach | Sign in sheets/Agendas Assessment Data End Product | 8/2/12 | 5/23/13 | 20 participants at $25$hr ($4000)<br>Trainer $25hr for 12 hours ($300)<br>Participant flash drives $10x20 ($200) |

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# Title I Schoolwide Plan

| Strategy Title: Intervention program for struggling students. |
| :--- |
| **Strategy Description**: Students that are not meeting the standard in math and reading will be provided with pullout intervention during elective time and classroom leveled instruction. |

| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date | Estimated Funding Amount |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Use data to identify most at risk students, assign to intervention groups with intervention teachers using SuccessMaker | All instructional staff | Meeting agendas<br>Class roster<br>SSP | 8/2/12 | 5/23/13 | $0 |
| Before school, after school, and Saturday school tutoring to support homework efforts by students. Identify students for tiered interventions. (lowest quartile as well as students on the edge of moving to next level of AIMS achievement) | Principal, IC, All Instructional Staff | Student grade data<br>Student Assessment data | 8/2/12 | 5/23/13 | $0 (being paid for through DESEG budget) |
| Teachers will provide Student Success Plans for all students at risk of failing each quarter. | All teachers | SSP available | 8/2/12 | 5/23/13 | $0 |
| Adding 4 intervention stations in Intervention lab (PC, Monitor, SuccessMaker License) | Intervention Teachers | Student assessment data | 8/2/12 | 5/23/13 | $10,000 |
| Teacher PLC's will work with targeted groups of struggling students (classroom interventions & home communication) | All instructional staff | Student grade data<br>Student Assessment data<br>Meeting agendas | 8/2/12 | 5/23/13 | $0 |
| Use of intervention programs using SuccessMaker and 2 intervention teachers for Math and Reading. | Intervention Teachers | Student Assessment data | 8/2/12 | 5/23/13 | $110,000 for 2 teachers |
| Reading Specialist to focus on K-3 reading instruction. Utilizing Harcourt Brace Intervention, "Read Naturally" and other possible intervention programs. | Reading Specialist | Student Assessment data | 8/2/12 | 5/23/13 | $55,000 for reading specialist $2000 for materials. |

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Consolidated fund sources include:  State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I) and School Grant Funding.  Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative and support including programs, services and personnel.

# Title I Schoolwide Plan

| **Strategy Title: Data-driven decision making** |
|---|
| **Strategy Description**: Review of DIBELS and Benchmark assessments to occur Quarterly. |

| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date | Estimated Funding Amount |
|---|---|---|---|---|---|
| Provide structure for team meeting work (PLC work on student interventions, team created interdisciplinary units, creation of and review of common assessments, team data analysis) | Principal, IC, Instructional Council, Teachers | Student grade data Student Assessment data Meeting agendas | 8/2/12 | 5/23/13 | $0 |
| Establish quarterly common formative assessments(teacher made in K-2, ATI benchmark in grades 3-8) and DIBELs testing for 3 benchmarks | Principal, IC, Instructional Council, Reading Specialist Teachers | Student grade data Student Assessment data Common assessments | 8/2/12 | 5/23/13 | (cost is included above) |
| Instructional/Data coach to assist with collection, dissemination, and application of data in the classroom. Will train teachers to use ATI along with Kristjan Laumets. | IDC | Student grade data Student Assessment data | 8/2/12 | 5/23/13 | (cost is included above) |
| Frequent monitoring of students through intervention programs using SuccessMaker and 2 intervention teachers. | Intervention Teachers | Student Assessment data | 8/2/12 | 5/23/13 | (cost is included above) |
| Reading Specialist to focus using DIBELs data to support teachers in their classrooms with reading instruction. | Reading Specialist | Student Assessment data | 8/2/12 | 5/23/13 | (cost is included above) |

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# Title I Schoolwide Plan

| **Strategy Title: Effective Family Engagement** |
|---|
| **Strategy Description**: We will increase the connection between home and school in order to increase student achievement. |

| SBR Action Steps to support strategy | Person (s) Accountable | Method to Evaluate | Begin Date | End Date | Estimated Funding Amount |
|---|---|---|---|---|---|
| TUSDstats parent login passwords will be provided to each parent in every parent teacher conference. | Teachers | PTC sign in | 8/2/12 | 5/23/13 | $0 |
| Teachers in grades 6-8 will update Making the Grade weekly | Principal Teachers | AR compliance report spot checks | 8/2/12 | 5/23/13 | $0 |
| Communication home using student data notebooks. | Teachers | Sign in within the book, Summary sheet. | 8/2/12 | 5/23/13 | Cost above |
| Good News cards sent home weekly by teachers. | Teachers | Team Meeting Agendas | 8/2/12 | 5/23/13 | $0 |
| Parent/community liaison to increase communication home and provide structures to increase parent interactions with school community. | Parent/ community Liaison | School quality survey Parent sign in Volunteer log. | 8/2/12 | 5/23/13 | $32,000 |
| Current community events such as Mega Night, Welcome back social, and Open house. | All Stakeholders | Student and Parent Sign ins Meeting Agendas Flyers | 8/2/12 | 5/23/13 | $1500 for food at Mega Night |
| Community events such as Math Night, Science Night, Technology Night, School Pride/cleanup days. | All Stakeholders | Parent Sign ins Meeting Agendas Flyers | 8/2/12 | 5/23/13 | $3000 available for hrly duty to cover. $1500 for food |

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# Title I Schoolwide Plan

## Section 6: Evaluation of Implementation
### Guiding: *How do we know we achieved our goals?*

What results do we want to get by implementing our plan?  What are the benchmarks (monthly, quarterly) that need to be achieved to indicate our success? What will our timeline be for evaluation? Who will be responsible for evaluation?

| Strategy Title: Coordinated services, plan development, plan implementation, monitoring and evaluation of plan |
|---|
| **Strategy Description:**  This school will leverage state, local and federal funding to enhance the quality of instruction for all students. The leadership team, site council and a representative stakeholder group will revise goals, strategies and action steps annually based on the effectiveness of previous years' plan. |

| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date |
|---|---|---|---|---|
| Conduct & Gather Comprehensive Needs Assessment Data | Principal and all Stakeholders | Needs Assessment Survey | 1-5-12 | 5-23-13 |
| Quarterly evaluation of plan implementation and student achievement outcomes. | Principal, all classroom teachers, instructional support staff. | Review of student assessment data | 8-2-12 | 5-23-13 |
| Regularly evaluate plan implementation and student achievement outcomes. Adjust plan and resource allocations as indicated by outcomes. | Principal and a representative stakeholder group | Review of Student data, Needs assessment Survey, School Quality Survey. | 1-5-13 | 7-1-13 |

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# Title I Schoolwide Evaluation

**Evaluated Goal:** Increase student ownership of grades and test scores by implementing data notebooks.

| Written beginning of Plan Year | | Reflectively/Formative – periodically throughout year | Summative/Evaluative –to inform plan and budget adjustments |
|---|---|---|---|
| **Guiding Questions for Achievement (Step 2)** | **Data Collection Instruments ( Step 3)** | **Results and Data Analysis including Progress        (Steps 4 & 5)** | **Findings & Recommendations (Step 6-See Notes *)** |
| Did students track positive academic progress on achievement tests over time using their data notebooks? | DIBELS, ATI & AIMS, Data Notebooks, School Quality Survey | | |
| **Guiding Questions for Implementation ( Step 2)** | **Data Collection Instruments ( Step 3)** | **Results and Data Analysis including Progress        (Steps 4 & 5)** | **Findings & Recommendations (Step 6-See Notes *)** |
| Did our students implement the use of Data Notebooks in their classes? | PD calendar, school quality survey, agendas and meeting notes. | | |

**Evaluated Goal:** Increase Focus on Data Driven Instruction

| Written beginning of Plan Year | | Reflectively/Formative – periodically throughout year | Summative/Evaluative –to inform plan and budget adjustments |
|---|---|---|---|
| **Guiding Questions for Achievement (Step 2)** | **Data Collection Instruments ( Step 3)** | **Results and Data Analysis including Progress        (Steps 4 & 5)** | **Findings & Recommendations (Step 6-See Notes *)** |
| Did students show an increase each quarter in content knowledge as measured by quarterly assessments? | Teacher created assessments, ATI & AIMS, DIBELS | | |
| **Guiding Questions for Implementation ( Step 2)** | **Data Collection Instruments ( Step 3)** | **Results and Data Analysis including Progress        (Steps 4 & 5)** | **Findings & Recommendations (Step 6-See Notes *)** |
| Did Teachers utilize quarterly formative | PD calendar, school quality survey, agendas and meeting notes | | |

# Title I Schoolwide Plan

| assessments to drive instruction? | | | |
|---|---|---|---|

# *Assurances*

## School Wide Plan Assurances:

**The school leadership assures compliance with all Regulatory Title Program Guidance - this plan and programmatic implementation includes all of the following required components:**

- A current comprehensive needs assessment - ADE Standards 7 Rubrics, SAI, School Quality Survey, AIMS, etc.
- Uses only research-based reform strategies aligned with the needs assessment and provide opportunities for all children to meet rigorous state and advanced levels of academic achievement
- Includes SBR programs and strategies which are likely to raise the achievement of all students
- Ensures SBR timely effective additional support to struggling students
- Addresses the needs of English Language Learners
- Addresses the needs of Special Education Students
- Strategies to include teachers as decision-makers regarding the use of academic assessment.
- Includes strategies to improve meaningful family engagement
- Includes strategies to recruit and retain highly qualified staff *(District responsibility)*
- Professional Development is aligned to plan goals, strategies, and actions
- The school has specific plans to assist transition of students between pre-school & elementary school and beyond
- The school effectively coordinates federal, state, and local services and programs and aligns resources based upon prioritized needs
- The school regularly (at least annually) monitors program initiatives against student academic outcomes and modifies the plan components to leverage resources and achieve improved student academic outcomes.

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## K-8 Magnet Review Summary

| Section Number | | YES | NO |
|---|---|---|---|
| 1 | Does your current enrollment meet the definition of integration? | X | |
| 1 | Is your magnet program attracting and retaining students to support integration and diversity at your school? | X | |
| 2 | Is the curriculum at this school documented, paced, assessed, reflected, and adjusted? | X | |
| 2 | Is the curriculum at this unique? | X | |
| 2 | Is the methodology implemented at this school unique? | X | |
| 2 | Do students experience theme immersion for a minimum of three hours per day? | | X |
| 2 | Is there theme integration and congruency in the curriculum? | | X |
| 3 | Is there a certification or recognition for teachers who have completed magnet theme related training? | | X |
| 3 | Does our professional development support the magnet content or a specialized delivery of instruction? | | X |
| 4 | Does the magnet have key personnel to ensure that the magnet is implemented with fidelity? | X | |
| 5 | Does your magnet have an organized leadership structure that involves all stakeholders so that the magnet theme is held with absolute fidelity and is not diluted by supplemental programs? | | X |
| 6 | Does your magnet have a recruitment plan that includes community partnerships? | X | |
| 6 | Does your magnet have a marketing plan that includes the collection and review of indicators for success? | | X |
| 7 | Has this school had a stable staff for the past four years? | X | |
| 7 | Have Staff been successful at delivering quality instruction? | X | |
| 7 | Have students in all ethnic categories shown increases in student achievement? | X | |
| 8 | Does your Title I Plan support or supplement you magnet theme? | X | |
| | | | |

**Do you currently have a relevant, viable, sustainable, and marketable magnet program?**

As of right now we are not meeting all of the requirements to be considered a true magnet. However our magnet is relevant, viable, sustainable and marketable. We are make improvements and changes every day to meet all of the sectional requirements review during this magnet study.

**What do you need to do?**

We need to work on many things, most of which are laid out in our individual review sections. We need to make sure that we are holding ourselves to a higher level of accountability when it comes to how to evaluate the effectiveness of our magnet instruction. We need to continually improve the quality of teaching and learning for all of our students by focusing more on what makes us a unique and innovative school to attend. Evaluation of staff, programs, students, and community partnerships will become a major focus as we move forward. We have been review student data every week and providing parents, students and teachers with guidance for achieving our mission and education objectives

**Section 8- Other**

## Section I-Enrollment

Enrollment Trends Comparing 2009-2010 (40th day), 2010-2011 (40th day),  2011-2012 (40th day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptance year to year

**Test 1:  Enrollment by Ethnicity**

| Ethnicity | 2009-10 | | 2010-11 | | 2011-12 | | Current | |
|---|---|---|---|---|---|---|---|---|
| | Borton | District | Borton | District | Borton | District | Borton | District |
| White | 38% | 28.9 | 26.6 | 28% | 27.4 | 29% | 28.2 | 28% |
| African American | 6% | 7.6 | 3.5 | 3% | 3.8 | 5% | 2.8 | 3% |
| Hispanic | 48% | 56.2 | 58.8 | 58% | 58.7 | 56% | 59.3 | 59% |
| Native | 5% | 4.5 | 3.2 | 3% | 3.3 | 3% | 3.3 | 3% |
| Asian | 3% | 2.8 | 1.8 | 2% | 1.6 | 2% | 1.9 | 2% |
| Mixed Race | 0 | 0 | 6.1 | 6% | 5.2 | 6% | 4.5 | 4% |

Definition of Integration:  A school will be considered integrated if:

 (1) Enrollment includes two racial/ethnic groups at a minimum of 20 percent

 (2) No group exceeds 70 percent of the school's enrollment and

(3) No group is more than 25 percentage points above its district-wide average. For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

**Using the definition of integration,  is your magnet meeting the intent of integration?   YES**

**Test 2: Attraction/Flight**

| Ethnicity | Attraction Number | Attraction Percentage | Flight Number | Flight Percentage |
|---|---|---|---|---|
| White | 100 | 36% | 2 | 2% |
| African American | 11 | 4% | 5 | 4% |
| Hispanic | 134 | 48% | 102 | 84% |
| Native | 10 | 4% | 11 | 9% |
| Asian | 5 | 2% | 0 | 0% |
| Mixed Race | 18 | 6% | 1 | 1% |
| Total | 278 | 100% | 121 | 100% |

**Test 3: Open Enrollment**

| Ethnicity | Number Open Enrollment | | | | Percentage Open Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 0 | 0 | 0 | 0 | 0% | - | - | - |
| African American | 0 | 0 | 0 | 0 | 0% | - | - | - |
| Hispanic | 1 | 0 | 0 | 0 | 100% | - | - | - |
| Native American | 0 | 0 | 0 | 0 | 0% | - | - | - |
| Asian | 0 | 0 | 0 | 0 | 0% | - | - | - |
| Mixed Race | 0 | 0 | 0 | 0 | 0% | - | - | - |
| Total | 1 | 0 | 0 | 0 | 100% | - | - | - |

**Test 4:  Magnet Enrollment**

| Ethnicity | Number Magnet Enrollment | | | | Percentage Magnet Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 122 | 91 | 92 | 95 | 48% | 35% | 39% | 38% |
| African American | 14 | 7 | 10 | 4 | 6% | 3% | 4% | 2% |
| Hispanic | 97 | 128 | 100 | 129 | 38% | 49% | 43% | 51% |
| Native American | 11 | 10 | 10 | 8 | 4% | 4% | 4% | 3% |
| Asian | 8 | 4 | 5 | 7 | 3% | 2% | 2% | 3% |
| Mixed Race | 0 | 19 | 18 | 10 | 0% | 7% | 8% | 4% |
| Total | 252 | 259 | 235 | 253 | 100% | 100% | 100% | 100% |

**Test 5:  Applications/Acceptance**

| Ethnicity | Magnet Applications | | | | Magnet Acceptance | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | | 81 | 100 | 81 | | 39 | 32 | 35 |
| African American | | 14 | 12 | 4 | | 7 | 5 | 0 |
| Hispanic | | 107 | 142 | 118 | | 49 | 47 | 41 |
| Native American | | 10 | 7 | 7 | | 3 | 3 | 1 |
| Asian | | 9 | 5 | 4 | | 3 | 3 | 2 |
| Mixed Race | | 9 | 11 | 16 | | 7 | 2 | 1 |
| Total | | 230 | 277 | 230 | | 108 | 92 | 80 |

Summary of Test 1- Enrollment by Ethnicity:

Our data shows that our enrollment is reflective of the overall district enrollment and that Borton Magnet School is integrated according to the definition of integration

**Summary of Test 2- Attraction/Flight by Ethnicity:**

Our Attraction/Flight data demonstrates that we are attracting and retaining students from across the district as well as within our school boundaries

**Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:**

Our data demonstrates that our open enrollment numbers are negligible

**Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:**

Our magnet enrollment data is reflective of the district overall demographics.

**Summary of Test 5- Number of magnet applications year to year:**

Our magnet application/ acceptance data demonstrates that we are an attractive option for many families seeking placement for their children.  We are able to accept approximately 1/3 of those who apply and turn away 2/3.

## Is your magnet program attracting and retaining students to support integration and diversity at your school?

## YES

## As a result of this data:

Borton Magnet School will continue to offer a unique theme that attracts a diverse student body from the extended community and also retains Borton neighborhood students in their home school.

## Section 2- Curriculum and Assessment

**Test 6:  There is a documented curriculum that is paced and assessed.**

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br>Lesson Plans | |
|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Kindergarten | | X | | X | | X | | X |
| First | | X | | X | | X | | X |
| Second | | X | | X | | X | | X |
| Third | | X | | X | | X | | X |
| Fourth | | X | | X | | X | | X |
| Fifth | | X | | X | | X | | X |

**Test 7: During the 2011-12 school year, students were immersed in the theme content for a minimum of three hours per day.**

| Grade | Total minutes spent in instruction daily | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|---|---|---|---|
| Kindergarten | 333 | 90 | 27.02% |
| First | 333 | 90 | 27.02% |
| Second | 333 | 90 | 27.02% |
| Third | 333 | 90 | 27.02% |
| Fourth | 333 | 90 | 27.02% |
| Fifth | N/A | N/A | N/A |

**Test 8:  Magnet curriculum is delivered in a manner that is in line with school magnet theme.**

| Indicator: | Yes | No |
|---|---|---|
| Magnet curriculum is unique to this school. | X | |
| Magnet curriculum is developed in units. | | X |
| Magnet curriculum is project-based.    Project Planning Documents | X | |
| Magnet curriculum is integrated in all subject areas.  Lesson Plans/Lesson Maps | X | |
| The way in which curriculum is <u>delivered</u> is unique to this school. | X | |

| | | |
|---|---|---|
| Curriculum delivery methodology includes multiple opportunities for student interaction.<br>Student work<br>Lesson Plans<br>PBL Planning templates | x | |
| Data is collected on student mastery and revisions made in curriculum delivery. | | X |
| Curriculum is reviewed at least annually and adjustments made. | | X |

**Summary of Test 6:**

Although all our classrooms have been implementing Systems Thinking, we do not have a curriculum map at this time.  During the 2010-2011 school year, in our Professional Learning Communities, we developed sets of lessons focused on the Habits of a Systems Thinker and the use of Systems Thinking tools through a lesson study model.  As part of the process, we monitored the implementation of Systems Thinking and supported the professional growth of our teachers in its applications across all disciplines.  We began exploring assessment possibilities in a trial study at the kindergarten level.  Further development of ways to assess student understanding of Systems Thinking and their effective use of systems tools is a next step. In the meantime, informal assessment of student artifacts happens continuously.

**Summary of Test 7:**

Systems Thinking is integrated into the teaching and learning of all disciplines throughout the days, weeks, and months of the year as a way of helping students acquire deeper and more nuanced understandings of important concepts.  Rather than viewing systems thinking as a "curriculum," it functions at Borton as more of a pedagogy that facilitates learning.  The addition of Project Based Learning provides yet another opportunity to incorporate Systems Thinking. The delivery of curriculum through these means is a good fit at Borton.

**Summary of Test 8:**

The Systems Thinking/Project Based Learning theme is clearly defined and aligned with delivery of curriculum in all subject areas.  Instruction provides multiple opportunities for student interaction.

## Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?

## <u>NO</u>

## Is the curriculum at this unique?      <u>YES</u>

## Is the methodology implemented at this school unique?       <u>YES</u>

**Do students experience theme immersion for a minimum of three hours per day?**

<u>NO</u> - Systems Thinking and Project Based Learning are integrated throughout the day. It makes no sense to devote such a large part of the elementary day exclusively to Systems Thinking and Project Based learning devoid of the larger context.

**Is theme integration evident by horizontal and vertical articulation?   <u>NO</u>**


**As a result of this review:**

We need to develop a vertical plan to develop Systems Thinking Habits and use of Systems tools throughout the grades. We also need to continue work toward the creation of assessments that can reveal growing student competencies in their applications of Systems Thinking to their learning of content in all areas.

## Section 3- Professional Development

**Test 9:** Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years.  Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.

| Teacher | Hours 2009-10 | Hours 2010-11 | Hours 2011-12 | Average Hours Annually |
|---|---|---|---|---|
| Mary (Tracie) Ianni | 66 | 23 | | 29.6 |
| Barbara Casanova | 72 | 80 | 6 | 52.6 |
| Caroline Castrillo-Pinto | 21 | 118 | | 46.3 |
| Kathy Lohse | 22 | 78 | 52 | 50.6 |
| Stephanie Hawley | 21 | 21 | | 14 |
| Karen Hobson | 72 | 80 | | 50.6 |
| Cecilia Encinas | 20 | 65 | 7 | 30.6 |
| Kathleen Edgar | 70 | 25 | | 31.6 |
| Renee Olson | 27 | 41 | | 22.6 |
| Caryl Crowell | 37 | 117 | 10 | 54.6 |
| Rebecca Romero | 45 | | | 15 |
| Molly Reed | 59 | 48 | | 35.6 |
| Virginia Snider | 98 | 135 | | 77.6 |
| Candi Carrell | 22 | 56 | 15 | 31 |
| Peter Fajarado | | | 45 | 15 |
| Kimberly Sherron-Wilson | 13 | 13 | | 8.6 |
| Gabrielle Pietrangelo | 45 | | | 15 |
| Melissa Peterson | 133 | 182 | 51 | 122 |
| Sara Ruopp | 22 | 63 | 11 | 32 |
| Laura Mosier | 15 | 15 | | 10 |
| Diane Lomas | 14 | 45 | | 19 |

**Test 10:** Teachers value professional development and professional learning communities.

### School Quality Survey Data

| Add percentage "Agree" and "Strongly Agree" | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|
| (3) Wednesday professional development helps improve instruction at this school. | 89% | 100% | 94% |
| (4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school. | 97% | 97% | 89% |
| (5) Operating as a professional learning community helps to improve instruction at this school. | 97% | 100% | 95% |
| (6) My professional growth is valued, supported and encouraged as part of my job. | 100% | 91% | 87% |

Test 11:  Teachers are given time daily to collaborate.  Collaboration is both vertical and horizontal.

|  | Yes | No | Action |
|---|---|---|---|
| Teachers are given time daily to collaborate.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets |  | X | Seek funding sources to pay for personnel who provide meaningful learning opportunities for students while teachers collaborate during and after school hours. |
| Teachers collaborate in horizontal teams at least once a week.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets |  | X | Seek funding sources to pay for personnel who provide meaningful learning opportunities for students while teachers collaborate during and after school hours. |
| Teachers collaborate in vertical teams at least twice a year.<br>Schedules<br>Agendas<br>Minutes/notes | X |  | Continue to create opportunities for cross grade level teams to meet at least once each semester |

Summary of Test 9:

All teaching staff and administration has taken a minimum of Level I training in Systems Thinking.  33% of teachers meet the requirement of 45 hours of PD dedicated to magnet theme content.  An additional 25% have received at least 30 hours of PD annually dedicated to magnet theme content.

Summary of Test 10:

The data shows that teachers value professional development and professional learning communities at Borton Magnet School and report feeling that they are supported and encouraged in these endeavors.

Summary of Test 11:

Teachers were provided time monthly during 1st semester to collaborate on magnet theme across grade levels.

## Is there a certification or recognition for teachers who have completed magnet theme related training?  YES

## Does our professional development support the magnet content or a specialized delivery of instruction?         Yes

## As a result of this review:

We need to encourage professional growth related to the magnet theme for all staff and create in-house professional learning opportunities that will have a direct impact on student achievement.  We also need to seek funding sources to pay for personnel who provide meaningful learning opportunities for students while teachers collaborate during and after school hours.

## Section 4 - Key Personnel

**Test 12:** Magnet schools have personnel that are key to the development and implementation of magnet theme.

| 12 | Key Personnel | Yes | No | Action |
|---|---|---|---|---|
| 12.1 | This school has a designated Magnet Coordinator.<br>Name:_____ FTE _____<br>Attestation(s)<br>Time and Effort | | X | Hire one! |
| 12.2 | There are personnel dedicated to curriculum and/or instructional delivery.<br>1. Melissa Peterson<br>2.Virginia Snider<br><br>Job descriptions | X | | |
| 12.3 | There is a magnet team. (Names and Position)<br>1.<br>2.<br>3.<br>4.<br>5. | | X | Get a team together! |
| 12.4 | Magnet theme expertise is embedded in the hiring process.<br>Attach job description and interview questions. | X | | |
| 12.5 | Staffing decisions are made with the intent of strengthening the magnet.<br>Agendas and minutes of leadership meetings.<br>Organizational plan.<br>Hiring summary from HR packet. | X | | |

**Summary of Test 12-** We have not had a Magnet Coordinator due to the small size of our school and staff. The Systems Thinking Coach served to mentor and facilitate professional development and implementation. However, this position was not funded for the current school year, 2012-2013, despite being requested. Our job postings include a requirement for Systems Thinking training or willingness to acquire it.

## Does your magnet have key personnel to ensure that the magnet is implemented with fidelity? <u>NO</u>

## As a result of this review:

We will continue to request funding for a Magnet Coordinator, a Systems Thinking coach, and a Project Based Learning Coordinator. Our positions for Systems Thinking and Project Based Learning are dependent on desegregation funding.

## Section 5 - Leadership

**Test 13:  The magnet leadership at the school level involves multiple stakeholders.**

| 13 | Leadership | Yes | No | Action |
|---|---|---|---|---|
| 13.1 | The school has an organizational plan for communication of magnet theme implementation.<br>Organizational plan. | | X | |
| 13.2 | The school has developed a three year plan for magnet implementation and sustainability.<br>Magnet plan. | | X | |
| 13.3 | All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments.<br>Agendas<br>Minutes<br>Newsletters | | X | |
| 13.4 | The programmatic needs of the magnet theme drives budgetary allocations.<br>(Of discretionary funding,  at least 80% of the budget can be linked to magnet program)<br>Budget | X | | |
| 13.5 | All programs in the school support the magnet theme.<br>List of supplemental programs and relationship | X | | Art, Music, PE, Outdoor Learning |

**Summary of Test 13:**

The programs at the school support the magnet theme despite the lack of an organized 3-year plan  and  dissemination of information

**Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?   NO**

## As a result of this review:

We need support from TUSD Magnet Office/Desegregation funding to create a 3-year plan for magnet implementation and sustainability, organization of theme and process to inform all stakeholders of the program implementation, reviews and adjustments.

## Section 6 -  Recruitment and Marketing

Test 14:  There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

| 14 | Indicator | Yes | No | Action |
|---|---|---|---|---|
| 14.1 | Parents are surveyed at least annually to determine knowledge and support of magnet theme. Parent Survey Summary of Results Agenda and minutes that are evidence that survey results were communicated. | | X | Need to create such items |
| 14.2 | Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey | | X | Need magnet coordinator whose job description includes dissemination of information to the public |
| 14.3 | The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising | X | | Parent Tours, Kinder Round-Up, Open House, TUSD Festival of Schools, Classroom Celebrations of Learning |
| 14.4 | All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support | X | | PBL- Ben's Bells, Tucson Village Farm, AZNutrition Network, Americorps/Communities in Schools ST- Waters Foundation, Pima Regional Support Center, Community Food Bank, UA garden interns, methods students and student teachers |
| 14.5 | Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations | X | | Pima Regional Support Center |

Test 15:  There is a marketing and recruitment plan.

| 15 | Recruitment | Yes | No | Action |
|---|---|---|---|---|
| 15.1 | The leadership team has developed an annual recruitment plan that indicates what, when, where and who. Plan | | X | |
| 15.2 | The leadership team has reviewed data from prior | | X | |

| | recruitment strategies in order to review and adjust plan. | | | |
|---|---|---|---|---|

| 15 | Marketing | | | |
|---|---|---|---|---|
| 15.3 | The leadership team has developed an annual marketing plan that indicates what, when, where and who. Plan Method to collect results | | X | |
| | | | | |
| | | Yes | No | Action |
| 15.4 | Marketing materials have been developed and distributed. Examples of materials | X | | Brochure- needs significant revision |
| 15.5 | The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan. Marketing data Plan revisions | | X | |

**Summary of Test 14:**

We provide sufficient community outreach but need to identify more community champions.  We are seriously in need of support of developing recruitment and marketing strategies.

**Summary of Test 15:**

Our market plan includes an outdated brochure

## Does your magnet have a recruitment plan that includes community partnerships?   NO

## Does your magnet have a marketing plan that includes the collection and review of indicators for success?     NO

**As a result of this review:** Allocate funds to recruit a magnet coordinator who has knowledge and expertise w marketing and recruiting, creating marketing materials and creating community connections.

## Section 7 - Stable and Successful Staff

Test 16:  The school has a stable staff that has been successful at delivering quality and rigorous instruction for increased student achievement.

Stable Staff

| Number of Staff Total | | Number of Staff New to The School | Percentage of Staff New To The School | Number Staff Leaving The School | Percentage of Staff Leaving The School |
|---|---|---|---|---|---|
| 2009-10 | 22.7 | 6.2 | 27% | 2.5 | 11% |
| 2010-11 | 22 | 1.5 | 6.8% | 2.7 | 12.2% |
| 2011-12 | 23 | 2.5 | 10.8% | 2.2 | 9.5% |
| 2012-13 | 25.8 | 5 | 20% | | |

| Number of Staff Total | | Number and Percentage Transfer to Different School | | Number and Percentage Leaving The Profession | | Number and Percentage Leaving The District | | Number and Percentage Transferring To A Different Position | |
|---|---|---|---|---|---|---|---|---|---|
| 2009-10 | 22.7 | 1 | 4.4 | 1 | 4.4% | 0 | 0 | 0 | 0 |
| 2010-11 | 22 | 1 | 4.5 | 1.5 | 6.8% | 0 | 0 | 0 | 0 |
| 2011-12 | 23 | 0 | 0 | 0 | 0 | 1.5 | 6.5% | 1 | 4.3% |
| 2012-13 | | | | | | | | | |

Summary Test 16:

The staff at Borton is relatively stable and successful but has grown in somewhat smaller proportion to our student growth.

## Has this school had a stable staff for the past four years?     YES     NO

If no, why has the staff left the school?

Test 17:   The school has a staff that is successful at delivering quality instruction.

| Number of Certified Staff | Meets or Exceeds | | Recommendations | | Plan For Improvement | | Non-Renewal | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| 2009-10 | 22.7 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2010-11 | 22 | 95.5 | 1 | 4.5 | 0 | 0 | 0 | 0 |
| 2011-12 | 23 | 95.7 | 1 | 4.5 | 0 | 0 | 0 | 0 |
| 2012-13 | | | | | | | | |

**Test 17 Summary:**

The staff at Borton is successful in delivering quality instruction.

## Has Staff been successful at delivering quality instruction?

### YES

**Test 18:** Students in all ethnic categories have shown increases in student achievement in reading and math.

# AIMS Multi-Year Summary Results

| Area: | | | White/ Anglo | African American | Hispanic | Native American | Asian American | Multi Ethnic | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| READ | % Mast | 09-10 | | | | | | | |
| | | 10-11 | 91.7 | | 64 | | | 83.3 | 73.9 |
| | | 11-12 | 93.3 | | 61.4 | | | 75 | 72.4 |
| | | Change | 1.7 | | -2.6 | | | -8.3 | -1.5 |
| MATH | % Mast | 09-10 | | | | | | | |
| | | 10-11 | 83.3 | | 52 | | | 66.7 | 58.7 |
| | | 11-12 | 96.7 | | 63.2 | | | 87.5 | 74.3 |
| | | Change | 13.3 | | 11.2 | | | 20.8 | 15.6 |

**Test 18:  Summary**

There is a significant achievement gap between our Hispanic and White students.  All students are making gains yet the gains made by White students is greater than the gains made by Hispanic students

## Have students in all ethnic categories shown increases in student achievement?

### No

# Section 7 - Other

## Elementary Magnet Review Summary

| Section Number | | YES | NO |
|---|---|---|---|
| 1 | Does your current enrollment meet the definition of integration? | X | |
| 1 | Is your magnet program attracting and retaining students to support integration and diversity at your school? | x | |
| 2 | Is the curriculum at this school documented, paced, assessed, reflected, and adjusted? | | x |
| 2 | Is the curriculum at this school unique? | x | |
| 2 | Is the methodology implemented at this school unique? | x | |
| 2 | Do students experience theme immersion for a minimum of three hours per day? | | x |
| 2 | Is there theme integration and congruency in the curriculum? | | x |
| 3 | Is there a certification or recognition for teachers who have completed magnet theme related training? | x | |
| 3 | Does our professional development support the magnet content or a specialized delivery of instruction? | x | |
| 4 | Does the magnet have key personnel to ensure that the magnet is implemented with fidelity? | | x |
| 5 | Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs? | | x |
| 6 | Does your magnet have a recruitment plan that includes community partnerships? | | x |
| 6 | Does your magnet have a marketing plan that includes the collection and review of indicators for success? | | x |
| 7 | Has this school had a stable staff for the past four years? | x | |
| 7 | Have Staff been successful at delivering quality instruction? | x | |
| 7 | Have students in all ethnic categories shown increases in student achievement? | | x |
| 8 | Does your Title I Plan support or supplement you magnet theme? | | |

## Do you currently have a relevant, viable, sustainable, and marketable magnet program?

## No

## What do you need to do?

We need to develop a vertical plan to develop Systems Thinking Habits and use of Systems tools throughout the grades. We also need to continue work toward the creation of assessments that can reveal growing student competencies in their applications of Systems Thinking to their learning of content in all areas.

We need to encourage professional growth related to the magnet theme for all staff and create in-house professional learning opportunities that will have a direct impact on student achievement.  We also need to seek funding sources to pay for personnel who provide meaningful learning opportunities for students while teachers collaborate during and after school hours.

We will continue to request funding for a Magnet Coordinator, a Systems Thinking coach, and a Project Based Learning Coordinator. Our positions for Systems Thinking and Project Based Learning are dependent on desegregation funding.

We need support from TUSD Magnet Office/Desegregation funding to create a 3-year plan for magnet implementation and sustainability, organization of theme and process to inform all stakeholders of the program implementation, reviews and adjustments.

## Section 8- Other

## Section I-Enrollment

Enrollment Trends Comparing 2009-2010 (40th day), 2010-2011 (40th day), 2011-2012 (40th day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptance year to year

**Test 1: Enrollment by Ethnicity**                                    Note: #s are as of 10/08/2012

| Ethnicity | 2009-10 | | 2010-11 | | 2011-12 | | Current | | District Enrollment | |
|---|---|---|---|---|---|---|---|---|---|---|
| White | 40 | 11% | 12 | 4% | 14 | 4% | 14 | 4.4% | 12,003 | 23.2% |
| African American | 14 | 4% | 17 | 5% | 10 | 3% | 10 | 3.2% | 2,839 | 5.5% |
| Hispanic | 283 | 79% | 293 | 86% | 287 | 89% | 281 | 88.6% | 32,272 | 62.4% |
| Native | 23 | 6% | 16 | 5% | 9 | 3% | 10 | 3.2% | 1,939 | 3.8% |
| Asian | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0.3% | 1,236 | 2.4% |
| Mixed Race | 0 | 0% | 2 | 1% | 1 | 0% | 1 | 0.3% | 1,405 | 2.7% |
| | 360 | 100% | 340 | 100% | 321 | 100% | 317 | 100% | 51,694 | 100% |

Definition of Integration:  A school will be considered integrated if:

(1) Enrollment includes two racial/ethnic groups at a minimum of 20 percent  **_NO_**

(2) No group exceeds 70 percent of the school's enrollment and  **_NO  88.6% Hispanic_**

(3) No group is more than 25 percentage points above its district-wide average. For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White. **_NO  26.2 above on Hispanic population_**

## Using the definition of integration, is your magnet meeting the intent of integration?

**YES**     **_NO_** Action Plan: We will work with the magnet office to find a solution to better integrate Carrillo.

**Test 2: Attraction/Flight**

| Ethnicity | Attraction Number | Attraction Percentage | Flight Number | Flight Percentage |
|---|---|---|---|---|
| White | 12 | 5 | 10 | 23 |
| African American | 7 | 3 | 2 | 5 |

| | | | | |
|---|---|---|---|---|
| Hispanic | 218 | 89 | 29 | 67 |
| Native | 8 | 3 | 1 | 2 |
| Asian | 0 | 0 | 0 | 0 |
| Mixed Race | 1 | 0 | 1 | 2 |
| Total | 246 | 100% | 43 | 100% |

### Test 3: Open Enrollment

| Ethnicity | Number Open Enrollment | | | | Percentage Open Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 4 | 6 | 0 | 1 | 100% | 75% | 0 | 100% |
| Native American | 0 | 2 | 0 | 0 | 0 | 25% | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed Race | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 4 | 8 | 0 | 1 | 100% | 100% | 0 | 100% |

### Test 4: Magnet Enrollment

| Ethnicity | Number Magnet Enrollment | | | | Percentage Magnet Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 37 | 11 | 12 | 7 | 13% | 4% | 6% | 4% |
| African American | 10 | 10 | 7 | 5 | 4% | 4% | 3% | 3% |
| Hispanic | 219 | 223 | 188 | 174 | 78% | 87% | 87% | 89% |
| Native American | 14 | 11 | 8 | 7 | 5% | 4% | 4% | 4% |
| Asian | 0 | 0 | 0 | 1 | 0% | 0% | 0% | 1% |
| Mixed Race | 0 | 2 | 1 | 1 | 0% | 1% | 0% | 1% |
| Total | 280 | 257 | 216 | 195 | 100% | 100% | 100% | 100% |

### Test 5: Applications/Acceptance

| Ethnicity | Magnet Applications | | | | Magnet Acceptance | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | ** | 12 | 13 | 10 | ** | 1 | 6 | 3 |
| African American | ** | 6 | 5 | 5 | ** | 5 | 2 | 2 |
| Hispanic | ** | 171 | 166 | 125 | ** | 61 | 69 | 55 |
| Native American | ** | 9 | 6 | 5 | ** | 3 | 1 | 3 |
| Asian | ** | 0 | 1 | 5 | ** | 0 | 0 | 1 |
| Mixed Race | ** | 5 | 4 | 2 | ** | 2 | 1 | 0 |
| Total | ** | 203 | 195 | 152 | ** | 72 | 79 | 64 |

**Data for 09-10 not available due to computer system switch

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Summary of Test 1- Enrollment by Ethnicity:

**Enrollment dropped for Whites by 6.4% and for African Americans by .7%.**

**Enrollment dropped for Native Americans by 3.2%.**

**Enrollment increased for Hispanics by 9.7%.**

Summary of Test 2- Attraction/Flight by Ethnicity:

| Summary Test 1 | | |
|-----------------|-----------|---------|
| Ethnic Group | 2009-2010 | Current |
| White | 10.9% | 4.5% |
| African American | 3.9% | 3.2% |
| Hispanic | 78.8% | 88.5% |
| Native American | 6.4% | 3.2% |
| Asian | 0% | 0.3% |
| Mixed | 0% | 0.3% |

**Many of our white students have left our school.  However, we have many Hispanic families "attracted" to our school.**

Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:

**Road construction could be affecting the number of students wanting open enrollment.  Parents have to provide their own transportation.  For the years 09-10 and 10-11, 10 Hispanics and 2 Native Americans were represented in open enrollment, but no other ethnicities were represented.  This may be due in part to school location.**

Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:

**The largest number of students currently enrolled under magnet enrollment is 89% (Hispanic).  The next highest groups by ethnicity enrolled under the magnet plan were White and Native Americans with 4% each currently.  African Americans are currently at 3%.**

Summary of Test 5- Number of magnet applications year to year:

**The results for 09-10 were unavailable.  The number of applications for 10-11 was 203.  The number of applications for 11-12 was 195.  The number of applications currently is 152.**

## Is your magnet program attracting and retaining students to support integration and diversity at your school?

**YES**          _**NO**_ Action Plan:  Carrillo will re-examine the current magnet theme and look at developing a theme that attracts and retains various ethnic groups.

## As a result of this data:

There is a lack of ethnic balance at Carrillo.  We attract a large number of Hispanic families.  The attraction is stronger for the magnet program than for open enrollment.  More white students are leaving our school than other ethnic groups.  The number of magnet applications decreased, each year, from the 2010-11 school year to the current school year.

************Carrillo DOES NOT select our magnet student, they are selected through the magnet office.  Therefore, we cannot be held accountable for the imbalance in the ethnicity of our magnet students. **************

## Section 2- Curriculum and Assessment

**Test 6:  There is a documented curriculum that is paced and assessed.**

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br>Lesson Plans | |
|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Kindergarten | | x | | x | | x | | x |
| First | | x | | x | | x | | x |
| Second | | x | | x | | x | | x |
| Third | | x | | x | | x | | x |
| Fourth | | x | | x | | x | | x |
| Fifth | | x | | x | | x | | x |

**Test 7: During the 2011-12 school year, students were immersed in the theme content for a minimum of three hours per day.**

| Grade | Total minutes spent in instruction daily | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|---|---|---|---|
| Kindergarten | 325 min | ~150 min. | ~50% |
| First | 325 min | ~120 min. | ~40% |
| Second | 325 min | ~15min. | ~5% |
| Third | 325 min | ~20min. | ~7% |
| Fourth | 325 min | ~25min | ~8% |
| Fifth | 325 min | ~15min. | ~5% |

**Test 8:  Magnet curriculum is delivered in a manner that is in line with school magnet theme.**

| Indicator: | Yes | No |
|---|---|---|
| Magnet curriculum is unique to this school. | | x |
| Magnet curriculum is developed in units.    Units | | x |
| Magnet curriculum is project-based.    Project Planning | | x |
| Magnet curriculum is integrated in all subject areas.  Lesson Plans/Lesson Maps | | x |
| The way in which curriculum is <u>delivered</u> is unique to this school. | | x |
| Curriculum delivery methodology includes multiple opportunities | | x |

| | | |
|---|---|---|
| for student interaction.<br>Walk through Instruments | | |
| Data is collected on student mastery and revisions made in curriculum delivery.<br>Evidence of data reviews<br>Assessment reviews based on theme content | | X |
| Curriculum is reviewed at least annually and adjustments made.<br>Sign In Sheets<br>Noted Curriculum Changes | | X |

Summary of Test 6: Carrillo is not using curriculum that is paced and assessed.

Summary of Test 7:At Carrillo students are immersed for four hours a week (one hour for each magnet focus), along with a minimal amount of time in the classroom.

Summary of Test 8: Magnet Curriculum is mostly delivered in the specialist classes.

**Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?**

**YES   NO** Action Plan:  Carrillo will develop a plan to document, pace and assess the curriculum.

**Is the curriculum at this school unique?     YES   NO** Action Plan: Carrillo has some curriculum that is unique, but it needs to be strengthened to include the entire curriculum.

**Is the methodology implemented at this school unique?       YES   NO** Action Plan: Carrillo will develop a unique methodology and ensure that it is implemented by all staff.

**Do students experience theme immersion for a minimum of three hours per day?**

**YES   NO** Action Plan:  Working with outside support, Carrillo will receive training on how to immerse students in the magnet theme for a minimum of three hours per day.

**Is theme integration evident by horizontal and vertical articulation?  YES  NO** Action Plan: Carrillo will provide staff with examples of vertical and horizontal articulation in order for the staff to effectively provide this integration.

**As a result of this review:  We need to work together as a staff to develop a curriculum map, written curriculum, assessments, and lesson plans that are unique to Carrillo.  We need training and ideas as to how best integrate our magnet theme for three hours per day.**

*********There is an element of uniqueness at Carrillo because there are programs offered at Carrillo that are not available at most TUSD elementary schools.   Some schools may have one of Carrillo's

Magnet components but they do not offer STAM at one school as Carrillo does. ******

## Section 3- Professional Development

**Test 9:** Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years.  Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.

| Teacher | Hours 2009-10 | Hours 2010-11 | Hours 2011-12 | Average Hours Annually |
|---------|---------------|---------------|---------------|------------------------|
| Miller | 4 | 0 | 0 | 1.3 |
| Castillo | 4 | 0 | 0 | 1.3 |
| Maldonado | 36 | 30 | 0 | 22 |
| Lujan | 0 | 15 | 0 | 5 |
| Sosa-Villanueva | 0 | 0 | 0 | 0 |
| Sanchez | 0 | 0 | 0 | 0 |
| Chapman | 0 | 0 | 0 | 0 |
| DeMars | 48.5 | 1.5 | 0 | 16 |
| Goodwin | 0 | 0 | 0 | 0 |
| Romero (Gomez) | 4 | 0 | 0 | 1.3 |
| Matsushino | 0 | 0 | 0 | 0 |
| Barraza | 0 | 0 | 0 | 0 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Test 10:** Teachers value professional development and professional learning communities.

**School Quality Survey Data**

| Add percentage "Agree" and "Strongly Agree" | 2009-10 | 2010-11 | 2011-12 |
|---------------------------------------------|---------|---------|---------|
| (3) Wednesday professional development helps improve instruction at this school. | 100% | 88.5% | 78.5% |
| (4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school. | Question not on Survey | 88% | 88% |
| (5) Operating as a professional learning community helps to improve instruction at this school. | 100% | 88.4% | 86.2% |
| (6) My professional growth is valued, supported and encourage as part of my job. | 100% | 88.9% | 83.9% |

**Test 11:  Teachers are given time daily to collaborate.  Collaboration is both vertical and horizontal.**

|  | Yes | No | Action |
|---|---|---|---|
| Teachers are given time daily to collaborate.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets |  | X | Teachers are given 1 hour of daily planning time. |
| Teachers collaborate in vertical teams at least once a week.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets |  | X | Teachers collaborate in horizontal teams but not vertical. |
| Teachers collaborate in horizontal teams at least twice a year.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets |  | X | NO evidence and no records were kept of meetings. |

**Summary of Test 9:  Teachers do not have sufficient Professional Development linked to the Magnet theme.**

**Summary of Test 10: There is a decrease in the number of "agree" and "strongly agree" answers on the school quality survey addressing the use of Wednesday professional development.   There has been a decrease in the number of "agree" and "strongly agree" answers relating the professional learning community and value of professional growth, support and encouragement.**

**Summary of Test 11: Teachers have one hour daily of planning time.  They are given time once a week to meet and collaborate vertically, however they do not keep a log (but will begin to do so).  Horizontal collaboration needs to be improvement.**

**Is there a certification or recognition for teachers who have completed magnet theme related training?  YES     NO** Action Plan: Carrillo will recognize teachers who have completed magnet theme related training.

**Does our professional development support the magnet content or a specialized delivery of instruction?** **Yes** **No** Action Plan: Carrillo will provide professional development that supports the magnet content and specialized delivery of instruction.

**As a result of this review:** **We realize that as a staff Carrillo needs to refocus our professional development to better relate to our Magnet theme as well as schedule daily collaboration time.**

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## Section 4 - Key Personnel

**Test 12:  Magnet schools have personnel that are key to the development and implementation of magnet theme.**

| 12 | Key Personnel | Yes | No | Action |
|----|---------------|-----|-----|--------|
| 12.1 | **This school has a designated Magnet Coordinator.**<br>**Name:** _____ **FTE** _____<br>**Attestation(s)** Attestation is a document you sign if you are paid 100% out of title I or other grants to guarantee you are doing the work of the grant.  If you are paid out of separate funds, like title I and deseg, then you need to do a time and effort log showing how you used the time under each funding code.<br>**Time and Effort** | | X | |
| 12.2 | **There are personnel dedicated to curriculum and/or instructional delivery. (**curriculum team)<br>1.Elsmarie DeMars (Art)<br>2.Marta Goodwin (Music)<br>3.Javier Gutierrez (Science)<br>4.Angelica Bejerano (Technology)<br>**Attestation(s)** Attestation is a document you sign if you are paid 100% out of title I or other grants to guarantee you are doing the work of the grant.  If you are paid out of separate funds, like title I and deseg, then you need to do a time and effort log showing how you used the time under each funding code.<br>**Time and Effort** | | X | |
| 12.3 | **There is a magnet team. (Names and Position)**<br>1. Elsmarie DeMars (Art)<br>2. Marta Goodwin (Music)<br>3. Javier Gutierrez (Science)<br>4. Angelica Bejerano (Technology)<br>5. | X | | |
| 12.4 | **Magnet theme expertise is embedded in the hiring process.**<br>Attach job description and interview questions. | | X | Add job description |
| 12.5 | **Staffing decisions are made with the intent of strengthening the magnet.**<br>Agendas and minutes of leadership meetings.<br>Organizational plan.<br>Hiring summary from HR packet. | | X | Yes, it will be depending on our focus for next year. |

**Summary of Test 12-  We need to change how we hire staff and make staffing decisions.  New staff must be willing and capable of supporting and implementing the Magnet Curriculum.**

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**Does your magnet have key personnel to ensure that the magnet is implemented with fidelity?** YES <u>NO </u> Action Plan: Carrillo will designate key personnel to ensure that the magnet is implemented with fidelity.

**As a result of this review: We need to designate a magnet coordinator. We need to strengthen our Magnet by embedding it into our hiring process and only hiring staff members that are willing to implement the Magnet focus and are dedicated to the curriculum.**

***** As well as a magnet team, who delivers the instruction, we have a new magnet committee, which has been designated to help with the planning and implementation of the magnet theme.****

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## Section 5 - Leadership

**Test 13:  The magnet leadership at the school level involves multiple stakeholders.**

| 13 | Leadership | Yes | No | Action |
|----|-----------|-----|-----|--------|
| 13.1 | The school has an organizational plan for communication of magnet theme implementation.<br>Organizational plan. | | X | |
| 13.2 | The school has developed a three year plan for magnet implementation and sustainability.<br>Magnet plan. | | X | |
| 13.3 | All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments.<br>Agendas<br>Minutes<br>Newsletters | | X | |
| 13.4 | The programmatic needs of the magnet theme drive budgetary allocations.<br>(Of discretionary funding,  at least 80% of the budget can be linked to magnet program)<br>Budget | X | | |
| 13.5 | All programs in the school support the magnet theme.<br>List of supplemental programs and relationship | | X | |

**Summary of Test 13: When Carrillo was an intermediate school three out five expectations were met. Now that Carrillo has become an elementary school (k-5) none of the expectations are being met.**

**Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?   YES        NO  Action Plan:  Carrillo will** implement an organized leadership structure that includes communication with all stakeholders.  We will develop a three year plan for implementation and sustainability of our magnet theme, and will meet with site council members and district financial advisors to help us meet the required budgetary funding.

**As a result of this review:  We need to develop a plan for magnet theme implementation.  We need a three year plan for magnet implementation and sustainability and we need to find a way to communicate information to the stakeholders.  Although, we have some community resources that support our curriculum, we need to expand our connections with more community**

resources.  Currently La Pilita Museum and Sonoran Glass School provide programs for some of our students that support our focus.  Magnet specialists are currently paid through Desegregation Funds; therefore 80% of the discretionary funding is  linked  to Carrillo's magnet theme.

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## Section 6 - Recruitment and Marketing

**Test 14:** There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

| 14 | Indicator | Yes | No | Action |
|------|-----------|-----|-----|--------|
| 14.1 | Parents are surveyed at least annually to determine knowledge and support of magnet theme. <br> Parent Survey <br> Summary of Results <br> Agenda and minutes that are evidence that survey results were communicated. | | X | |
| 14.2 | Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. <br> Sign in sheets <br> Agendas <br> End of session survey | | X | |
| 14.3 | The school provides at least four community outreach events to inform the greater community of magnet theme. <br> Pictures <br> Surveys <br> Advertising | | X | |
| 14.4 | All of the community partnerships support the magnet theme. <br> List of partnerships and how they support the theme <br> Letters of support | | X | |
| 14.5 | Community Champions that contribute to the success of the magnet have been identified and celebrated. <br> List of Champions <br> Evidence of celebrations | | X | |

**Test 15:** There is a marketing and recruitment plan.

| 15 | Recruitment | Yes | No | Action |
|------|-------------|-----|-----|--------|
| 15.1 | The leadership team has developed an annual recruitment plan that indicates what, when, where and who. <br> Plan | | X | |
| 15.2 | The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. <br> Recruitment data <br> Plan revisions | | X | |

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| 15 | Marketing | | | |
|------|-----------|------|------|--------|
| 15.3 | The leadership team has developed an annual marketing plan that indicates what, when, where and who.<br>Plan<br>Method to collect results | | X | |
| | | | | |
| | | ~~Yes~~ | No | Action |
| 15.4 | Marketing materials have been developed and distributed.<br>Examples of materials | | X | |
| 15.5 | The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan.<br>Marketing data<br>Plan revisions | | X | |

**Summary of Test 14:** We need to develop an annual method of surveying parents to determine their knowledge and support of the magnet themes. We need to hold quarterly public meetings to inform the community of the implementation of the magnet theme. Carrillo needs to increase our community outreach events to inform the greater community of our magnet theme. The events must include and be supported by all magnet specialist. Carrillo needs to celebrate the identified Community Champions.

**Summary of Test 15:** Carrillo needs to develop an annual recruitment and marketing plan, taking into consideration the ethnic population desired. Prior recruitment strategies and data need to be reviewed and adjusted to attract specific ethnic populations.

## Does your magnet have a recruitment plan that includes community partnerships?   YES      NO Action Plan:  Carrillo will develop a recruitment plan

that includes community partnerships. We will familiarize ourselves with professional and community resources that can support our magnet theme.

## Does your magnet have a marketing plan that includes the collection and review of indicators for success?        YES    NO Action Plan: Carrillo will develop a

marketing plan that includes the collection and review of indicators for success.

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**As a result of this review:  Carrillo needs to develop community partnerships and recruit community members who will support the implementation of our magnet theme through resources and individual talents.**

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## Section 7 - Stable and Successful Staff

**Test 16:  The school has a stable staff that has been successful at delivering quality and rigorous instruction for increased student achievement.**

**Stable Staff**

| Number of Staff Total | Number of Staff New to The School | Percentage of Staff New To The School | Number Staff Leaving The School | Percentage of Staff Leaving The School |
|---|---|---|---|---|
| 2009-10 | 4/21 | 4/21=19% | 4/21 | 19% |
| 2010-11 | | | | |
| 2011-12 | | | | |
| 2012-13 | | | | |

| Number of Staff Total | Number and Percentage Transfer to Different School | | Number and Percentage Leaving The Profession | | Number and Percentage Leaving The District | | Number and Percentage Transferring To A Different Position | |
|---|---|---|---|---|---|---|---|---|
| 2009-10 | 14% | | .04% | | .09% | | .04% | |
| 2010-11 | | | | | | | | |
| 2011-12 | | | | | | | | |
| 2012-13 | | | | | | | | |

**Summary Test 16:  Overall Carrillo staff has remained stable, with the exception of the principal position; Carrillo has had three principals in four years.**

## Has this school had a stable staff for the past four years?     YES     NO Action Plan:  Carrillo does not have an action plan for this section because we are missing much of the data.

**If no, why has the staff left the school?  Staff has been stable; those who have left have either retired, left the state, or taken a different position in the district.  Principals have left for new assignments, positions or in one case, we had an interim retired principal for a semester.**

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**Test 17:** The school has a staff that is successful at delivering quality instruction.

| Number of Certified Staff | Meets or Exceeds | | Recommendations | | Plan For Improvement | | Non-Renewal | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| 2009-10 | | | | | | | | |
| 2010-11 | | | | | | | | |
| 2011-12 | | | | | | | | |
| 2012-13 | | | | | | | | |

**Test 17 Summary: Data missing!**

## Has Staff been successful at delivering quality instruction?

**YES**          **NO**

**Test 18:** Students in all ethnic categories have shown increases in student achievement in reading and math.

# AIMS Multi-Year Summary Results

| Area: | | | White/ Anglo | African American | Hispanic | Native American | Asian American | Multi Ethnic | Total |
|---|---|---|---|---|---|---|---|---|---|
| READ | % Mast | 09-10 | 73% | 100% | 68% | 70% | 0% | 50% | 69% |
| | | 10-11 | 86% | 60% | 78% | 69% | 0% | 100% | 77% |
| | | 11-12 | 67% | 100% | 81% | 71% | 0% | 0% | 80% |
| | | Change | -6% | 0% | +13% | +1% | 0% | +50% | 75.3% |
| MATH | % Mast | 09-10 | 73% | 50% | 66% | 70% | 0% | 50% | 66% |
| | | 10-11 | 57% | 40% | 65% | 77% | 0% | 100% | 64% |
| | | 11-12 | 56% | 75% | 74% | 71% | 0% | 0% | 73% |
| | | Change | -17% | +25% | +8% | +1% | 0% | +50% | 67.6% |

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**Test 18:  Summary:  Students in all ethnic categories have not shown increases in student achievement in reading and math because White/Anglo students have shown a decrease in both areas.**

## Have students in all ethnic categories shown increases in student achievement?
**YES** **NO** Action Plan: Carrillo needs to closely examine the student achievement data and analyze why there is a decrease in the achievement for the White/Anglo population.

## Section 7 - Other

Although White/Anglo students showed a relatively small decrease in achievement in reading and math, all other ethnic categories showed an increase in student achievement.

********* Test 16 and 17 are incomplete for the following reasons:
Carrillo has a new principal who came from an outside district who does not have background knowledge relating to previous staff, we have communicated with elementary leadership, accountability and research, human resources, technology services (Lawson Group) and previous administrators in an attempt to acquire this information.  A work order has been generated through technology services to set up a query to locate this data.

## Section 8-  Title I

**Summary of Title I Needs Assessment:**    Carrillo math and reading scores are on average higher than the district's.  AIMS vocabulary is at 75% or higher.  Carrillo has identified the following areas as "challenge areas": we need to improve 5th grade writing scores, improve scores in specific areas of the AIMS (elements of literature, logic and reasoning, and estimation) and we need to work with the Intensive group identified through DIBELS. Carrillo needs to strengthen the science and technology components of our magnet theme.  Another strength of Carrillo is community involvement through our partnerships with the neighboring community and outside organizations.  Attendance is 94%, higher than the district average, however, the 6% truancy is an issue for our school.

**Test 18:  Title I: See Attached "Action Plan"**

# Section 4: Identification of the Priorities, School Reform Model and Setting Goals.
## *Guiding Question: Where do we want to be?*

Based upon the needs and where we want to be, identify the top 2 to 5 priorities for the school.

**Priorities:**
- **Implementing targeted reading interventions for all needs**
- **Improve math instruction**
- **Data driven instruction**

| AYP Goal Area | Academic Goals<br>What is the baseline measurement and the target?<br>(Example 4th grade math will increase by 10% from 48% to 58% as measured by Spring AIMS 2011). |
|---|---|
| **Reading** | By the end of 12/13, Kindergarten will increase 10% from 69% to 79% as stated on the Dibels composite score.<br>By the end of 12/13, First grade will increase 10%  from 63% to 73% as stated on the Dibels composite score.<br>By the end of 12/13, Second Grade will increase 10%  from 38% to 48% as stated on the Dibels composite score.<br>By the end of 12/13, Third will increase from 73% to 82% as stated on the AIMS assessment.<br>By the end of 12/13, Fourth grade will increase from 87% to 89% as stated on the AIMS assessment. |

|  | By the end of 12/13, Fifth Grade will increase from 80% to 84% as stated on the AIMS assessment. |
|---|---|
| **Math** | By the end of 12/13, 80% of Kindergarten will meet or exceed end of unit assessments.<br>By the end of 12/13, 80% of First graders will meet or exceed end of unit assessments.<br>By the end of 12/13, 80% of Second graders will meet or exceed end of unit assessments.<br>By the end of 12/13, Third grade will increase from 75% to 77% as stated on the AIMS assessment.<br>By the end of 12/13, Fourth grade will increase from 77% to 79% as stated on the AIMS assessment.<br>By the end of 12/13, Fifth grade will increase from 66% to 72% as stated on the AIMS assessment. |
| **Other AYP indicators missed** |  |

# School Reform Model

The school reform model is the scientifically based research (SBR) model/overarching umbrella that addresses the majority of your school/student needs. In this section, describe the Comprehensive School Reform Model your school has adopted.  Include in this description, the scientifically based research (SBR) program(s), model(s), and strategies that the school has selected to implement.

Thinking beyond schools where it is business as usual:  Your school receives Title I funds to improve student achievement systems.

Name the Comprehensive School Reform Model: i.e. Dr. Larry Lezotte's 7 Correlates of Effective Schools

Describe how you will implement this model to ensure an increase in the academic achievement of all students: *(please address each component or correlate of your reform model here). For example:* To address correlate #2, Climate of High Expectations for Students, we will increase rigor in math and reading at all grade levels by/through/with…

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Describe how you will implement this model to ensure an increase in the academic achievement of your most academically at-risk students?

*For example:* Our school Title I team will attend training in implementing Lezotte's 7 Correlates then provide PD to the school staff.

Our next steps will be…

By the end of 12/13, Kindergarten will increase 10% from 69% to 79% as stated on the Dibels composite score.

By the end of 12/13, First grade will increase 10% from 63% to 73% as stated on the Dibels composite score.

By the end of 12/13, Second grade will increase 10% from 38% to 48% as stated on the Dibels composite score.

By the end of 12/13, Third grade will increase from 73% to 82% as stated on the AIMS assessment.

By the end of 12/13, fourth grade will increase from 87% to 89% as stated on the AIMS assessment.

By the end of 12/13, Fifth grade will increase from 80% to 84% as stated on the AIMS assessment.

**Site Reading Proficiency Goal:  Students will meet or exceed AMO as stated in table below (percent proficient) as measured by Spring AIMS:**

|  | *School AIMS Results 2010-11* | *AMO* | *1st Quarter Benchmark Goal* | *2nd Quarter Benchmark Goal* |
|---|---|---|---|---|
| **Kinder** | NA | **NA** | | |
| **1st** | NA | **NA** | | |
| **2nd** | NA | **NA** | | |
| **3rd grade** | | **90.5%** | | |
| **4th grade** | | **89.0%** | | |
| **5th grade** | | **88.5%** | | |
| **6th grade** | | **89%** | | |
| **7th grade** | | **89.8%** | | |
| **8th grade** | | **88.5%** | | |
| **9th grade** | NA | **NA** | | |
| **10th grade** | | **87%** | | |

**Data supporting the need for this goal and the concept area targeted in this subject area:**

**Dibels and AIMS scores**

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| |
|---|
| **Plan to progress monitor these goals:  ATI, Dibels, DRA, data folders** |

## SMART GOAL – Mathematics

By the end of 12/13, 80% of Kindergarten will meet or exceed end of unit assessments.
By the end of 12/13, 80% of first graders will meet or exceed end of unit assessments.
By the end of 12/13, 80% of second graders will meet or exceed end of unit assessments.
By the end of 12/13, Third grade will increase from 75% to 77% as stated on the AIMS assessment.
By the end of 12/13, Fourth grade will increase from 77% to 79% as stated on the AIMS assessment.
By the end of 12/13, Fifth grade will increase from 66% to 72% as stated on the AIMS assessment

**Site Mathematics Proficiency Goal:  Students will meet or exceed AMO as stated in table below (percent proficient):**

| | | School AIMS Results 2010-11 | AMO | 1st Quarter Benchmark Goal | 2nd Quarter Benchmark Goal |
|---|---|---|---|---|---|
| | Kinder | NA | NA | | |
| | 1st | NA | NA | | |
| | 2nd | NA | NA | | |
| | 3rd grade | | 88% | | |
| | 4th grade | | 88% | | |
| | 5th grade | | 86% | | |
| | 6th grade | | 86% | | |
| | 7th grade | | 86% | | |
| | 8th grade | | 86% | | |
| | 9th grade | NA | NA | | |
| | 10th grade | | 87% | | |

**Data supporting the need for this goal and the concept area targeted in this subject area:**

**AIMS, End of unit assessments**

**Plan to progress monitor these goals: End of unit assessments, data notebook, ATI**

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## Elementary Magnet Review Summary

| Section Number | | YES | NO |
|----------------|---|-----|-----|
| 1 | Does your current enrollment meet the definition of integration? | | X |
| 1 | Is your magnet program attracting and retaining students to support integration and diversity at your school? | | X |
| 2 | Is the curriculum at this school documented, paced, assessed, reflected, and adjusted? | | X |
| 2 | Is the curriculum at this school unique? | | X |
| 2 | Is the methodology implemented at this school unique? | | X |
| 2 | Do students experience theme immersion for a minimum of three hours per day? | | X |
| 2 | Is there theme integration and congruency in the curriculum? | | X |
| 3 | Is there a certification or recognition for teachers who have completed magnet theme related training? | | X |
| 3 | Does our professional development support the magnet content or a specialized delivery of instruction? | | X |
| 4 | Does the magnet have key personnel to ensure that the magnet is implemented with fidelity? | | X |
| 5 | Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs? | | X |
| 6 | Does your magnet have a recruitment plan that includes community partnerships? | | X |
| 6 | Does your magnet have a marketing plan that includes the collection and review of indicators for success? | | X |
| 7 | Has this school had a stable staff for the past four years? | | X |
| 7 | Have Staff been successful at delivering quality instruction? | | |
| 7 | Have students in all ethnic categories shown increases in student achievement? | | X |
| 8 | Does your Title I Plan support or supplement you magnet theme? | | X |

**Do you currently have a relevant, viable, sustainable, and marketable magnet program?**

**NO**

**What do you need to do?**

As a staff we need to redefine our magnet focus and simplify, currently we have too many components.  We should look at our unique strengths (location, community, regional history, traditions) and our strengths as a staff, (Rodel Exemplary Teacher, Lumi Nominee, coaches, bilingual) and take them into consideration when redefining our magnet theme.

We need to attract White/Anglo, Asian, African American, Native American, and Mixed Race students to Carrillo in order to comply and balance our ethnicity; we need to develop a magnet program that appeals to all ethnic groups.

Staff needs to familiarize ourselves with the requirements of the magnet process.  We need to develop a unique curriculum that is documented, paced, assessed, reflected and adjusted.  We need to implement a methodology that allows the students to be immersed in the magnet theme for a minimum of three hours a day.  Carrillo needs Professional Development training that demonstrates and teaches the staff how to integrate vertically and horizontally.  Carrillo needs and welcomes assistance in developing Professional Development that supports our magnet theme; rigorous content supporting the schools theme should be built into Wednesday's Professional Development.  We need to become more aware of outside resources that support our magnet theme and incorporate them into theme related training.

We need to designate a magnet coordinator.  We need to strengthen our Magnet by embedding it into our hiring process and only hiring staffs that are willing to implement the Magnet focus and are dedicated to the curriculum.  Furthermore, we need to support and train our current faculty in delivering and magnet content.

We need to develop a plan for magnet theme implementation.  We need a three year plan for magnet implementation and sustainability and we need to find a way to communicate information to the stakeholders.  Although, we have some community resources that support our curriculum, we need to expand our connections with more community resources.  Currently La Pilita Museum and Sonoran Glass School provide programs for some of our students that support our focus.

Carrillo needs to develop community partnerships and recruit community members who will broaden implementation of our magnet theme through resources and individual talents.  We need to develop an annual method of surveying parents to determine their knowledge and support of the magnet theme.  We need to hold quarterly public meetings to inform the community of the implementation of the magnet theme.

Carrillo needs to celebrate the identified Community Champions.  Carrillo needs to develop an annual recruitment and marketing plan that reflects the ethnic population desired.  These plans need to be reviewed and adjusted.  We need to develop and distribute marketing materials.  Carrillo currently implements five public community outreach events; believe we should increase these efforts.

Carrillo needs a stable administrator, dedicated to the leadership of the school.  This administrator must support and foster the development and sustainability of the magnet program.  The certified staff at Carrillo needs to reexamine the AIMS summary results and develop a comprehensive plan to address decreases in student achievement and formulate a plan to assure an increase, where short falls exist, in student achievement.

# Section 5: Developing your School's Continuous Improvement Plan

*Guiding Question: How are we going to get to where we want to be?*

**Directions:** Please fill in each white text box below to describe each strategy and action step.

| Strategy Title: Strengthen Instruction for all Students |
|---|
| **Strategy Description:** Total school reform will be accomplished through implementing professional development based on needs of school, creating a leadership team, and monitoring instruction. |

| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date |
|---|---|---|---|---|
| Professional Development- Correlate professional development based on areas of need as stated on Magnet focus, data analysis, and Common Core | Principal and staff | Classroom evaluations and lesson plans | 8/02/12 | 5/23/12 |
| Create leadership team to assist with vision of school using data driven decisions. | Core Leadership team | Minutes for minutes and implementation of school wide practices | 8/02/12 | 5/23/12 |
| Monitor instruction through principal observation protocol- Daily walkthroughs which emphasize research based instructional strategies—EEI, Marzano's Engagement, Common Core Strategies | Principal | Walkthrough instruments, lesson plans | 8/02/12 | 5/23/12 |
| On and off site teacher observations | Principal and staff | Implementation of new and learned strategies in the classroom | 8/02/12 | 5/23/12 |

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**Strategy Title: Intervention program for struggling students.**

**Strategy Description**: Students that are not meeting the standard in math and reading will be provided with specific, flexible, and prescriptive interventions using data driven decisions.

| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date |
|---|---|---|---|---|
| Professional Development on all intervention programs: Teachers will be trained in RTI (Response to Intervention) and differentiated instruction for all needs. | Intervention coordinator, principal, staff | Implementation of intervention program and intervention data | 8/02/12 | 5/23/12 |
| Math and Reading Interventions by teachers | Teacher assistants | Intervention data AIMS and Stanford 10 results DIBELS data and progress monitoring Samples of student work | 8/02/12 | 5/23/12 |
| Fourth and Fifth grade students will use Succesmaker 4 times a week given by the Magnet team. | Magnet team teachers | Succesmaker weekly reports | 8/17/12 | 5/23/12 |
| Before and afterschool tutoring/homework help for targeted students. | Staff | AIMS and Stanford 10 results DIBELS data and progress monitoring Samples of student work | 8/02/12 | 5/23/12 |
| TAT referral/ behavior and academic accommodations | Teachers and TAT team | TAT follow up meeting and documentation | 8/02/12 | 5/23/12 |

**Strategy Title: Data-driven decision making**

**Strategy Description:**
Implement data based decisions to developing school wide norms and practices.

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| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date |
| --- | --- | --- | --- | --- |
| Grade level Data meetings - weekly | Grade levels and principal | Minutes and flexible intervention grouping assignment | 8/02/12 | 5/23/12 |
| Student data folders in reading and math semester | Students | Data folders | 8/02/12 | 5/23/12 |
| Core data meeting-quarterly | Core team | Minutes | 8/02/12 | 5/23/12 |
| **Quarterly grade level data talks with principal** | Principal | Data folders | 8/02/12 | 5/23/12 |
| **Professional development on data analyzing (ATI), development of formative assessments though ATI** | Staff and principal | Flexile grouping for interventions<br><br>Data talk minutes | 8/02/12 | 5/23/12 |

| **Strategy Title: Effective Family Engagement** |
| --- |
| **Strategy Description:** Involving parents and community in school decision making through interactive activities. |

| SBR Action Steps to support strategy | Person (s) Accountable | Method to Evaluate | Begin Date | End Date |
| --- | --- | --- | --- | --- |
| Create PTO for Carrillo/ Site Council | Site Council, Community Rep | Minutes from minutes | 8/02/12 | 5/23/12 |
| Family nights-Implement educational and cultural programs for community | Staff and | Sign in sheets and agendas from each | 8/02/12 | 5/23/12 |

| and parents.   These nights would provide instructional strategies with respective materials for students and parents to use at home to support learning and educate parents about the learning at school and how to support it at home | Principal | Night Event | | |
|---|---|---|---|---|
| Regularly communicate with parents about school affairs through newsletters, school marquee, and positive calls home weekly. | Staff and Principal | Newsletters, contact log | 8/02/12 | 5/23/12 |
| Systematic Volunteer program- with incentives | Community Rep | Volunteer sign in | 8/02/12 | 5/23/12 |

# Section 6: Evaluation of Implementation

## Guiding: How do we know we achieved our goals?

What results do we want to get by implementing our plan?  What are the benchmarks (monthly, quarterly) that need to be achieved to indicate our success? What will our timeline be for evaluation? Who will be responsible for evaluation?

| Strategy Title: Coordinated services?, plan development, plan implementation, monitoring and evaluation of plan |
|---|
| Strategy Description: *This school will leverage state, local and federal funding to enhance the quality of instruction for all students. The leadership team, site council and a representative stakeholder group will revise goals, strategies and action steps annually based on the effectiveness of previous years' plan.* |

| SBR Action Steps to support strategy (at least one should be Professional Development) | Person (s) Accountable | Method to Evaluate | Begin Date | End Date |
|---|---|---|---|---|
| *Conduct & Gather Comprehensive Needs Assessment Data* | Principal | Needs assessment | 7/18 | 7/20 |
| *Collaborative Development and Drafting of CIP* | Staff | Collaborative work at summit | 7/18 | 7/20 |

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| | | | | |
|---|---|---|---|---|
| *Regularly evaluate plan implementation and student achievement outcomes. Adjust plan and resource allocations as indicated by outcomes.* | staff | Self evaluation | Aug. | May |

## Does your Title I Plan support or supplement you magnet theme?

**YES**          **NO** Action Plan:  Carrillo needs to reexamine our title one plan and magnet plan and align them more closely to assure that they support or supplement the magnet theme.

## Section 8  -  Other

The title one plan was written and completed prior to receiving the Magnet Review paperwork.  They were treated as two separate and unrelated plans, therefore they are not currently aligned.

## Section I-Enrollment

Enrollment Trends Comparing 2009-2010 (40$^{th}$ day),  2010-2011 (40$^{th}$ day),  2011-2012 (40$^{th}$ day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptances year to year

**Test 1: Enrollment by Ethnicity**

| Ethnicity | 2009-10 | 2010-11 | 2011-12 | Current |
| --- | --- | --- | --- | --- |
| White | 380 | 346 | 286 | 283 |
| African American | 164 | 151 | 156 | 163 |
| Hispanic | 686 | 703 | 627 | 562 |
| Native | 47 | 46 | 40 | 38 |
| Asian | 52 | 80 | 100 | 106 |
| Mixed Race | - | 27 | 23 | 32 |
| District Enrollment | 1329 | 1354 | 1232 | 1184 |

**Test 2: Attraction/Flight**

| Ethnicity | Attraction Number | Attraction Percentage | Flight Number | Flight Percentage |
| --- | --- | --- | --- | --- |
| White | 85 | 20% | 291 | 45% |
| African American | 59 | 14% | 56 | 9% |
| Hispanic | 242 | 57% | 240 | 37% |
| Native | 15 | 4% | 16 | 2% |
| Asian | 14 | 3% | 31 | 5% |
| Mixed Race | 10 | 2% | 14 | 2% |
| Total | 425 | 100% | 648 | 100% |

**Test 3: Open Enrollment**

| Ethnicity | Number  Open Enrollment | | | | Percentage Open Enrollment | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 22 | 25 | 16 | 21 | 29% | 24% | 20% | 17% |
| African American | 14 | 15 | 24 | 32 | 18% | 15% | 29% | 26% |
| Hispanic | 35 | 52 | 30 | 50 | 45% | 50% | 37% | 40% |
| Native American | 2 | 3 | 3 | 3 | 3% | 3% | 4% | 2% |
| Asian | 4 | 7 | 8 | 14 | 5% | 7% | 10% | 11% |

| Mixed Race | 0 | 1 | 1 | 5 | 0% | 1% | 1% | 4% |
| Total | 77 | 103 | 82 | 125 | 100% | 100% | 100% | 100% |

### Test 4: __Magnet Enrollment__

| Ethnicity | Number  Magnet Enrollment | | | | Percentage Magnet Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 94 | 75 | 38 | 49 | 25% | 22% | 18% | 21% |
| African American | 30 | 22 | 9 | 22 | 8% | 6% | 4% | 10% |
| Hispanic | 225 | 224 | 156 | 145 | 60% | 65% | 72% | 64% |
| Native American | 14 | 6 | 6 | 4 | 4% | 2% | 3% | 2% |
| Asian | 9 | 8 | 2 | 3 | 2% | 2% | 1% | 1% |
| Mixed Race | 0 | 9 | 5 | 5 | 0% | 3% | 2% | 2% |
| Total | 372 | 344 | 216 | 228 | 100% | 100% | 100% | 100% |

### Test 5: __Applications/Acceptance__

| Ethnicity | Magnet Applications | | | | Magnet Acceptance | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | | 52 | 78 | 54 | | 25 | 25 | 21 |
| African American | | 16 | 18 | 14 | | 7 | 8 | 9 |
| Hispanic | | 157 | 190 | 136 | | 72 | 78 | 39 |
| Native American | | 8 | 5 | 18 | | 2 | 1 | 2 |
| Asian | | 8 | 4 | 3 | | 2 | 1 | 1 |
| Mixed Race | | 5 | 2 | 4 | | 3 | 2 | 2 |
| Total | | 246 | 297 | 229 | | 111 | 115 | 74 |

Definition of Integration: A school will be considered integrated if

(1) Its enrollment includes two racial/ethnic groups at a minimum of 20 percent

(2) No group exceeds 70 percent of the school's enrollment and

(3) No group is more than 25 percentage points above its district-wide average.

 For the purposes of this definition, ethnic/racial groups are African  American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

## Using the definition of integration,  is your magnet meeting the intent of integration?

███    **NO**

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Summary of Test 1- Enrollment by Ethnicity:

Catalina largest ethnicity group is Hispanic

Summary of Test 2- Attraction/Flight by Ethnicity:

Catalina is attraction more Hispanic students then any other race. Catalina is losing more whites than any other ethnicity group

Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:

More Hispanics are attending Catalina under open enrollment then other ethnicity groups.

Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:

More Hispanics are attending Catalina under magnet enrollment then other ethnicity groups.

Summary of Test 5- Number of magnet applications /acceptance year to year:

The number of applications are high but it seems that applicants are accepting to attend Catalina. Since the 09-10 school year the numbers are dropping as to how many apply and how many accept.

**Is your magnet program attracting and retaining students to support integration and diversity at your school?**

█          **NO**

**As a result of this data:**

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## Section 2 - Curriculum and Assessment

**Test 6:  There is a documented curriculum that is paced and assessed for each strand.**

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br><br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br><br>Lesson Plans | |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Freshman | | X | X | | X | | X | |
| Sophomore | | X | X | | X | | X | |
| Junior | | X | X | | X | | X | |
| Senior | | X | X | | X | | X | |

## List Magnet Related Coursework for Each Strand:

**Strand 1: Aviation – Structural Repair**

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
| | Intro to Aviation Maintenance | Intermediate to Aviation Maintenance | Advanced Aviation Maintenance | Senior Level Class |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Strand 2: Terra Firma – Honors/Advanced Placement Program**

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
| Honors English 9 | Honors English 10 | Honors English 11 or | Honors English 12 or | |
| Honors World History | Optional AP Euro His | PCC Writing 101 | AP Literature or PCC | |
| Honors Geometry | Honors Math | AP US History or | Writing 101 | |
| Or | Or Honors Science | Honors History | AP Gov or Honors | Gov |
| Honors Algebra | | Honors Math or | Honors Math or | |
| | | Honors Science | Honors Science | |

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**Strand 3:**_____

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |

**Strand 4:**_____

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |

**Does the coursework map show continuity in course offering:**  ▓  **NO**

**Does the coursework map show congruency between grades for beginner and advanced opportunities?**  ▓  **NO**

**Test 7: During the 2012-13 school year, students will be immersed in the theme content for a minimum of three hours per day.**

| Grade | Total minutes spent in instruction daily | | | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|-------|-----|-------|---------|------------------------------------------|-----------------------------|
|       | Per | Hours | Minutes |                                          |                             |
| Freshman | 1 | 155 | 37 | 154-169 depending on period |  |
| Sophomore | 2 | 154 | 27 |  |  |
| Junior | 3 | 169 | 28 |  |  |
| Senior | 4 | 154 | 27 |  |  |
|  | 5 | 155 | 37 | 6      154      23 |  |

**Test 8:  Magnet curriculum is delivered in a manner that is in line with school magnet theme. - Aviation**

| Indicator: | Yes | No |
|-----------|-----|----|
| Magnet curriculum is unique to this school. | X |  |

| | | |
|---|---|---|
| Magnet curriculum is developed in units.    Units | X | |
| Magnet curriculum is project-based.    Project Planning | X | |
| Magnet curriculum is integrated in all subject areas.  Lesson Plans/Lesson Maps | | X |
| The way in which curriculum is <u>delivered</u> is unique to this school. | | X |
| Curriculum delivery methodology includes multiple opportunities for student interaction.<br>Walk through Instruments | X | |
| Data is collected on student mastery and revisions made in curriculum delivery.<br>Evidence of data reviews<br>Assessment reviews based on theme content | X | |
| Curriculum is reviewed at least annually and adjustments made.<br>Sign In Sheets<br>Noted Curriculum Changes | | X |

**Test 9:  Magnet students can be identified and tracked in specific course work that allows them participation in the magnet theme in increasing levels of proficiency.**

**Pull class schedules of at least 10% of the magnet student population for 2011-12.**

<span style="background:black;color:black">███</span>                    **NO**

**Summary of Test 6:**

**Summary of Test 7:**

**Summary of Test 8:**

**Summary of Test 9:**

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**Is the Magnet Curriculum meeting the intent of:**

**More Interaction Between Students?** ■ **NO**

**Students immersed in content at least three hours a day?** **YES** ■

**Students mastering the content?** ■ **NO**

**Is there theme integration and/or congruency in the curriculum?** **YES** ■

**Does the coursework map show continuity in course offering:** ■ **NO**

**Does the coursework map show congruency between grades for beginner and advanced opportunities?** ■ **NO**

**Can magnet students be identified and tracked in specific course work that allows them to participate in the magnet theme in increasing levels of proficiency?** ■ **NO**

**As a result of this review:**

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## Section 2 - Curriculum and Assessment

**Test 6:  There is a documented curriculum that is paced and assessed for each strand.**

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br><br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br><br>Lesson Plans | |
|-------|------|------|------|------|------|------|------|------|
|       | Yes | No | Yes | No | Yes | No | Yes | No |
| Freshman |  | X | X |  | X |  | X |  |
| Sophomore |  | X | X |  | X |  | X |  |
| Junior |  | X | X |  | X |  | X |  |
| Senior |  | X | X |  | X |  | X |  |

## List Magnet Related Coursework for Each Strand:

### Strand 1: Aviation – Structural Repair

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
|  | Intro to Aviation Maintenance | Intermediate to Aviation Maintenance | Advanced Aviation Maintenance | Senior Level Class |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Strand 2: Terra Firma – Honors/Advanced Placement Program

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
| Honors English 9 | Honors English 10 | Honors English 11 or | Honors English 12 or |  |
| Honors World History | Optional AP Euro His | PCC Writing 101 | AP Literature or PCC |  |
| Honors Geometry | Honors Math | AP US History or | Writing 101 |  |
| Or | Or Honors Science | Honors History | AP Gov or Honors | Gov |
| Honors Algebra |  | Honors Math or | Honors Math or |  |
|  |  | Honors Science | Honors Science |  |

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**Strand 3:**_____

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |

**Strand 4:**_____

| Freshman | Sophomore | Junior | Senior | Advanced |
|----------|-----------|--------|--------|----------|
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |
|          |           |        |        |          |

**Does the coursework map show continuity in course offering:** ■    **NO**

**Does the coursework map show congruency between grades for beginner and advanced opportunities?** ■        **NO**

**Test 7: During the 2012-13 school year, students will be immersed in the theme content for a minimum of three hours per day.**

| Grade | Total minutes spent in instruction daily | | | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|-------|-----|-------|---------|-----------------------------|-----------------------------|
|       | Per | Hours | Minutes |                             |                             |
| Freshman | 1 | 155 | 37 | 154- 169 depending on period | |
| Sophomore | 2 | 154 | 27 | | |
| Junior | 3 | 169 | 28 | | |
| Senior | 4 | 154 | 27 | | |
|  | 5 | 155 | 37 | 6    154    23 | |

**Test 8:  Magnet curriculum is delivered in a manner that is in line with school magnet theme. – Terra Firma**

| Indicator: | Yes | No |
|------------|-----|-----|
| Magnet curriculum is unique to this school. |  | X |

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| | | |
|---|---|---|
| Magnet curriculum is developed in units.   Units | | X |
| Magnet curriculum is project-based.    Project Planning | | X |
| Magnet curriculum is integrated in all subject areas.  Lesson Plans/Lesson Maps | | X |
| The way in which curriculum is <u>delivered</u> is unique to this school. | | X |
| Curriculum delivery methodology includes multiple opportunities for student interaction.<br>Walk through Instruments | X | |
| Data is collected on student mastery and revisions made in curriculum delivery.<br>Evidence of data reviews<br>Assessment reviews based on theme content | X | |
| Curriculum is reviewed at least annually and adjustments made.<br>Sign In Sheets<br>Noted Curriculum Changes | | X |

**Test 9:  Magnet students can be identified and tracked in specific course work that allows them participation in the magnet theme in increasing levels of proficiency.**

**Pull class schedules of at least 10% of the magnet student population for 2011-12.**

■                              **NO**

**Summary of Test 6:**

**Summary of Test 7:**

**Summary of Test 8:**

**Summary of Test 9:**

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**Is the Magnet Curriculum meeting the intent of:**

**More Interaction Between Students?** ■ **NO**

**Students immersed in content at least three hours a day?** **YES** ■

**Students mastering the content?** ■ **NO**

**Is there theme integration and/or congruency in the curriculum?** **YES** ■

**Does the coursework map show continuity in course offering:** ■ **NO**

**Does the coursework map show congruency between grades for beginner and advanced opportunities?** **YES** **NO**

**Can magnet students be identified and tracked in specific course work that allows them to participate in the magnet theme in increasing levels of proficiency?** ■ **NO**

**As a result of this review:**

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## Section 3 - Professional Development

**Test 10:** Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years.  Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.

| Teacher | Hours 2009-10 | Hours 2010-11 | Hours 2011-12 | Average Hours Annually |
|---|---|---|---|---|
| Aviation | 0 | 0 | 0 | 0 |
| Terra Firma | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
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**Test 11:** Teachers value professional development and professional learning communities. School Quality Survey Data

| Add percentage "Agree" and "Strongly Agree" | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|
| (3) Wednesday professional development helps improve instruction at this school. | 79% & 75% | 75% & 85.4% | 85.4% & 93.5% |
| (4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school. | 87.8 % for 2010 | 87.8% & 95.6% | 95.6% & 93.2% |
| (5) Operating as a professional learning community helps to improve instruction at this school. | 88.5% & 88.6 % | 88.6% & 98% | 98% & 96.4% |
| (6) My professional growth is valued, supported and encourage as part of my job. | 73.8% & 81.3% | 81.3% & 89.1% | 89.1% & 83.1% |

**Test 12: Teachers are given time daily to collaborate. Collaboration is both vertical and horizontal. –**

| Aviation & Terra Fierma | Yes | No | Action |
|---|---|---|---|
| Teachers are given time daily to collaborate.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets | | X | |
| Teachers collaborate in vertical teams at least once a week.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets | | X | |
| Teachers collaborate in horizontal teams at least twice a year.<br>Schedules<br>Agendas<br>Minutes<br>Sign in sheets | | X | |

**Summary of Test 10:**

**Summary of Test 11:**

**Summary of Test 12:**

**Does our professional development support the magnet content or a specialized delivery of instruction?**        **Yes**        ■

**As a result of this review:**

## Section 4 - Key Personnel

**Test 13:  Magnet schools have personnel that are key to the development and implementation of magnet theme.**

| 13 | Key Personnel | Yes | No | Action |
|---|---|---|---|---|
| 13.1 | This school has a designated Magnet Coordinator.<br>Name:_____ FTE _____<br>Attestation(s)<br>Time and Effort | | X | |
| 13.2 | There are personnel dedicated to curriculum and/or instructional delivery.<br>1.<br>2.<br>3.<br>Attestation(s)<br>Time and Effort | | X | |
| 13.3 | There is a magnet team. (Names and Position)<br>1. Rex Scott - Principal<br>2. Jama Dluehosh – Lead Teacher – Terra Firma<br>3. Matt Trumbull – Lead Teacher - Aviation<br>4. Diane Soza – Staff Assistant – Magnet Programs<br>5. | X | | |
| 13.4 | Magnet theme expertise is embedded in the hiring process.<br>Attach job description and interview questions. | X | | |
| 13.5 | Staffing decisions are made with the intent of strengthening the magnet.<br>Agendas and minutes of leadership meetings.<br>Organizational plan.<br>Hiring summary from HR packet. | | X | |

Summary of Test 13-

**Does your magnet have key personnel to ensure that the magnet is implemented with fidelity?    YES      ■**

**As a result of this review:**

## Section 5 - Leadership

**Test 14:**  **The magnet leadership at the school level involves multiple stakeholders.**

| 14 | Leadership | Yes | No | Action |
|---|---|---|---|---|
| 14.1 | The school has an organizational plan for communication of magnet theme implementation.<br>**Organizational plan.** | X | | |
| 14.2 | The school has developed a three year plan for magnet implementation and sustainability.<br>**Magnet plan.** | | X | |
| 14.3 | All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments.<br>**Agendas**<br>**Minutes**<br>**Newsletters** | X | | Website<br>Newsletter |
| 14.4 | The programmatic needs of the magnet theme drives budgetary allocations.<br>(Of discretionary funding,  at least 80% of the budget can be linked to magnet program)<br>**Budget** | | X | |
| 14.5 | All programs in the school support the magnet theme.<br>**List of supplemental programs and relationship** | | X | |

**Summary of Test 14:**

**Does your magnet have an organized leadership structure that involves all stakeholders so that the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?**  ██          **NO**

**As a result of this review:**

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## Section 6 - Recruitment and Marketing

**Test 15:** There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

| 15 | Indicator | Yes | No | Action |
|----|-----------|-----|----|--------|
| 15.1 | Parents are surveyed at least annually to determine knowledge and support of magnet theme.<br>Parent Survey<br>Summary of Results<br>Agenda and minutes that are evidence that survey results were communicated. | | X | |
| 15.2 | Pubic meetings are held at least quarterly to inform the community of magnet theme implementation.<br>Sign in sheets<br>Agendas<br>End of session survey | | X | |
| 15.3 | The school provides at least four community outreach events to inform the greater community of magnet theme.<br>Pictures<br>Surveys<br>Advertising | | X | |
| 15.4 | All of the community partnerships support the magnet theme.<br>List of partnerships and how they support the theme<br>Letters of support | | X | |
| 15.5 | Community Champions that contribute to the success of the magnet have been identified and celebrated.<br>List of Champions<br>Evidence of celebrations | | X | |

**Test 16:** There is a Magnet marketing and recruitment plan for students and teachers.

| 16 | | Yes | No | Action |
|----|--|-----|----|--------|
| 16.1 | The leadership team has developed an annual Magnet recruitment plan that indicates what, when, where and who.<br>Plan | | X | |
| 16.2 | The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan.<br>Recruitment data<br>Plan revisions | | X | |
| 16.3 | The leadership team has developed an annual marketing plan that indicates what, when, where and who. | | X | |

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| | Plan<br>Method to collect results | | | |
|---|---|---|---|---|
| | | **Yes** | **No** | **Action** |
| **16.4** | **Marketing materials have been developed and distributed.**<br>**Examples of materials** | X | | Brochures |
| **16.5** | **The leadership team has reviewed data from prior**<br>**marketing strategies in order to review and adjust plan.**<br>**Marketing data**<br>**Plan revisions** | | X | |

**Summary of Test 15:**

**Summary of Test 16:**

**Does your magnet have a recruitment plan and marketing plan that includes the collection and review of indicators for success?        YES    ■**

**As a result of this review:**

## Section 7- Stable and Successful Staff

Test 17:  The school has a stable staff that has been successful at delivering quality and rigorous instruction for increased student achievement.

**Stable Staff**

| Number of Staff Total | | Number of Staff New to The School | Percentage of Staff New To The School | Number Staff Leaving The School | Percentage of Staff Leaving The School |
|---|---|---|---|---|---|
| 2009-10 | 9 | 0 | | 0 | |
| 2010-11 | 8 | 3 | | 4 | |
| 2011-12 | 7 | 2 | | 3 | |
| 2012-13 | 5 | 0 | | 2 | |

| Number of Staff Total | | Number and Percentage Transfer to Different School | | Number and Percentage Leaving The Profession | | Number and Percentage Leaving The District | | Number and Percentage Transferring To A Different Position | |
|---|---|---|---|---|---|---|---|---|---|
| 2009-10 | 9 | | | | | | | | |
| 2010-11 | 8 | | | | | | | | |
| 2011-12 | 7 | | | | | | | | |
| 2012-13 | 5 | | | | | | | | |

Summary Test 17:

## Has this school had a stable staff for the past four years?    ■    NO

If no, why have the staff left the school?

Test 18:   The school has a staff that is successful at delivering quality instruction.

| Number of Certified Staff | Meets or Exceeds | | Recommendations | | Plan For Improvement | | Non-Renewal | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| 2009-10 | | | | | | | | |
| 2010-11 | | | 1 | | | | | |
| 2011-12 | | | | | | | | |
| 2012-13 | | | | | | | | |

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**Test 18 Summary:**

## Have Staff been successful at delivering quality instruction?

█            **NO**

**Test 19:** Students in all ethnic categories have shown increases in student achievement in reading and math.

# AIMS Multi-Year Summary Results

| Area: | | | White/ Anglo | African American | Hispanic | Native American | Asian American | Multi Ethnic | Total |
|-------|-----------|--------|-------|------|------|------|------|------|------|
| READ | % Mast | 09-10 | 72 | 37 | 57 | 69 | 70 | 70 | 59 |
| | | 10-11 | 57 | 34 | 56 | 47 | 14 | 60 | 52 |
| | | 11-12 | 60 | 36 | 60 | 24 | 35 | 50 | 52 |
| | | Change | 3 | 2 | 4 | -23 | 21 | -10 | 0 |
| MATH | % Mast | 09-10 | 33 | 13 | 25 | 29 | 33 | 20 | 26 |
| | | 10-11 | 30 | 18 | 29 | 20 | 25 | 21 | 27 |
| | | 11-12 | 27 | 15 | 26 | 6 | 35 | 18 | 24 |
| | | Change | -3 | -3 | -3 | -14 | 10 | -3 | -3 |

**Test 19:  Summary**

**Test 20:  Disaggregate magnet student AIMS data.**

**Test 20: Summary**

## Have students in all ethnic categories shown increases in student achievement?

**YES**            █

## Have magnet student made more gains in AIMS when compared to non-magnet students?

█            **NO**

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## Section 8 - Title I

**Summary of Title I Needs Assessment:**

**Test 18:  Title I : Attach "Action Plan"**

**Does your Title I Plan support or supplement you magnet theme?**

**YES**     ■

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| 8 | Does your Title I Plan support or supplement you magnet theme? | | X |
|---|---|---|---|

**Do you currently have a relevant, viable, sustainable, and marketable magnet program?**

**No**

**What do you need to do?**

**Create a plan to increase a relevant, viable, sustainable and marketable magnet program to attract more students to Catalina**

## Section I-Enrollment Davis Bilingual Magnet

Enrollment Trends Comparing 2009-2010 (40th day), 2010-2011 (40th day), 2011-2012 (40th day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptance year to year

Test 1: **Enrollment by Ethnicity   Davis Bilingual Magnet**

| Ethnicity | 2009-10 | | 2010-11 | | 2011-12 | | Current | | District Enrollment |
|---|---|---|---|---|---|---|---|---|---|
| White | 54 | 20% | 29 | 9.6% | 33 | 10% | 33 | 10% | 25% |
| African American | 4 | 1% | 4 | 1.3% | 5 | 2% | 5 | 2% | 5.7% |
| Hispanic | 205 | 75% | 258 | 85.4% | 269 | 85% | 272 | 85% | 60.5% |
| Native | 4 | 1% | 9 | 3% | 7 | 2% | 7 | 2% | 3.9% |
| Asian | 5 | 2% | 1 | 0.3% | 1 | 0% | 0 | 0 | 2.5% |
| Mixed Race | 0 | 0 | 1 | 0.3% | 1 | 0% | 2 | 0 | 2.4% |
| | | | | | | | | | |

Definition of Integration:  A school will be considered integrated if:

(1) Enrollment includes two racial/ethnic groups at a minimum of 20 percent

(2) No group exceeds 70 percent of the school's enrollment and

(3) No group is more than 25 percentage points above its district-wide average. For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

## Using the definition of integration,  is your magnet meeting the intent of integration?

YES   **NO**

Test 2: **Attraction/Flight**

| Ethnicity | Attraction Number | Attraction Percentage | Flight Number | Flight Percentage |
|---|---|---|---|---|
| White | 33 | 10% | 0 | 0 |
| African American | 5 | 1% | 0 | 0 |
| Hispanic | 267 | 85% | 4 | 0 |
| Native | 7 | | 0 | 0 |

| | | | | |
|---|---|---|---|---|
| Asian | 0 | | 0 | 0 |
| Mixed Race | 2 | | 0 | 0 |
| Total | 314 | | 4 | 0 |

## Test 3: Open Enrollment

| Ethnicity | Number Open Enrollment | | | | Percentage Open Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | | | | | | | | |
| African American | | | | | | | | |
| Hispanic | 0 | 3 | 3 | 3 | 0 | 3 | 2 | 2 |
| Native American | | | | | | | | |
| Asian | | | | | | | | |
| Mixed Race | | | | | | | | |
| Total | | | | | | 3 | 2 | 2 |

## Test 4:  Magnet Enrollment

| Ethnicity | Number Magnet Enrollment | | | | Percentage Magnet Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | | | | | | | | |
| African American | | | | | | | | |
| Hispanic | | | | | | | | |
| Native American | | | | | | | | |
| Asian | | | | | | | | |
| Mixed Race | | | | | | | | |
| Total | | | | | | | | |

## Test 5: Applications/Acceptance

| Ethnicity | Magnet Applications | | | | Magnet Acceptance | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | | | | | | | | |
| African American | | | | | | | | |
| Hispanic | | | | | | | | |
| Native American | | | | | | | | |
| Asian | | | | | | | | |
| Mixed Race | | | | | | | | |
| Total | | | | 118 | | | | 49 |

**Summary of Test 1- Enrollment by Ethnicity:**

Additional information and data is needed to determine and interpret the decline of "White" students between the 2009-10 and 2010-2011 school years.  The following 3 year span between 209-10-to current school years shows we have maintained steady with a 10% White ethnicity and have maintained a steady 10% growth in the Hispanic ethic group.  Other ethnicities remain under 1%.

**Summary of Test 2- Attraction/Flight by Ethnicity:**

Additional information is being searched out for the Attraction /Flight Data.

**Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:**

The Davis physical capacity and our ability to attract Magnet students to full building capacity do not allow us to provide additional open enrollment slots for students. Currently we have 2 approved students based on McKinney Vento status.

**Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:**

**Summary of Test 5- Number of magnet applications year to year:**

Over the past 3 years Davis demonstrates a high capacity for attracting magnet applications (current year 168 magnet application and we placed only 49 students)   but physical and programmatic limitations and requirements prevent us from growing our student population.

## Is your magnet program attracting and retaining students to support integration and diversity at your school?

**YES**         **NO**

The current TUSD policy of granting spaces for Magnet programs based on a "lottery system" with no preferential placement for ethnic groups or siblinings of particular ethnic groups hinders our opportunities for creating greater diversity.  Davis is currently under represented

in the White ethnicity and over represented in the Hispanic ethnicity as compared to the District statistics.

## As a result of this data:

The Magnet Leadership team is to create a 3 year recruitment plan focused on increasing the targeted ethnic group/s: White, African-American, and Asian.

## Section 2- Curriculum and Assessment Davis Bilingual Magnet

**Test 6: There is a documented curriculum that is paced and assessed.  Davis Bilingual Magnet**

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br>Lesson Plans | |
|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Kindergarten | | X | X | | X | | X | |
| First | | X | X | | X | | X | |
| Second | | X | X | | X | | X | |
| Third | | X | X | | X | | X | |
| Fourth | | X | X | | X | | X | |
| Fifth | | X | X | | X | | X | |

**Test 7: During the 2011-12 school year, students were immersed in the theme content for a minimum of three hours per day.**

| Grade | Total minutes spent in instruction daily | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|---|---|---|---|
| Kindergarten | 265 | 265 | 100% |
| First | 265 | 265 | 100% |
| Second | 265 | 218 | 85% |
| Third | 265 | 186 | 70% |
| Fourth | 265 | 186 | 70% |
| Fifth | 265 | 186 | 70% |

**Test 8:  Magnet curriculum is delivered in a manner that is in line with school magnet theme.**

| Indicator: | Yes | No |
|---|---|---|
| Magnet curriculum is unique to this school. | X | |
| Magnet curriculum is developed in units.    Units | | X |
| Magnet curriculum is project-based.    Project Planning | | X |
| Magnet curriculum is integrated in all subject areas.  Lesson Plans/Lesson Maps | X | |
| The way in which curriculum is <u>delivered</u> is unique to this school. | X | |
| Curriculum delivery methodology includes multiple opportunities | X | |

| | | |
|---|---|---|
| for student interaction.<br>Walk through Instruments | | |
| Data is collected on student mastery and revisions made in curriculum delivery.<br>Evidence of data reviews<br>Assessment reviews based on theme content | | X |
| Curriculum is reviewed at least annually and adjustments made.<br>Sign In Sheets<br>Noted Curriculum Changes | X | |

Summary of Test 6:

Summary of Test 7:

Summary of Test 8:

**Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?**

**YES   NO**

**Is the curriculum at this unique?       YES    NO**

**Is the methodology implemented at this school unique?        YES    NO**

**Do students experience theme immersion for a minimum of three hours per day?**

**YES   NO**

**Is theme integration evident by horizontal and vertical articulation?   YES  NO**

**As a result of this review:**

## Section 3- Professional Development: Davis Bilingual Magnet

**Test 9:** Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years. Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.

| Teacher | Hours 2009-10 | Hours 2010-11 | Hours 2011-12 | Average Hours Annually |
|---------|---------------|---------------|---------------|------------------------|
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**Test 10:** Teachers value professional development and professional learning communities.

School Quality Survey Data:  Davis Bilingual Magnet

| Add percentage "Agree" and "Strongly Agree" | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|
| (3) Wednesday professional development helps improve instruction at this school. | 88.9% | 96% | 85.7% |
| (4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school. | 88.9% | 96% | 85.8% |
| (5) Operating as a professional learning community helps to improve instruction at this school. | 99.5% | 96.3% | 91.6% |
| (6) My professional growth is valued, supported and encourage as part of my job. | 95.9%% | 88.5% | 88.9%% |

**Test 11:  Teachers are given time daily to collaborate.  Collaboration is both vertical and horizontal.**

|  | Yes | No | Action |
|---|---|---|---|
| Teachers are given time daily to collaborate. <br> Schedules <br> Agendas <br> Minutes <br> Sign in sheets | X | | 1 hour daily planning time is provided for all teachers daily after school. |
| Teachers collaborate in vertical teams at least once a week. <br> Schedules <br> Agendas <br> Minutes <br> Sign in sheets | X | | PLC meeting in grade level teams happen at least once a week during student time with specialists. Teacher collaborate in Team lesson plans, student focused discussions and in addressing the needs of struggling students. |
| Teachers collaborate in horizontal teams at least twice a year. <br> Schedules <br> Agendas <br> Minutes <br> Sign in sheets | X | | PD Wednesday sessions occur at least 10 times a year with horizontal teams coming together for common /school wide agendas. |

**Summary of Test 9:**

Davis continues to collaborate and plan to maintain a strong, viable Spanish immersion program.  We continue to support our walk to reading time in Spanish by homogeneous groups, EXITO, all textbook adoptions are in Spanish (with some English support material), our Mathematics focus requires delivery of this content for the most part in Spanish (with attention to key English math vocabulary), projects, units and much of the subject content is presented in Spanish in large chunks of classroom time based on our Immersion Model.  We are however increasing under pressure to create new avenues; tutoring, interventions, Sped. Ed. services, ELD support, for struggling students, especially with new regulations/legislation such as Move on When Reading which will require every 3rd grader to pass the AIMS reading assessment by next school year.

Davis works closely and highly values the collaboration and support from TUSD's Language Acquisition department.  They provide very valuable, meaningful professional development sessions for our teachers throughout the year and in the summer time.  These important PD opportunities maintain our teachers informed and bringing back to the classroom the best practices in Bilingual Education.  We are hopeful that TUSD and Desegregation funds continue to support this very important resource for all bilingual/dual-language/Spanish immersion school in our district.

**Summary of Test 10:**

The SQS shows a high number of staff personnel value the importance of Professional Development opportunities at the site but we also recognize the need to make these PD sessions more interactive and create opportunities for PLC teams to model and demonstrate their strengths and expertise.

**Summary of Test 11:**

Davis values creating opportunities for grade level teams to meet plan and discuss student support and also create opportunities for teams to meet across grade levels and as an entire staff to create a school wide culture focused on student learning and student success.

**Is there a certification or recognition for teachers who have completed magnet theme related training? YES     NO**

**Does our professional development support the magnet content or a specialized delivery of instruction?     Yes       No**

**As a result of this review:**

**It is evident that there are some important elements/documentation which must be collected and analyzed to include curriculum, assessment and data collection which we must addressed to better document the unique Spanish Immersion Model at Davis. We will continue to focus on the development of a 3 year plan to accomplish this goal and continue to create more opportunities for our teachers to expand their expertise in working in a Spanish Immersion Model.**

## Section 4 - Key Personnel:  Davis Bilingual Magnet

**Test 12:**  Magnet schools have personnel that are key to the development and implementation of magnet theme.

| 12 | Key Personnel | Yes | No | Action |
|---|---|---|---|---|
| 12.1 | This school has a designated Magnet Coordinator.<br>Name:_____ FTE _____<br>Attestation(s)<br>Time and Effort | | X | Currently the Principal is the Magnet Coordinator |
| 12.2 | There are personnel dedicated to curriculum and/or instructional delivery.<br>1.  All 14 classroom teachers<br>2.  All 3 Fine-Arts/PE Specialists are an important component of second language development.<br>3.<br>Attestation(s)<br>Time and Effort | X | | |
| 12.3 | There is a magnet team. (Names and Position)<br>1.Carmen Campuzano    Principal<br>2.Cecilia Chavarin         ELD  teacher<br>3.Carmen Tapia            Exceptional Ed. teacher<br>4.Cheryl Schrader-Gerken    Librarian<br>5. | X | | |
| 12.4 | Magnet theme expertise is embedded in the hiring process.<br>Attach job description and interview questions. | X | | |
| 12.5 | Staffing decisions are made with the intent of strengthening the magnet.<br>Agendas and minutes of leadership meetings.<br>Organizational plan.<br>Hiring summary from HR packet. | X | | |

**Summary of Test 12-**

The unique Spanish Immersion Model at Davis requires that we seek out the highest qualified professionals and paraprofessional to ensure that the curriculum of this program is delivered by Certified, well qualified personnel.  Davis hiring process requires that all certified personnel hold a current Bilingual Education Endorsement and all paraprofessionals meet the districts language and skills requirements.

**Does your magnet have key personnel to ensure that the magnet is implemented with fidelity?    YES     NO**

## As a result of this review:

While Davis does not have a specific FTE assigned to the magnet implementation the Davis Principal is hired with this responsibility in mind.  All Davis personnel are evaluated with this important requirement at the forefront of their effectiveness as classroom teachers, support staff or paraprofessionals and even office personnel.

The Magnet Team will continue to work on a 3 year plan to ensure that a more systematic approach with proper documentation is put in place to ensure the fidelity, and strengths of this unique program.

## Section 5 – Leadership:  Davis Bilingual Magnet

**Test 13:** **The magnet leadership at the school level involves multiple stakeholders.**

| 13 | Leadership | Yes | No | Action |
|---|---|---|---|---|
| 13.1 | The school has an organizational plan for communication of magnet theme implementation.<br>Organizational plan. | X | | PD agendas |
| 13.2 | The school has developed a three year plan for magnet implementation and sustainability.<br>Magnet plan. | | X | In progress |
| 13.3 | All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments.<br>Agendas<br>Minutes<br>Newsletters | X | | In progress |
| 13.4 | The programmatic needs of the magnet theme drives budgetary allocations.<br>(Of discretionary funding,  at least 80% of the budget can be linked to magnet program)<br>Budget | X | | |
| 13.5 | All programs in the school support the magnet theme.<br>List of supplemental programs and relationship | X | | Fine Arts Specialists in Art, Music and also PE are Language Specialist whose job it is to immerse students in second language development in no-academic, stress free environments.<br>Extended Day program focused on providing strong cultural opportunities for student participation; Mariachi, Folklorico, Chorus.<br>Summer school programs to support the goal |

| | | | of creating bilingual / biliterate students. Summer Mariachi camps. |
|---|---|---|---|
| | | | |

**Summary of Test 13:**

**Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?   YES          NO**

**Annual Open House meetings, along with on-going Curriculum Nights, Parent – Teacher conferences, yearly Cultural Events which highlight the Magnet focus; Spanish Immersion and biliteracy.**

**Site Council is the opening arena to discuss any needs, changes or concerns about the Magnet focus to begin to bring in parent input.**

**As a result of this review:**

## Section 6 - Recruitment and Marketing: Davis Bilingual Magnet

**Test 14:** There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

| 14 | Indicator | Yes | No | Action |
|---|---|---|---|---|
| 14.1 | Parents are surveyed at least annually to determine knowledge and support of magnet theme.<br>Parent Survey<br>Summary of Results<br>Agenda and minutes that are evidence that survey results were communicated. | X | | Annual SQS |
| 14.2 | Pubic meetings are held at least quarterly to inform the community of magnet theme implementation.<br>Sign in sheets<br>Agendas<br>End of session survey | | X | Open House<br>Curriculum Nights |
| 14.3 | The school provides at least four community outreach events to inform the greater community of magnet theme.<br>Pictures<br>Surveys<br>Advertising | | X | Kindergarten Roundup |
| 14.4 | All of the community partnerships support the magnet theme.<br>List of partnerships and how they support the theme<br>Letters of support | X | | University of Az. "Maestros Semilla", Bilingual Ed. practicum students |
| 14.5 | Community Champions that contribute to the success of the magnet have been identified and celebrated.<br>List of Champions<br>Evidence of celebrations | | | |

**Test 15:** There is a marketing and recruitment plan.

| 15 | Recruitment | Yes | No | Action |
|---|---|---|---|---|
| 15.1 | The leadership team has developed an annual recruitment plan that indicates what, when, where and who.<br>Plan | | X | Under development<br><br>TUSD sponsored outreach events |
| 15.2 | The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan.<br>Recruitment data<br>Plan revisions | | X | |

| 15 | Marketing | | | |
|------|------------|------|------|--------|
| 15.3 | The leadership team has developed an annual marketing plan that indicates what, when, where and who.<br>Plan<br>Method to collect results | | X | In development |
| | | | | |
| | | Yes | No | Action |
| 15.4 | Marketing materials have been developed and distributed.<br>Examples of materials | X | | |
| 15.5 | The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan.<br>Marketing data<br>Plan revisions | | X | |

Summary of Test 14:


Summary of Test 15:


**Does your magnet have a recruitment plan that includes community partnerships?    YES        NO**

**Does your magnet have a marketing plan that includes the collection and review of indicators for success?         YES    NO**


**As a result of this review:**

## Section 7 -  Stable and Successful Staff:  Davis Bilingual Magnet

**Test 16:  The school has a stable staff that has been successful at delivering quality and rigorous instruction for increased student achievement.**

**Stable Staff**

| Number of Staff Total | | Number of Staff New to The School | Percentage of Staff New To The School | Number Staff Leaving The School | Percentage of Staff Leaving The School |
|---|---|---|---|---|---|
| 2009-10 | | 18 | 0 | 0 | 0 |
| 2010-11 | | 19 | 2 | 2 | 10% |
| 2011-12 | | 19 | 2 | 2 | 10% |
| 2012-13 | | 20 | 3 | | |

| Number of Staff Total | | Number and Percentage Transfer to Different School | | Number and Percentage Leaving The Profession | | Number and Percentage Leaving The District | | Number and Percentage Transferring To A Different Position | |
|---|---|---|---|---|---|---|---|---|---|
| 2009-10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2010-11 | 19 | 2 | 10% | 0 | 0 | 0 | 0 | 1 | 10% |
| 2011-12 | 19 | 2 | 10% | 1 | 10% | 1 | 10% | 1 | 10% |
| 2012-13 | 20 | | | | | | | | |

**Summary Test 16:**

The school has a good record of maintaining staff over the past four years.  Data shows most of the staff movement is due to staff seeking positions outside the classroom or retirement.

## Has this school had a stable staff for the past four years?     <u>YES</u>     NO

If no, why has the staff left the school?

**Test 17:   The school has a staff that is successful at delivering quality instruction.**

| Number of Certified Staff | Meets or Exceeds | | Recommendations | | Plan For Improvement | | Non-Renewal | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| 2009-10 | 16 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| 2010-11 | 14 | 95% | 2 | 1% | 0 | 0 | 0 | 0 |
| 2011-12 | 17 | 95% | 1 | 1% | 0 | 0 | 0 | 0 |
| 2012-13 | | | | | | | | |

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**Test 17 Summary:**

Data shows both increases in student reading scores and decreases in student's scores in mathematics over the last 3 years in the schools overall total scores.  Davis is currently rated a C school and has met AYP every year.

## Has Staff been successful at delivering quality instruction?

<u>YES</u>          NO

**Test 18:**  Students in all ethnic categories have shown increases in student achievement in reading and math.

# AIMS Multi-Year Summary Results

| Area: | | | White/ Anglo | African American | Hispanic | Native American | Asian American | Multi Ethnic | Total |
|---|---|---|---|---|---|---|---|---|---|
| READ | % Mast | 09-10 | 95.7 | | 65.0 | | | | 71.5 |
| | | 10-11 | 93.8 | | 69.6 | | | | 72.1 |
| | | 11-12 | 88.2 | | 73.0 | | | | 74.5 |
| | | Change | -7.2 | | +8 | | | | +3.0 |
| MATH | % Mast | 09-10 | 73.9 | | 45.0 | | | | 52.3 |
| | | 10-11 | 87.5 | | 52.7 | | | | 56.6 |
| | | 11-12 | 70.6 | | 50.8 | | | | 53.1 |
| | | Change | -3.3 | | +5.8 | | | | +0.8 |

**Test 18:  Summary**

Using Multi-Year  summary results AIMS data we see a decline in the Reading scores for our White student population and again a decrease in the Math scores for this same group.  The Hispanic student population is posting improvement in both Reading and Mathematics in the 3 year comparison.  We will continue to have open dialog sessions during our PLC and our PD sessions to counteract this decline with proper strategies and appropriate curriculum.

## Have students in all ethnic categories shown increases in student achievement?
YES          <u>NO</u>

## Section 7 - Other

The Davis Magnet program is unique in its approach to Bilingual Education and is in fact one of a handful of successful Spanish Immersion models in the United States.  For the past 35 years Davis Bilingual Magnet has been successful in attracting families from throughout the Tucson community and for the most part also attracted White students  to create a more diverse and balanced school community.  We believe that both the political climate of this State and the continued requirements for "English only" testing and accountability at schools hinders our ability to demonstrate the success of this magnet program in producing students who are both bilingual and biliterate.  The ability of students to speak, read and write in Spanish as a second language is not measured by TUSD assessments as they were in the past and these unique, marketable skills are not part of the accountability reported on State assessments.  However, Davis 'continued success is demonstrated in part by its continued ability to attract 116 new applications a year to the site.  This is a significant marker of the TUSD/Tucson's community recognition of Davis as a desirable school for their children.

**Elementary Magnet Review Summary**

**Davis Bilingual Magnet**

| Section Number | | YES | NO |
|---|---|---|---|
| 1 | Does your current enrollment meet the definition of integration? | | X |
| 1 | Is your magnet program attracting and retaining students to support integration and diversity at your school? | | X |
| 2 | Is the curriculum at this school documented, paced, assessed, reflected, and adjusted? | X | |
| 2 | Is the curriculum at this school unique? | X | |
| 2 | Is the methodology implemented at this school unique? | X | |
| 2 | Do students experience theme immersion for a minimum of three hours per day? | X | |
| 2 | Is there theme integration and congruency in the curriculum? | X | |
| 3 | Is there a certification or recognition for teachers who have completed magnet theme related training? | | X |
| 3 | Does our professional development support the magnet content or a specialized delivery of instruction? | X | |
| 4 | Does the magnet have key personnel to ensure that the magnet is implemented with fidelity? | X | |
| 5 | Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs? | X | |
| 6 | Does your magnet have a recruitment plan that includes community partnerships? | | X |
| 6 | Does your magnet have a marketing plan that includes the collection and review of indicators for success? | | X |
| 7 | Has this school had a stable staff for the past four years? | X | |
| 7 | Have Staff been successful at delivering quality instruction? | X | |
| 7 | Have students in all ethnic categories shown increases in student achievement? | | X |
| 8 | Does your Title I Plan support or supplement you magnet theme? | N/A | |

**Do you currently have a relevant, viable, sustainable, and marketable magnet program?**

**Yes, as evidence both by the continued number of families requesting the Davis Magnet program on the Magnet applications year to year and by the student achievement data.  In addition we feel we have now developed new and strong partnerships with the University of Arizona, PCC and the Tucson Hispanic Chamber of Commerce to continue to increase our capacity for attracting a more diverse population.**

**What do you need to do?**

- **We need to properly/systematically document the program, include yearly reviews and evaluation measure which will document student learning in two languages.**
- **We must also maintain a strong focus on continued Professional Development to ensure our teachers implement the most current and up to date "best practices" for Spanish Immersion programs.**
- **We need a 3 year plan to fully develop and document the Magnet program at Davis a**
- **Develop a 3 year recruitment plan to increase other ethnic groups to achieve full diversity integration for the Davis Magnet program.**

## Section 8- Other
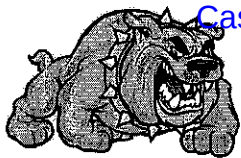
**Dodge Traditional Magnet Middle School**
*An "A" School*
*Delivering Excellence in Education, Every day! Grow, Reach, Succeed!*

## MAGNET REVIEW NARRATIVE

As we, the Magnet Review Team, met to complete TUSD's magnet review documents, we had several key realizations. The following key points are some, but not all, of the realizations we had.

### Section I – Enrollment:

1.) Due to the size of our facility we are limited on how many students we can accept each year. If we had a larger facility we are confident that we could, beginning with 6th grade students, build two grade-level teams for 6th, 7th, and 8th grade.

2.) In looking at our demographics we need to work with the Magnet Office, Welcome Center, and site staff to ensure that we are "recruiting" enough Caucasian students to maintain an acceptable ethnic breakdown that reflects TUSD's ethnic breakdown.

### Section II – Curriculum & Assessment:

1.) We believe we're providing students with an academically rigorous curriculum that reflects our Traditional magnet focus that prepares them for the rigors of high school and college. That being said, we do realize that we need to continue to update grade-level curriculum. Moreover, we realized that we must engage our staff in the writing of a formal curriculum map that takes into consider the following:
   a. Back to Basics curriculum
   b. TUSD expectations
   c. Common Core standards

2.) In grades 7 and 8, we need to develop assessments that are directly related to Dodge's magnet theme and revise lesson plans so they explicitly reference the Traditional curriculum.

### Section III – Professional Development:

1.) The most salient realization was the need to meet the annual 80 hours of professional development that are required. In order to guarantee that we are in compliance, we need the following questions to be answered:
   a. Who established the 80 hour requirement and what was this figured based on?
   b. What constitutes "instructional delivery" and what are the specific guidelines associated with this 35 hour requirement?

2.) We need to do a better job of documenting the time our staff spends collaborating, planning, or developing magnet relevant lesson plans so we can document the time for the purposes of meeting the PD requirements.

### Section IV – Key Personnel:

1.) Based on the review of last year, we needed to create a magnet review team, which has been completed, and we needed to hire a magnet coordinator, which has also occurred.

2.) With respect to placement of DIT's at Dodge, it is our understanding that no DIT's should be placed at magnet schools due to the specialized curriculum and program that are unique to each school.

### Section V – Leadership:

1.) In order to continue providing a curriculum predicated on the Traditional magnet theme we need to develop a three year action plan for stakeholders and based on the input of vested stakeholders
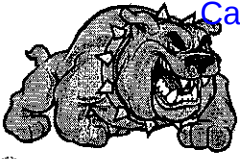
**Dodge Traditional Magnet Middle School**
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## Section VI – Recruitment & Marketing:

1.) We recognized the need to collect data from parents and students through questions that are unique to Dodge and its programs. This will, in part, be done through the inclusion of specific questions on the annual School Quality Survey and through the creation of surveys using SurveyMonkey.com. Data will also be collected through tracking the "hits" on certain pages on Dodge's website.
2.) There is also a need to create a clearly delineated flow chart that specifies who will be doing what with respect to the marketing of Dodge.

## Section VII – Stable & Successful Staff:

1.) One of the more salient realizations was the need to determine what factors are contributing to the continued achievement gap between Caucasian students and Hispanic and African American students. Though we can attribute some of the "gap" to the change in the size of each demographics numbers, this is only one probable factor that should be considered.

## Section VIII – Title I:

Not applicable to Dodge.

## Summation:

While Dodge continues to provide students with an academically rich and rigorous experience, we acknowledge that we need to continue to pursue opportunities, such as those mentioned above, in order to maintain and promote our students' success and prepare them for high school and beyond.

## Section I-Enrollment

Enrollment Trends Comparing 2009 - 2010 (40th day), 2010-2011 (40th day), 2011-2012 (40th day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptances year to year

### Test 1: Enrollment by Ethnicity

| Ethnicity | 2009-10 | 2010-11 | 2011-12 | Current (12-13) |
|---|---|---|---|---|
| White | 171 (41%) | 131 (33%) | 124 (30%) | 112 (27%) |
| African American | 12 (3%) | 11 (3%) | 13 (3%) | 15 (4%) |
| Hispanic | 211 (50%) | 230 (57%) | 237 (58%) | 258 (62%) |
| Native | 12 (3%) | 10 (2%) | 11 (3%) | 10 (2%) |
| Asian | 12 (3%) | 12 (3%) | 14 (3%) | 14 (3%) |
| Mixed Race | - | 7 (2%) | 9 (2%) | 10 (2%) |
| District Enrollment | 418 (100%) | 401 (100%) | 408 (100%) | 419 |

**Note:** Reference: Exhibit I-A: "Enrollment (40th Day) by Magnet School, Ethnicity and Year."

### Test 2: Attraction/Flight

| Ethnicity (09-10) | Attraction Number | Attraction Percentage | Flight Number | Flight Percentage |
|---|---|---|---|---|
| White | 172 | 40.5% | 4 | 2.3% |
| African American | 15 | 3.5% | 1 | 6.6% |
| Hispanic | 214 | 50.3% | 5 | 2.3% |
| Native | 12 | 2.8% | 0 | 0.0% |
| Asian | 12 | 2.8% | 0 | 0.0% |
| Mixed Race | - | - | - | - |
| Total | 418 | 100% | 10 | 2.4% |

**Note:** Reference: Exhibit I-B: "Mobility Data for Ethnicity"

### Test 3: Open Enrollment: We are 100% Magnet; thus we have no open enrollment. (Not Applicable)

| Ethnicity | Number Open Enrollment | | | | Percentage Open Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | - | - | - | - | - | - | - | - |
| African American | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Asian | - | - | - | - | - | - | - | - |
| Mixed Race | - | - | - | - | - | - | - | - |
| Total | - | - | - | - | - | - | - | - |

## Test 4: Magnet Enrollment

| Ethnicity | Number Magnet Enrollment | | | | Percentage Magnet Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | 170 | 131 | 125 | 112 | 100% | 100% | 100% | 100% |
| African American | 12 | 11 | 14 | 15 | 100% | 100% | 100% | 100% |
| Hispanic | 212 | 229 | 237 | 258 | 100% | 100% | 100% | 100% |
| Native American | 12 | 10 | 11 | 10 | 100% | 100% | 100% | 100% |
| Asian | 12 | 12 | 14 | 14 | 100% | 100% | 100% | 100% |
| Mixed Race | 0 | 7 | 9 | 10 | 100% | 100% | 100% | 100% |
| Total | 418 | 400 | 410 | 419 | 100% | 100% | 100% | 100% |

## Test 5: Applications/Acceptances

| Ethnicity | Magnet Applications | | | | Magnet Acceptance | | | |
|---|---|---|---|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | Current | 09-10 | 10-11 | 11-12 | Current |
| White | | | | | 170 | 131 | 125 | 112 |
| African American | | | | | 12 | 11 | 14 | 15 |
| Hispanic | | | | | 212 | 229 | 237 | 258 |
| Native American | | | | | 12 | 10 | 11 | 10 |
| Asian | | | | | 12 | 12 | 14 | 14 |
| Mixed Race | | | | | 0 | 7 | 9 | 10 |
| Total | N/Av | 472 | 420 | 417 | 418 | 400 | 410 | 419 |

Definition of Integration: A school will be considered integrated if

(1) its enrollment includes two racial/ethnic groups at a minimum of 20 percent

(2) no group exceeds 70 percent of the school's enrollment and

(3) no group is more than 25 percentage points above its district-wide average.

For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

**Using the definition of integration, is your magnet meeting the intent of integration?**

**YES**　　NO

**Concerns:** In order to maintain an acceptable balance between ethnic groups we need to focus on recruiting Caucasians to keep above the 20% threshold.

**Summary of Test 1- Enrollment by Ethnicity:** Met

**Summary of Test 2- Attraction/Flight by Ethnicity:**

Based on the data we have gathered, Dodge is well within district standards for flight.

We contend that our drop in attraction is, in part, due to new guidelines on open enrollment in / out of district.

**Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:**

Given that we are a 100% magnet school, this is not applicable to Dodge

**Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:**

Dodge is 100% magnet.

**Summary of Test 5- Number of magnet applications /acceptances year to year:**

We accept a full cohort each year.

**Is your magnet program attracting and retaining students to support integration and diversity at your school?**

**YES**            **NO**

**As a result of this data:**

We're seeing a significant number of students who would like to attend our facility; however, due to the size of our facility and the FTE allocated to us, we are limited on the number of students we can accept.

Exhibit I-A

# Tucson Unified School District

Department of Accountability and Research                                    September 12, 2012

### Enrollment (40th Day) by Magnet School, Ethnicity and Year

**Dodge Middle**

| Ethnicity | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 (day 20) | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| White | 171 | 41% | 131 | 33% | 124 | 30% | 112 | 27% |
| African American | 12 | 3% | 11 | 3% | 13 | 3% | 15 | 4% |
| Hispanic | 211 | 50% | 230 | 57% | 237 | 58% | 258 | 62% |
| Native American | 12 | 3% | 10 | 2% | 11 | 3% | 10 | 2% |
| Asian | 12 | 3% | 12 | 3% | 14 | 3% | 14 | 3% |
| Multi-racial | - | - | 7 | 2% | 9 | 2% | 10 | 2% |
| Total | 418 | 100% | 401 | 100% | 408 | 100% | 419 | 100% |

# TUSDStats

# Ethnic/Gender Enrollment on Any Day

**TUSD** *Celebrate the US!*

### Ethnic/Gender Enrollment Breakdown on Instructional Day 40 0910

**NOTE: New for 2010-11 and following, students are coded by a two-part racial/ethnicity question. For backward compatability in this report, students reporting Hispanic heritage are counted as Hispanic regardless of race. Non Hispanic students are counted by race, with those marking more than one race counted as Multi Racial.**

**Location: Dodge Magnet**

| Grade | | White/ Anglo | | African American | | Hispanic | | Native American | | Asian American | | Multi Racial | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | F | M | F | M | F | M | F | M | F | M | |
| 6 | N | 27 | 26 | 1 | 3 | 34 | 48 | 0 | 2 | 4 | 2 | 0 | 0 | 147 |
| | % | 18.4 | 17.7 | 0.7 | 2.0 | 23.1 | 32.7 | 0.0 | 1.4 | 2.7 | 1.4 | 0.0 | 0.0 | |
| 7 | N | 27 | 30 | 1 | 3 | 33 | 39 | 4 | 1 | 1 | 2 | 0 | 0 | 141 |
| | % | 19.1 | 21.3 | 0.7 | 2.1 | 23.4 | 27.7 | 2.8 | 0.7 | 0.7 | 1.4 | 0.0 | 0.0 | |
| 8 | N | 24 | 36 | 3 | 1 | 35 | 23 | 2 | 3 | 1 | 2 | 0 | 0 | 130 |
| | % | 18.5 | 27.7 | 2.3 | 0.8 | 26.9 | 17.7 | 1.5 | 2.3 | 0.8 | 1.5 | 0.0 | 0.0 | |
| Total | N | 78 | 92 | 5 | 7 | 102 | 110 | 6 | 6 | 6 | 6 | 0 | 0 | 418 |
| | % | 18.7 | 22.0 | 1.2 | 1.7 | 24.4 | 26.3 | 1.4 | 1.4 | 1.4 | 1.4 | 0.0 | 0.0 | |
| | N | 170 | | 12 | | 212 | | 12 | | 12 | | 0 | | |
| | % | 40.7 | | 2.9 | | 50.7 | | 2.9 | | 2.9 | | 0.0 | | |

**TUSDStats**

# Ethnic/Gender Enrollment on Any Day

**TUSD**
*Celebrate the US!*

### Ethnic/Gender Enrollment Breakdown on Instructional Day 40 1011

NOTE: New for 2010-11 and following, students are coded by a two-part racial/ethnicity question. For backward compatability in this report, students reporting Hispanic heritage are counted as Hispanic regardless of race. Non Hispanic students are counted by race, with those marking more than one race counted as Multi Racial.

**Location: Dodge Magnet**

| Grade | | White/Anglo | | African American | | Hispanic | | Native American | | Asian American | | Multi Racial | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | F | M | F | M | F | M | F | M | F | M | |
| 6 | N | 25 | 18 | 1 | 5 | 37 | 38 | 2 | 2 | 2 | 4 | 2 | 1 | 137 |
| | % | 18.2 | 13.1 | 0.7 | 3.6 | 27.0 | 27.7 | 1.5 | 1.5 | 1.5 | 2.9 | 1.5 | 0.7 | |
| 7 | N | 22 | 21 | 1 | 1 | 33 | 46 | 0 | 3 | 3 | 2 | 1 | 3 | 136 |
| | % | 16.2 | 15.4 | 0.7 | 0.7 | 24.3 | 33.8 | 0.0 | 2.2 | 2.2 | 1.5 | 0.7 | 2.2 | |
| 8 | N | 22 | 23 | 1 | 2 | 34 | 41 | 3 | 0 | 0 | 1 | 0 | 0 | 127 |
| | % | 17.3 | 18.1 | 0.8 | 1.6 | 26.8 | 32.3 | 2.4 | 0.0 | 0.0 | 0.8 | 0.0 | 0.0 | |
| Total | N | 69 | 62 | 3 | 8 | 104 | 125 | 5 | 5 | 5 | 7 | 3 | 4 | 400 |
| | % | 17.3 | 15.5 | 0.8 | 2.0 | 26.0 | 31.3 | 1.3 | 1.3 | 1.3 | 1.8 | 0.8 | 1.0 | |
| | N | 131 | | 11 | | 229 | | 10 | | 12 | | 7 | | |
| | % | 32.8 | | 2.8 | | 57.3 | | 2.5 | | 3.0 | | 1.8 | | |

# **TUSDStats**

## **Ethnic/Gender Enrollment on Any Day**

# *TUSD*
*Celebrate the US!*

### Ethnic/Gender Enrollment Breakdown on Instructional Day 40 1112

**NOTE: New for 2010-11 and following, students are coded by a two-part racial/ethnicity question. For backward compatability in this report, students reporting Hispanic heritage are counted as Hispanic regardless of race. Non Hispanic students are counted by race, with those marking more than one race counted as Multi Racial.**

**Location: Dodge Magnet**

| Grade | | White/ Anglo | | African American | | Hispanic | | Native American | | Asian American | | Multi Racial | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | F | M | F | M | F | M | F | M | F | M | |
| 6 | N | 21 | 24 | 3 | 2 | 46 | 36 | 3 | 0 | 2 | 1 | 1 | 2 | 141 |
| | % | 14.9 | 17.0 | 2.1 | 1.4 | 32.6 | 25.5 | 2.1 | 0.0 | 1.4 | 0.7 | 0.7 | 1.4 | |
| 7 | N | 22 | 16 | 1 | 6 | 40 | 36 | 3 | 2 | 2 | 4 | 2 | 1 | 135 |
| | % | 16.3 | 11.9 | 0.7 | 4.4 | 29.6 | 26.7 | 2.2 | 1.5 | 1.5 | 3.0 | 1.5 | 0.7 | |
| 8 | N | 21 | 21 | 1 | 1 | 33 | 46 | 0 | 3 | 3 | 2 | 1 | 2 | 134 |
| | % | 15.7 | 15.7 | 0.7 | 0.7 | 24.6 | 34.3 | 0.0 | 2.2 | 2.2 | 1.5 | 0.7 | 1.5 | |
| Total | N | 64 | 61 | 5 | 9 | 119 | 118 | 6 | 5 | 7 | 7 | 4 | 5 | 410 |
| | % | 15.6 | 14.9 | 1.2 | 2.2 | 29.0 | 28.8 | 1.5 | 1.2 | 1.7 | 1.7 | 1.0 | 1.2 | |
| | N | 125 | | 14 | | 237 | | 11 | | 14 | | 9 | | |
| | % | 30.5 | | 3.4 | | 57.8 | | 2.7 | | 3.4 | | 2.2 | | |

# Ethnic/Gender Enrollment on Any Day

**TUSD**
*Celebrate the US!*

### Ethnic/Gender Enrollment Breakdown on 08/17/2012 1213

NOTE: New for 2010-11 and following, students are coded by a two-part racial/ethnicity question. For backward compatability in this report, students reporting Hispanic heritage are counted as Hispanic regardless of race. Non Hispanic students are counted by race, with those marking more than one race counted as Multi Racial.

Previous Instructional Day's Enrollment        Next Instructional Day's Enrollment

**Location: Dodge Magnet**

| Grade | | White/ Anglo | | African American | | Hispanic | | Native American | | Asian American | | Multi Racial | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | F | M | F | M | F | M | F | M | F | M | |
| 6 | N | 18 | 12 | 1 | 5 | 54 | 46 | 2 | 1 | 3 | 2 | 2 | 2 | 148 |
| | % | 12.2 | 8.1 | 0.7 | 3.4 | 36.5 | 31.1 | 1.4 | 0.7 | 2.0 | 1.4 | 1.4 | 1.4 | |
| 7 | N | 19 | 21 | 2 | 2 | 48 | 36 | 3 | 0 | 2 | 1 | 1 | 2 | 137 |
| | % | 13.9 | 15.3 | 1.5 | 1.5 | 35.0 | 26.3 | 2.2 | 0.0 | 1.5 | 0.7 | 0.7 | 1.5 | |
| 8 | N | 23 | 19 | 1 | 4 | 37 | 37 | 2 | 2 | 2 | 4 | 1 | 2 | 134 |
| | % | 17.2 | 14.2 | 0.7 | 3.0 | 27.6 | 27.6 | 1.5 | 1.5 | 1.5 | 3.0 | 0.7 | 1.5 | |
| Total | N | 60 | 52 | 4 | 11 | 139 | 119 | 7 | 3 | 7 | 7 | 4 | 6 | 419 |
| | % | 14.3 | 12.4 | 1.0 | 2.6 | 33.2 | 28.4 | 1.7 | 0.7 | 1.7 | 1.7 | 1.0 | 1.4 | |
| | N | 112 | | 15 | | 258 | | 10 | | 14 | | 10 | | |
| | % | 26.7 | | 3.6 | | 61.6 | | 2.4 | | 3.3 | | 2.4 | | |

Exhibit I-B

**TUSDStats**

# Mobility Data for Ethnicity

**TUSD**
*Celebrate the US!*

**Mobility Data for 2009- 2010 for Dodge Magnet**
**Mobility Formula = 100*(Entries after First Day + Reentries + Withdrawals)/(First Day Enrollment + Entries after First Day)**
**District Mobility is Based on Appropriate Level (Elementary, Middle, High)**

| Ethnicity | First Day Enrollment | Entries After First Day | Reentries | Withdrawals | Mobility | District Mobility |
|---|---|---|---|---|---|---|
| Anglo | 169 | 2 | 1 | 4 | 4.1 | 28.3 |
| African American | 13 | 2 | 0 | 1 | 20.0 | 36.9 |
| Hispanic | 211 | 3 | 0 | 5 | 3.7 | 30.0 |
| Native American | 11 | 1 | 0 | 0 | 8.3 | 40.7 |
| Asian American | 12 | 0 | 0 | 0 | 0.0 | 24.4 |
| Total | 416 | 8 | 1 | 10 | 4.5 | 30.5 |

9/21/2012

## Section 2 - Curriculum and Assessment

Test 6: There is a documented curriculum that is paced and assessed.

| Grade | There is a curriculum map or calendar that is <u>unique to this school</u> and theme.<br><br>Curriculum Map | | There is a written curriculum that is unique to this school and theme.<br><br>Written Curriculum | | There are assessments directly related to written curriculum and theme that are unique to this school.<br>Assessments | | There are lesson plans that document evidence that the curriculum is being implemented and assessed.<br>Lesson Plans | |
|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Sixth | | X | X | | X | | X | |
| Seventh | | X | | X | | X | | X |
| Eighth | | X | | X | | X | | X |

Test 7: During the 2011-12 school years, students will be immersed in the theme content for a minimum of three hours per day Reading, Language Arts, Math, Social Studies.

| Grade | Total minutes spent in instruction daily | Total minutes of Magnet Theme instruction daily | Percentage of time spent in specific magnet theme instruction |
|---|---|---|---|
| Sixth | 384 | 236 | 61% |
| Seventh | 384 | 177 | 46% |
| Eighth | 384 | 177 | 46% |

Test 8: Magnet curriculum is delivered in a manner that is in line with school magnet theme.

| Indicator: | Yes | No |
|---|---|---|
| Magnet curriculum is unique to this school. | X | |
| Magnet curriculum is developed in units.    Units | | X |
| Magnet curriculum is project-based.    Project Planning | | X |
| Magnet curriculum is integrated in all subject areas.   Lesson Plans/Lesson Maps | X | |
| The way in which curriculum is <u>delivered</u> is unique to this school. | X | |
| Curriculum delivery methodology includes multiple opportunities for student interaction.<br>Walk through Instruments | X | |
| Data is collected on student mastery and revisions made in curriculum delivery.<br>Evidence of data reviews<br>Assessment reviews based on theme content | X | |
| Curriculum is reviewed at least annually and adjustments made. | | X |

| Sign In Sheets | | |
| --- | --- | --- |
| Noted Curriculum Changes | | |

**Note:** Reference: Exhibit II-A: "C.T. Walker Traditional Magnet."

**Summary of Test 6:**

Not consistently done at all grade levels.

**Summary of Test 7:**

All students receive traditional instruction in most classes; classes, such as Science, do not fit well because of the use of FOSS Kits.

**Summary of Test 8:**

The standards and expectations associated with the Back to Basics and Traditional Education curriculum are shared with all parties.

**Is the Magnet Curriculum meeting the intent of:**

More Interaction Between Students?          **YES**     NO

Students immersed in content at least three hours a day?          **YES**     NO

Students mastering the content?          YES     **NO**

Is there theme integration and/or congruency in the curriculum?          YES     **NO**

**As a result of this review:**

We need to develop a curriculum and pacing calendar, that explicitly reflects the Back to Basics magnet theme, to be used consistently at all grade levels.  Students participate in their Language Arts, Reading, Math, and Social Studies classes using the traditional Back to Basics theme.  Continue to ensure that the curriculum that is delivered is consistent with our traditional magnet theme.

Exhibit II-A

**C.T. WALKER • Traditional Magnet School**
MAKING TRACKS TOWARD ACADEMIC EXCELLENCE

Directory          School Profile          School Council Meetings          Walker Resources and Links          District Resources
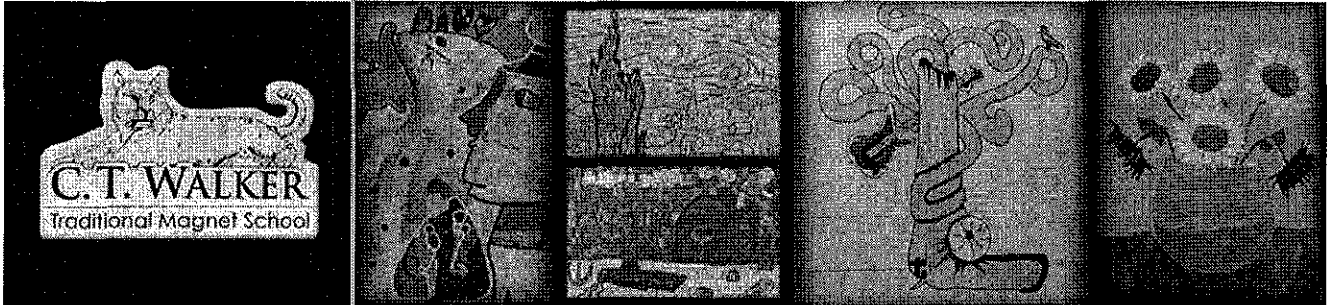
Counselor's Corner

Breakfast and Lunch Menu

C.T. Walker Parent Involvement
Policy

Media Center

C. T. Walker Traditional Magnet
School 2009-2010 Compact

CT WALKER PTO

Parent Information

Educators

Quick Links

Directory   Departments, Clubs, & Other Areas   Instructional Services (Curriculum)   Mathematics   Mathematics Curriculum
6th Grade Math Resources

## 6TH GRADE MATH RESOURCES

### Overview of the Year

By the end of **grade six**, students will understand the four arithmetic operations as they relate to positive rational numbers; convert between and compute with different forms of rational numbers; understand the concept of ratio and solve problems using proportional reasoning; understand and use line and rotational symmetry; determine the surface area and volume of solid figures; use variables to represent unknown quantities in formulae, algebraic expressions and equations; utilize data to make predictions; and determine the probability of a given event.

### 6th Grade Curriculum Map
#### (Updated August 2009 per GaDOE changes)

**1st Unit - Gathering Data (5 weeks)**
1st Unit Overview

1st Unit Content Map (with Carnegie Learning resources)
1st Unit from the DOE Frameworks

**2nd Unit - Fun and Games (3 weeks)**
2nd Unit Content Map (with Carnegie Learning resources)
2nd Unit from the DOE Frameworks

**3rd Unit - Fractions, Decimals, Ratios and Percents (6 weeks)**
3rd Unit Content Map
3rd Unit from the DOE Frameworks

**4th Unit - One-Step Equations (2 weeks)**
4th Unit Content Map
4th Unit from the DOE Frameworks

**5th Unit - Symmetry (2 weeks)**
5th Unit Content Map
5th Unit from the DOE Frameworks

**6th Unit - Scale Factor (3 weeks)**
6th Unit Content Map
6th Unit from the DOE Frameworks

**7th Unit - Direct Proportion (3 weeks)**
7th Unit Content Map
7th Unit from the DOE Frameworks

**8th Unit - Solids (4 weeks)**
8th Unit Content Map
8th Unit from the DOE Frameworks

**9th Unit - Games of Chance (3 weeks)**
9th Unit Content Map
9th Unit from the DOE Frameworks

10th Unit from the DOE Frameworks - Show What You Know

**6th Grade Math Portfolio Suggestions**
New Math Assessment Card (2009-10)

NEW Student Performance Task Booklet (2010)

*Created on 6/12/2007 - Last updated on 11/9/2010*

Back to Mathematics Curriculum

C.T. Walker Traditional Magnet, 1301 Wrightsboro Rd., Augusta, GA 30901
Phone: (706) 823-6950  |  Fax: (706) 823-6954
Locate School

Contact Us | User Policy

Select Language ▼

| Content Map of Unit:<br><br>Unit 3: Fractions, Ratios, Decimals, and Percents | **Key Standards:**<br>**M6N1. Students will understand the meaning of the four arithmetic operations related to positive rational numbers and will use these concepts to solve problems.**<br>d. Add and subtract fractions and mixed numbers with unlike denominators.<br>e. Multiply and divide fractions and mixed numbers.<br>f. Use fractions, decimals, and percents interchangeably.<br>g. Solve problems involving fractions, decimals, and percents.<br>**M6A1. Students will understand the concept of ratio and use it to represent quantitative relationships.**<br>**M6A2. Students will consider relationships between varying quantities.**<br>c. Use proportions (a/b=c/d) to describe relationships and solve problems, including percent problems.<br><br>**Process Standards:**<br>M6P1. Students will solve problems (using appropriate technology).   M6P2. Students will reason and evaluate mathematical arguments.<br>M6P3. Students will communicate mathematically.   M6P5. Students will represent mathematics in multiple ways.<br>M6P4. Students will make connections among mathematical ideas and other disciplines. |
|---|---|

## Enduring Understanding:

- Fractions, decimals, and percents can be used interchangeably.
- The rules and relationships that govern whole numbers govern all rational numbers.
- In order to add or subtract fractions, we must have like denominators.
- Products may be larger, smaller, or equal to the dividend or divisor.
- Ratios use division to represent relationship between two quantities.

## Unit Essential Questions:

**How can I use rational numbers to solve problems?**

## Instructional Tools:

Manipulatives to illustrate arithmetic (cuisineaire rods, pattern blocks, fraction bars/circles)
The Doorbell Rings, Gator Pie
The Man Who Counted
"Bits & Pieces" from Connected Mathematics

## Concept

| Arithmetic with Rational Numbers |
|---|

### Lesson Essential Questions:

- How can I find a common denominator and why do I need one?
- When I multiply fractions, how can I check my answer?
- When I subtract mixed numbers, how can I be sure my answer is correct?
- When does multiplying produce a product smaller than the factors?
- When does division produce a quotient larger than the dividend?
- How can I tell which form of rational number to use?

### Vocabulary:

| Fraction | Decimal | Denominator | Numerator |
|---|---|---|---|
| Percent | Product | Quotient | Fraction Bar |
| Percentage | | | |

## Concept

| Using ratios to describe relationships and solve problems. |
|---|

### Lesson Essential Questions:

- What information do I get when I compare two quantities using a ratio?
- What kinds of problems can I solve with ratios?

### Vocabulary:

| Ratio |
|---|

# Section 3 - Professional Development

est 10: Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years. Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.

| Teacher | Hours 2009-10 | Hours 2010-11 | Hours 2011-12 | Average Hours Annually |
|---|---|---|---|---|
| | | | | |
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Test 11: Teachers value professional development and professional learning communities.

## School Quality Survey Data

| Add percentage "Agree" and "Strongly Agree" | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|
| (3) Wednesday professional development helps improve instruction at this school. | 89.6% | 93.5% | 83.3% |
| (4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school. | 100% | 100% | 88% |
| (5) Operating as a professional learning community helps to improve instruction at this school. | 93.6% | 100% | 96.6% |
| (29) My professional growth is valued, supported and encourage as part of my job. | 88.6% | 87.9% | 83.3% |

**Note:** Reference: Exhibit III-A: School Quality Survey data