

Test 12: 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		
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets		X	Once each month teachers meet in grade level teams.
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets	X		Once each month they meet in subject level teams.

Summary of Test 10:

Need to work on the 45 hours required for the professional development of teachers dedicated to Magnet theme.

Summary of Test 11:

None of the responses to the School Quality Survey were less than 80%.

Summary of Test 12:

We need to collect data that reflects the time spent collaborating vertically and horizontally.

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

Yes No

As a result of this review:

Given our findings, we need to create a professional development that focuses on Dodge's magnet theme and ensure that we document what the teachers are doing during this time to support the magnet theme and support teacher collaboration.



2012 School Quality Survey SummariesAuthenticate**Select Survey Year:** 2012 • **Select Survey Form:** Staff☒ **View as %** ☐ **View as N Count** **View Data for:** Entire District

<input checked="" type="radio"/> No Breakdown	<input type="radio"/> Ethnicity	<input type="radio"/> Gender	<input type="radio"/> Instructional/ non-Instructional
---	---------------------------------	------------------------------	---

The n-size (number of participants) used to calculate percentages does not include the count of those who answered N.A./Don't Know.

Instruction	n-size	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A./Don't know
1. The common grade level assessments (MEP, Galileo/ATI, other school-selected) used at this school have led to improved instruction.	2,920	18.0%	65.4%	12.2%	4.3%	--
2. The current District textbook adoption helps to improve instruction at this school.	3,018	13.4%	62.3%	17.7%	6.6%	--
3. Wednesday professional development helps to improve instruction at this school.	3,551	20.2%	61.3%	12.2%	6.3%	--
4. School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	3,402	24.5%	61.0%	10.4%	4.1%	--
5. Operating as a professional learning community helps to improve instruction at this school.	3,743	30.7%	60.1%	6.3%	2.9%	--
6. Data driven student level interventions help to improve student achievement at this school.	3,574	28.1%	61.2%	7.7%	2.9%	--
Environment						
7. The school is clean and well kept.	4,260	29.2%	54.2%	12.5%	4.1%	--

2011 School Quality Survey SummariesAuthenticate**Select Survey Year:** 2011 **Select Survey Form:** Staff☒ **View as %** ☐ **View as N Count** **View Data for:** Entire District

<input checked="" type="radio"/> No Breakdown	<input type="radio"/> Ethnicity	<input type="radio"/> Gender	<input type="radio"/> Instructional/ non-Instructional
---	---------------------------------	------------------------------	---

The n-size (number of participants) used to calculate percentages does not include the count of those who answered N.A./Don't Know.

Instruction	n-size	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A./Don't know
1. The common grade level assessments (MEP, Galileo/ATI, other school-selected) used at this school have led to improved instruction.	2,880	18.0%	63.8%	13.5%	4.7%	--
2. The current District textbook adoption helps to improve instruction at this school.	3,056	15.5%	62.4%	16.6%	5.6%	--
3. Wednesday professional development helps to improve instruction at this school.	3,645	21.8%	58.5%	14.5%	5.2%	--
4. School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	3,439	24.7%	60.5%	11.0%	3.8%	--
5. Operating as a professional learning community helps to improve instruction at this school.	3,776	32.5%	58.4%	6.5%	2.5%	--
6. Data driven student level interventions help to improve student achievement at this school.	3,568	26.7%	61.7%	8.8%	2.7%	--
Environment						
7. The school is clean and well kept.	4,251	27.6%	53.4%	14.3%	4.7%	--

2010 School Quality Survey SummariesAuthenticate**Select Survey Year:** 2010 **Select Survey Form:** Staff☒ **View as %** ☐ **View as N Count** **View Data for:** Entire District

<input checked="" type="radio"/> No Breakdown	<input type="radio"/> Ethnicity	<input type="radio"/> Gender	<input type="radio"/> Instructional/ non-Instructional
---	---------------------------------	------------------------------	---

The n-size (number of participants) used to calculate percentages does not include the count of those who answered N.A./Don't Know.

Instruction	n-size	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A./Don't know
1. The common grade level assessments (MEP, Galileo/ATI, other school-selected) used at this school have led to improved instruction.	2,996	17.9%	61.1%	15.4%	5.6%	--
2. The current District textbook adoption helps to improve instruction at this school.	3,122	15.0%	61.3%	17.3%	6.4%	--
3. Wednesday professional development helps to improve instruction at this school.	3,806	21.6%	57.3%	14.0%	7.1%	--
4. School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	3,580	26.0%	58.5%	10.7%	4.8%	--
5. Operating as a professional learning community helps to improve instruction at this school.	3,902	31.5%	58.5%	6.6%	3.4%	--
6. Data driven student level interventions help to improve student achievement at this school.	3,715	27.1%	60.1%	9.3%	3.5%	--
Environment						
7. The school is clean and well kept.	4,401	30.3%	51.7%	13.6%	4.4%	--

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. Name: _____ FTE _____ Attestation(s) Time and Effort		X	Hire Magnet Coordinator.
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. Daniel Schulter 2. Donna Sanders (LSC) 3. Attestation(s) Time and Effort	X		
12.3	There is a magnet team. (Names and Position) 1. 2. 3. 4. 5.		X	Create a Magnet team.
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.	X		Continue to include questions.
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.	X		

Summary of Test 12-

At this time, based on our assessment, we are partially complete.

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

YES **NO**

As a result of this review:

As a result of this review, we have determined that we need to hire a Magnet Coordinator and create a Magnet Review Team that meets regularly throughout the year.

Additionally, we need assurance from the District leadership that we will not have any DIT's placed at Dodge.



Section 5 - Leadership**Test 13: The magnet leadership at the school level involves multiple stakeholders.**

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

Summary of Test 13:

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?

YES**NO****As a result of this review:**

Because we are 100% magnet our faculty, staff, families and community are aware of the traditional Back to Basics theme and embrace the concepts and expectations of said program with fidelity.

We have determined that we need to create a 3 year action plan with timely reviews, updates, and/or modifications to ensure the delivery of a rigorous and relevant curriculum.



Section 6 - Recruitment and Marketing

Test 16: There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

16	Indicator	Yes	No	Action
16.1	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	Create survey items for SQS
16.2	Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey	X		
16.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising	X		
16.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support	X		Rotary, Elks, Raytheon, Taste of Technology
16.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations	X		Rotary, Wal-Mart, Taste of Technology

Test 17: There is a marketing and student recruitment plan.

17		Yes	No	Action
17.1	The leadership team has developed an annual recruitment plan that indicates what, when, where and who. Plan	X		Create flow chart
17.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions	X		Count website data to learn info. "Survey Monkey" for further data collection
17.3	The leadership team has developed an annual marketing plan that indicates what, when, where and who.		X	Create plan w/ a flow chart



	Plan Method to collect results			
--	---	--	--	--

		Yes	No	Action
17.4	Marketing materials have been developed and distributed. Examples of materials	X		Improve and Enhance
17.5	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 16: Create questions to add to annual School Quality Survey to gather further data.

Summary of Test 17: We will create a well articulated flow chart to recruit students and market the school. Additionally we need to analyze available data more thoroughly when revising the flow chart to consider further recruitment and/or marketing opportunities.

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

As a result of this review:

As a result of this survey the Magnet Review Team will develop questions to include in TUSD's annual School Quality Survey.

Additionally, the team is going to develop surveys, using SurveyMonkey.com, to gather information from parents/students who visit Dodge's website. We will also collect other data from the website too, such as the number of hits a specific page on the website receives.



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	19	0		0		0		0%	
2010-11	19	1		5.3%		1		5.3%	
2011-12	19	1		5.3%		1		5.3%	
2012-13	21	2		9.5%		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	19	0	0%	0	0%	0	0%	0	0%
2010-11	19	0	0%	1	5.3%	0	0%	0	0%
2011-12	19	0	0%	1	5.3%	0	0%	0	0%
2012-13	21	0	0%	0	0%	0	0%	0	0%

Summary Test 16: The two staff members who left were due to retirement from the District.

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	19	100%	0	0%	0	0%	0	0%
2010-11	19	100%	0	0%	0	0%	0	0%
2011-12	19	100%	0	0%	0	0%	0	0%
2012-13	21							



Test 17 Summary: The school staff has consistently shown that the instruction provided at Dodge is of the highest quality and promotes the success of students.

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	94	92.3	86.5	90	10.0	-	90.2
		10-11	96.1	81.8	85.8	63.6	90.9	100	88.8
		11-12	95.0	76.9	90.5	81.8	92.9	87.5	91.2
		Change							
		09-10	81.9	76.9	70.7	80	100	-	76.5
MATH	% Mast	10-11	87.5	63.6	65.5	45.5	90.9	83.3	73.0
		11-12	86.0	46.2	70.6	63.6	78.6	87.5	74.9
		Change							

Test 18: Summary

There has been a noted decline between ethnic groups; however, the overall student performance increased during the 2011-2012 school year, when compared to the previous year. It should also be noted that changes ethnic group *n size* may be a contributing factor when looking at each ethnic group's performance.

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

NO

As a result of this review:

As a result of this review we are able to confidently state that our staff is stable and provides a high quality education to our students. However, we need to look at what factors are contributing to the performance gap between Hispanic and Anglo students and between African American and Anglo students.

Section 8- Other



Middle School 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 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	Has the 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

What do you need to do?

As a result of completing the Magnet Review we have determined the following:

1. We need to hire a Magnet Coordinator/Recruiter to promote Dodge's magnet program.
2. We need to ensure that we are gathering accurate data and using it in a timely manner to drive an academically viable magnet program.
3. We need TUSD's Magnet Office to provide new potential students with timely feedback, respond to Dodge's inquiries in a timely manner and provide consistent follow- thru in the removal of unresponsive applicants in manner that will not delay the acceptance of students on the waiting list.
4. We need TUSD's Magnet Office to send a District letter to families providing them with information on specific times on when the letter will be sent and a deadline for replying.
5. Dedicated form for magnet schools.



Section 8 - Title I**Summary of Title I Needs Assessment:**

N/A

Test 18: Title I: Attach "Action Plan"

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

N/A



LESSON PLANS

ESSENTIAL OUTCOMES/STATE STANDARDS

- What is the essential question being asked? **What is cyberbullying and how do you deal with it?**
- What state standards or performance objectives create the focus for this lesson/unit? **ET06-S5C1-02**
- How is today connected to yesterday? Tomorrow? Last week/month? End of this quarter? **Continuation of the Digital Citizenship unit with a focus on cyberbullying. The next lesson will continue to look at being safe in the digital world.**

ASSESSMENT

- How will I assess students? **Exit Survey and completion of the Poster.**
- What product will be evidence of their learning? (How will I know that they know?) **Students will complete a poster showing the strategies for dealing with cyberbullying. Students will also complete an exit quiz at the end of class.**

MASTERY OBJECTIVE

- What do I want my students to learn? **Students will be able to describe cyberbullying and also the strategies for dealing with it when it occurs.**
- How will my students learn it? **Students will take notes on the process for dealing with cyberbullying. Students will watch a video about cyberbullying. Students will complete a Think-Pair-Share about the movie focusing on describing cyberbullying and also how it was dealt with during the movie.**
- Why am I teaching this objective? **What does it have to do with real life? Introduce students to being a good digital citizen.**

**** LANGUAGE OBJECTIVE**

How will my students communicate using conversation, grammar, reading, vocabulary and writing? **Students will participate in Think-Pair-Share. Students will write and draw the strategies for dealing with cyberbullying.**

INSTRUCTION: See Lesson Plan

Active Engagement strategies

- How will I begin the lesson? How will I activate prior knowledge and get them ready for learning? (anticipatory set)
- What activities will I provide during instruction? How can I time them so students switch modes every 15-20 minutes?
- What questions will I ask? What higher level questions will I pose?
- What explicit content area reading strategies will I incorporate to increase reading comprehension?

Practice & Application

- What directions will I give?
- What guided practice will I provide?
- What 'real-life' activities will I plan?
- What higher level activities will I plan?
- What cooperative learning activities will I plan?
- What independent practice will I provide?

Ongoing assessment

- How will I check for understanding as the students complete their practice opportunities?
- How will I evaluate student understanding of this lesson?
- How will I anticipate and address student confusion over a concept or skill with which they have difficulty?

Summary/Closure

- How will I summarize this lesson? How will students reach closure?

Traditional Education and Science

When talking about the teaching of science in a traditional school it is less about the how and more about the what. In other words the curriculum is what differs from other schools more so than how science is taught in the classroom.

Science has traditionally been taught using a combination of knowledge acquisition and inquiry methodology. In the recent past regular teaching practice had moved away from that model for many years, but has actually, in TUSD, regained the inquiry aspect to teaching science.

What made Dodge different, and still does is the actual curriculum that is taught. There is a vertical articulation that was designed originally when the school was founded. It was refined and reviewed during the D.E.S.E.R.T. project a few years ago. Additionally it has been slightly modified with the changes in standards and AIMS, while continuing to adhere to the traditional model originally designed. The vertical articulation at Dodge was meant to insure that students completing their three years at Dodge were better prepared than their counterparts when entering high school. A combination of general knowledge along with practical applications of that knowledge was the methodology applied.

In the original Dodge model the four quarters of each year, were meant to address the four (at that time) traditional sciences taught in high school. With the exception that in 6th grade a general introduction to science and the scientific method was substituted for physics since the student's math skills were not yet at the level to start addressing issues in physics. And in 8th grade a quarter of technology and engineering was substituted for biology.

With the exceptions noted above, the curriculum followed the pattern as stated. In 6th grade students had general science, biology, earth science and chemistry. In 7th grade students had biology, earth science, chemistry and physics. In 8th grade students had a quarter of earth science, physics, engineering and chemistry. In all three grades a science project was required. Additionally, the traditional science notebook was used at all three grade levels.

Due to changes in federal and state law Dodge was required to adhere to new standards and follow the TUSD curriculum more closely. That said, Dodge has been able to blend the changes in, while still maintaining the traditional focus in the curriculum.

In 7th Grade science the four core areas are still addressed. In chemistry students start by learning the basic parts of the atom, assorted acids and bases, and other chemical terms they will need later on. They also learn to balance a chemical equation. In biology the TUSD focus is on ecology, the Dodge curriculum supplements that with a very comprehensive dissection unit. In earth science students learn about plate techtonics, as well as the various rock types, and other related materials focused around the Grand Canyon. Additionally they do an entire unit on astronomy. Finally, physics introduces the student to Newton's first three laws. Besides the four cores, the student also learns the metric system in 7th grade science.

Even as time has passed and state and federal emphasis has changed, the basic traditional seventh grade curriculum has managed to adapt, as well as incorporate, both facets of education.

Dodge Traditional Magnet Middle School
Lesson Plan

Sixth Grade Mathematics

6.NS.4 *Compute fluently with multi-digit numbers and find common factors and multiples*

Standard 6.NS.4

Correctly find the least common multiple of two whole numbers less than or equal to 12 when given a situation in a word problem.

Introduce the lesson with the “Too Many Cookouts” problem:

“Dirk wants to have a barbecue and also wants to save money on the party food by finding the smallest number of packages of hotdogs—12 to a package—and buns—eight to a package—needed to feed his party guests. What is the least number of guests he should invite so that each person gets one hot dog and one bun and there is no leftover food?

Explain your thinking and use diagrams/pictures/math to show your work.”

Give students an opportunity to read over the problem and ask questions.

If needed, give students a simpler problem with smaller numbers as a hint as to how to begin the problem.

Students will work independently on the problem for the remainder of class.

Homework: Students will complete the assignment for homework and return the assignment the next day.

Follow-up:

Break students into groups to share their strategies for finding the answer to the previous problem.

Whole group – teacher leads discussion about different strategies and presents notes to students about the characteristics of multiples.

- there are many multiples (infinite)
- it is the same as skip counting (5, 10, 15...etc.)
- to find the multiples you can multiply the factor by consecutive numbers (3×1 , 3×2 , 3×3 , etc.) or you can add the same amount each time to create the next multiple ($3 + 3 = 6$, $6 + 3 = 9$, etc.)

Students offer different strategies for finding the least common multiple: e.g. listing the multiples of both numbers until the same multiple is found in each list. The LCM is the smallest common multiple.

Give students practice problems to do in their math notebooks to check for understanding.

Homework: Worksheet to practice finding the LCM of given numbers

Date Monday, 10-17-11

Agenda

1. Good Things
2. DOL
3. SMART Goals
4. homework

Content Standard

WS 1 C 4 PO 1 editing
WS 3 C 2 PO 1 note taking
WS 3 C 2 PO 1 write a plan

Lesson Topic SMART Goals, review

Learning Outcomes

SWBAT edit a DOL Sentence with errors
SWBAT take notes about SMART goals
SWBAT write a personal plan for a SMART goal in language arts

Evidence of Learning

100% accuracy in DOL editing
100% accuracy in note taking
80% or better accuracy in creation of a SMART goal

Key Concepts & Content

- Adjective comparative/superlative means that we compare two things or compare one thing to everything else
- SMART goals are specific and can be measured
- SMART goals are checked over time on a routine basis to see if the plan is working
- SMART goals have a time limit on when they will be achieved
- SMART goals are realistic and are something that someone can do

Connecting to Students Knowledge, Skills, Experience

SS have created SMART goals with the teacher and on their own
SS have notes that give the name for each letter of the acronym

Teaching Strategies and Sequence

Home base

1. Pledge, Declaration, silence, announcements
2. Carnival and dance

Opening

New seats

Instruction

New Seats

1. have ss go to old seat and get out work from pocket
2. stand at edge of room and wait for new seat announcement

Guided Practice

New Seats

<p>Good Things</p> <p>DOL</p> <ol style="list-style-type: none"> 1. remind ss to get out a piece of paper, put heading and week 7 on paper <p>SMART Goal</p> <ol style="list-style-type: none"> 1. ask students to write down on white board what each letter of SMART stands for <p>Homework</p>	<p>DOL</p> <ol style="list-style-type: none"> 1. using Promethean chart, show the meaning of comparative and superlative 2. show the rule for comparative and superlative 3. review voice level and eye contact for ss <p>SMART Goal</p> <ol style="list-style-type: none"> 1. review each letter with ss after whiteboards revealed 2. ask ss why SMART goal plans are more useful than just writing a goal 3. provide answer if needed: SMART goals are specific and can be reached, there is feedback to see if the goal is working and there is a plan to follow through <p>Homework</p> <ol style="list-style-type: none"> 1. pass out Writer's Notebook for the week 2. tell ss that this is a quarter goal for language arts 	<p>DOL</p> <ol style="list-style-type: none"> 1. ss volunteer will guide class through DOL 2. chose from card ss to correct 3. assist ss in determining voice level and eye contact <p>SMART goal</p> <ol style="list-style-type: none"> 1. provide notes for students after each letter which explains the type of information and how it will be used 2. practice writing SMART goals with different scenarios 3. scaffold thinking for ss <p>Homework</p> <ol style="list-style-type: none"> 1. allow time in class to do some brainstorming and thinking about SMART goal
<p>Extension Activities or Independent Practice</p> <p>Homework assignment</p>		
<p>Materials</p> <p>DOL Week 7; Writer's Notebook assignment sheet and Writer's Notebook; composition book p. 7; Promethean flipcharts for comparative superlative, SMART goals; notes for SMART goals; carnival flyer to go home</p>		
<p>Homework</p> <p>Writer's Notebook p. 45, SMART for second quarter</p>		

Date Wednesday, 10-19-11

Agenda

1. Good Things
2. DOL
3. Spalding Phonics
4. Homework

Content Standard

WS 2 C 6 PO 7-10
WS 1 C 4 PO 1

Lesson Topic Spelling Using Spalding

Learning Outcomes

SWBAT edit sentence with errors (WS 1 C 4 PO 1)
SWBAT use rules and phonetic awareness to spell correctly (WS 2 C 6 PO 7-10)

Evidence of Learning

100% accuracy in DOL sentence editing
100% accuracy in notes
100% accuracy in basic phonetic sounds

Key Concepts & Content

60% of English words are spelled the way they sound
English has changed over time – spelling has not
Spalding phonics helps us hear how words are really spelled
Teacher will show how many letters or syllables are in word with hands, fingers, and slowed pronunciation

Connecting to Students Knowledge, Skills, Experience

Ss have through training or experience with language learned to recognize basic sounds of the alphabet
Ss may not recognize the term syllable but will recognize the sound units that words make

Teaching Strategies and Sequence

Home base

1. Pledge, Declaration, silence, announcements
2. Define the word habit
3. Discuss and share dictionary definition

Opening

Good Things!

DOL

None

Instruction

DOL

1. Provide instruction only if s running class is unable to provide answer

Guided Practice

DOL

1. S will read sentence and type of corrections, answer questions about what to do, chose a s to come to board and correct, and assist s in evaluating eye contact and voice level

<p>Spalding Phonics</p> <ol style="list-style-type: none"> 1. Have ss respond to questions about phonics by standing: <ul style="list-style-type: none"> • Were you in summer school? • Did you practice Spalding? • Did you attend Bonillas Elementary? • Do you remember phonics training? • Has anyone ever had training in phonics? • How did you learn the sounds that our alphabet makes? 2. Select 1 or 2 ss to respond to questions 	<p>Spalding phonics</p> <ol style="list-style-type: none"> 1. Tell ss that most English words are spelled according to rules and how they sound. 2. English is a very old language that changes all the time. 3. Show examples of old English and Middle English 4. Read an example of Middle English 5. Show how the spelling is nearly the same, but the sound has changed. 6. English begin in England, but in America, it is pronounced differently 7. Give examples of words ending in y 8. Spalding phonics helps us to really hear how words are spelled 9. We start with the basic alphabet 10. A letter or a combination of letters is called a phonogram 11. The first sound given a phonogram is the most common sound 	<p>Spalding Phonics</p> <ol style="list-style-type: none"> 1. Demonstrate how ss will respond in a Spalding lesson (remind ss of choral response and how it is a learning method) 2. Repeat all the consonants using the cards with ss 3. Repeat all the vowels using the cards with ss 4. Give ss page one to copy into composition book on page 21 5. Give ss 10 words for first spelling list: <ul style="list-style-type: none"> • pumpkin • Halloween • library • mathematics • language • parallel • absence • exponents • excellent • difference 6. go over protocol for copying into composition book: listen, repeat to self, write in syllables 7. read list in Spalding way, going over procedure: teacher points to letters or syllables, students chorally say each letter or syllable, say the word in normal speech
<p>Extension Activities or Independent Practice</p> <p>None</p>		
<p>Closure</p> <p>Show on whiteboards phonogram after teacher says aloud (work on vowels)</p>		
<p>Launch</p>		
<p>Materials</p> <p>DOL week 7; old and middle English examples; phonogram cards 1-26; Composition book pages 21 and 35; copy of Spalding Rule Page 1; list of spelling words;</p>		
<p>Homework</p>		

Copy rule page 1 onto page 21 in Composition book

Writer's Notebook p. 47, Take It Off the Map -- How the Social Contract Helps Me

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**Drachman (K-6)**

Ethnicity	2009-10		2010-11		2011-12		2012-13 (day 20)	
	N	%	N	%	N	%	N	%
White	47	13%	22	7%	25	7%	19	6%
African American	39	11%	37	11%	39	12%	33	11%
Hispanic	239	68%	250	74%	252	74%	241	
Native American	21	6%	13	4%	12	4%	13	4%
Asian	5	1%	4	1%	3	1%	1	0%
Multi-racial	-	-	12	4%	8	2%	7	2%
Total	351	100%	338	100%	339	100%	314	100%

District Total (All Schools K-12)

Ethnicity	2009-10		2010-11		2011-12		2012-13 (day 20)	
	N	%	N	%	N	%	N	%
White	15987	29%	13268	25%	12487	24%	12019	23%
African American	4136	8%	3005	6%	2869	6%	2836	5%
Hispanic	30852	56%	31908	60%	31430	61%	32200	62%
Native American	2511	5%	2099	4%	2006	4%	1947	4%
Asian	1476	3%	1322	3%	1311	3%	1230	2%
Multi-racial	-	-	1275	2%	1285	3%	1406	3%
Total	54962	100%	52877	100%	51388	100%	51638	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 **No** 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. **Yes**

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

No

Test 2: Attraction/Flight

Drachman (K-8) - Note: Carillo and Drachman share a boundary. Boundary leavers are counted in the Carillo summary.

Ethnicity	Total Living in School Boundary		Total Leaving Boundary School		Total Staying in Boundary School		Total Entering from Outside of School Boundary		Total School Enrollment	
	N	%	N	%	N	%	N	%	N	%
White	0	0%	-	-	0	0%	25	10%	25	7%
African American	29	29%	-	-	29	29%	10	4%	39	12%
Hispanic	65	65%	-	-	65	65%	187	78%	252	74%
Native American	2	2%	-	-	2	2%	10	4%	12	4%
Asian	3	3%	-	-	3	3%	0	0%	3	1%
Multi-racial	1	1%	-	-	1	1%	7	3%	8	2%
Total	100	100%	-	-	100	100%	239	100%	339	100%



Test 3: Open Enrollment**Drachman K-6**

Ethnicity	2009-10				2010-11				2011-12				2012-13 (day 20)			
	Enrollment		Open Enr.		Enrollment		Open Enr.		Enrollment		Open Enr.		Enrollment		Open Enr.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	47	13%	3	43%	22	7%	1	17%	25	7%	1	50%	19	6%	0	0%
African American	39	11%	0	0%	37	11%	0	0%	39	12%	0	0%	33	11%	0	0%
Hispanic	239	68%	3	43%	250	74%	5	83%	252	74%	1	50%	241	77%	1	100%
Native American	21	6%	1	14%	13	4%	0	0%	12	4%	0	0%	13	4%	0	0%
Asian American	5	1%	0	0%	4	1%	0	0%	3	1%	0	0%	1	0%	0	0%
Multi-racial	0	0%	0	0%	12	4%	0	0%	8	2%	0	0%	7	2%	0	0%
Total	351	100%	7	100%	338	100%	6	100%	339	100%	2	100%	314	100%	1	100%

Test 4: Magnet Enrollment**Drachman K-6**

Ethnicity	2009-10				2010-11				2011-12				2012-13 (day 20)			
	Enrollment		Magnet		Enrollment		Magnet		Enrollment		Magnet		Enrollment		Magnet	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	47	13%	38	18%	22	7%	21	10%	25	7%	19	10%	19	6%	12	7%
African American	39	11%	9	4%	37	11%	8	4%	39	12%	6	3%	33	11%	6	4%
Hispanic	239	68%	147	69%	250	74%	155	76%	252	74%	159	81%	241	77%	137	83%
Native American	21	6%	16	8%	13	4%	9	4%	12	4%	7	4%	13	4%	6	4%
Asian American	5	1%	3	1%	4	1%	2	1%	3	1%	0	0%	1	0%	1	1%
Multi-racial	0	0%	0	0%	12	4%	9	4%	8	2%	5	3%	7	2%	4	2%
Total	351	100%	213	100%	338	100%	204	100%	339	100%	196	100%	314	100%	166	100%

Test 5: Applications/Acceptance**Drachman K-6**

Ethnicity	2010-11				2011-12				2012-13 (day 20)			
	Applications		Placements		Applications		Placements		Applications		Placements	
	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	29	17%	7	9%	27	15%	8	9%	15	12%	6	10%
African American	10	6%	4	5%	9	5%	8	9%	3	2%	2	3%
Hispanic	113	66%	60	81%	125	67%	64	74%	95	75%	48	80%
Native American	12	7%	1	1%	16	9%	4	5%	6	5%	3	5%
Asian American	4	2%	1	1%	2	1%	1	1%	0	0%	0	0%
Multi-racial	4	2%	1	1%	7	4%	2	2%	8	6%	1	2%
Total	172	100%	74	100%	186	100%	87	100%	127	100%	60	100%



Summary of Test 1- Enrollment by Ethnicity:

The data reflects an increase of Hispanic children from 2009-2010 to 2012-2013. Our percentage of White children has decreased by 7% from that same period of time. Our current enrollment configuration does not meet the definition of integration.

Summary of Test 2- Attraction/Flight by Ethnicity:

Students from our school's boundary are predominately African-American and Hispanic. It is great to report that 100% of the students living within our boundary are attending Drachman or Carrillo Magnet (shared boundary). 100% of our White children are entering from outside of our school's boundary, and 78% of the students living outside of our school's boundary are Hispanic.

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

We only have one student enrolled under Open Enrollment Status. I believe that this child's enrollment needs to be changed to Magnet, since we are a Magnet school.

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

Our total enrollment has decreased since 2009-2010, and our magnet enrollment has decreased by 37 students since that school year. There is a notable decrease in magnet enrollment of White students since 2009-2010 (36 students).

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

Our total number of magnet applications has decreased since 2009-2010 (45 fewer magnet applications). Our applications of White students have decreased by 5% and those of Hispanic students have increased by 9% since 2009-2010.

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

NO

As a result of this data:

We have a reduction in applicants overall, and those applying are Hispanic students. The placement of these Hispanic students is contributing to the overrepresentation of total Hispanic students in attendance (thus, defining our school as not being integrated).



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. (Montessori Albums) Curriculum Map		There is a written curriculum that is unique to this school and theme. (Montessori Albums) Written Curriculum		There are assessments directly related to written curriculum and theme that are unique to this school. (Montessori Work Plans/Student Guides) Assessments		There are lesson plans that document evidence that the curriculum is being implemented and assessed. (Montessori Albums & Work Plans/Student Guides) Lesson Plans	
	Yes	No	Yes	No	Yes	No	Yes	No
Kindergarten	<u>X</u>		<u>X</u>		<u>X</u>		<u>X</u>	
First	<u>X</u>		<u>X</u>		<u>X</u>		<u>X</u>	
Second	<u>X</u>		<u>X</u>		<u>X</u>		<u>X</u>	
Third	<u>X</u>		<u>X</u>		<u>X</u>		<u>X</u>	
Fourth	<u>X</u>		<u>X</u>		<u>X</u>		<u>X</u>	
Fifth	<u>X</u>		<u>X</u>		<u>X</u>		<u>X</u>	
Sixth	<u>X</u>		<u>X</u>		<u>X</u>		<u>X</u>	

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	340 Minutes	340 Minutes	100%
First	340 Minutes	340 Minutes	100%
Second	340 Minutes	340 Minutes	100%
Third	340 Minutes	340 Minutes	100%
Fourth	340 Minutes	340 Minutes	100%
Fifth	340 Minutes	340 Minutes	100%
Sixth	340 Minutes	340 Minutes	100%



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 (Grades 4-6)	
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. Walk through Instruments	X	
Data is collected on student mastery and revisions made in curriculum delivery. Evidence of data reviews Assessment reviews based on theme content	X	
Curriculum is reviewed at least annually and adjustments made. Sign In Sheets Noted Curriculum Changes	X	

Summary of Test 6:

We were able to respond with "Yes" to each prompt for each grade level. Montessori is unique to Drachman in TUSD, and the curriculum is written, student progress is assessed in relation to the curriculum, and Montessori Albums and Work Plans/Student Guides are evidence of "lesson planning" in relation to the curriculum.

Summary of Test 7:

The Montessori Method and curriculum encompasses all subject and areas of school (Math, Reading, Writing, Science, Social Studies, Social Development, etc.). As a result, every minute of every school day is spent "doing Montessori."

Summary of Test 8:

The Montessori Method and curriculum is delivered in a manner that is in line with school magnet theme of Montessori. We answered "Yes" to each indicator.

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

YES

Is the curriculum at this unique? YES

Is the methodology implemented at this school unique? YES



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

YES

Is theme integration evident by horizontal and vertical articulation? YES

As a result of this review:

We found that Montessori is unique to Drachman in TUSD, and the curriculum is written, student progress is assessed in relation to the curriculum, and Montessori Albums and Work Plans/Student Guides are evidence of "lesson planning" in relation to the curriculum. The Montessori Method and curriculum encompasses all subject and areas of school (Math, Reading, Writing, Science, Social Studies, Social Development, etc.). Every minute of every school day is spent "doing Montessori." Data from the program is analyzed, and we respond to the data to modify and strengthen our Montessori program so that it is responsive to our student population.



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
Cole, Anita Michelle	45	50	55	50
Donnelly, Patricia D	45	50	55	50
Hall, Patricia A	45	50	55	50
Hiller-Hannan, Briana	45	50	55	50
Kennedy, Carol M	45	50	55	50
Rodriguez, Elvia E	45	50	55	50
Rosales, Marie E	45	50	55	50
Schulte, Stacy	45	50	55	50

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%	92%	92%
(4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	92%	92%	94%
(5) Operating as a professional learning community helps to improve instruction at this school.	93%	92%	92%
(6) My professional growth is valued, supported and encourage as part of my job.	98%	96%	90%



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	-Unless they choose to do so during their planning time.
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets		X	-Unless they choose to do so during their planning time.
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets	X		-There are a number of Wednesday PD sessions in which teachers collaborate across grade levels.

Summary of Test 9:

Teachers have received an average of 50 hours of professional development related to Montessori over the past three years. This meets the minimum standard.

Summary of Test 10:

Responses of averaging 90% or greater were noted over the past three years in the professional development indicators on TUSD's School Quality Survey.

Summary of Test 11:

Teachers have not been provided with opportunities to collaborate daily or weekly during their contracted hours unless they choose to do so during their planning times. There are a number of Wednesday PD sessions in which teachers collaborate 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 have a strong foundation for the support of Montessori professional development. The professional development structure has been designed by principal Celaya, based on his own Montessori training and with acknowledgment of the budgetary limitations we face for providing Montessori professional development. Our current Montessori professional development has been defined as “On-Site Drachman Montessori Training” and it would not lead to Montessori accreditation by the American Montessori Society, but has brought Drachman to a minimum Montessori standard to warrant a Montessori label for our school. Our teachers would be interested in accredited Montessori training provided by the American Montessori Society if it were to be funded by TUSD.



Section 4 - Key Personnel

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

12	<u>Key Personnel</u>	Yes	No	Action
12.1	This school has a designated Magnet Coordinator. Name: _____ FTE _____ Attestation(s) Time and Effort		X	It would be great to have one. :)
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. Jesús Celaya, Montessori Director (Principal) 2. Yvonne Pos: Montessori/EEI Integration Specialist 3. Marie Rosales: ELD/EEI Integration Specialist 4. Dorothy Massalski: Montessori Consultant (20-22 weeks on campus)	X		
12.3	There is a magnet team. (Names and Position) 1. Patricia Donnelly, Montessori Primary Teacher (K) 2. Krystal Scheid, Montessori Lower Elementary Teacher (1-3) 3. Briana Hiller-Hannan, Montessori Lower Elementary Teacher (1-3) 4. Stacy Schulte, Montessori Lower Elementary Teacher (1-3) 5. Tiffany Trejo, Montessori Upper Elementary Teacher (4) 6. Jesús Celaya, Montessori Director (Principal)	X		
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.	X		
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.	X		

Summary of Test 12-

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

As a result of this review:

We make all personnel decisions with direct alignment for our Montessori focus. We have a team of teachers on our Magnet team who have a long-term commitment to Drachman and our Montessori program. We believe that staffing a Magnet Coordinator would benefit our program, and it would allow for Dr. Celaya to spend more time on supporting teachers Montessori instructional delivery.



Section 5 - Leadership**Test 13: The magnet leadership at the school level involves multiple stakeholders.**

13	<u>Leadership</u>	Yes	No	Action
13.1	The school has an organizational plan for communication of magnet theme implementation. Organizational plan.	X		See Foundations for Montessori Standards and Accreditation PowerPoint.
13.2	The school has developed a three year plan for magnet implementation and sustainability. Magnet plan.		X	We could develop a "Wish List" for the next three years, but the logistics of a three-year plan would depend greatly on our budgets.
13.3	All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments.	X		Drachman List Serve, Open House, Title 1 Parent Night, PTA Meetings, School Council Meetings, Parent-Teacher Conferences, etc.
13.4	The programmatic needs of the magnet theme drives budgetary allocations. (Of discretionary funding, at least 80% of the budget can be linked to magnet program)	X		100% of our budgets is aligned to Montessori instruction & Montessori professional development
13.5	All programs in the school support the magnet theme. List of supplemental programs and relationship	X		Self-Contained ELD has elements of Montessori. When students are at Violin and PE, teachers are provided with opportunities for Montessori PD, and our Computer Software and Ecology resources support our Montessori Curriculum.



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

As a result of this review:

We determined that our magnet leadership structure (Principal, School Council, PTA, and now our Magnet Review Team), takes efforts to involve all stakeholders so Montessori is supported with fidelity. The only indicator that we answered "No" for was the creation of a three-year plan, and the "No" response was a result of us operating with a year-to-year budget that does not have long-term commitments to accredited Montessori training and long-term contracts for teachers trained though such a format.



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	
14.2	Pubic meetings are held at least quarterly to inform the community of magnet theme implementation.	X		School Council & PTA Meetings
14.3	The school provides at least four community outreach events to inform the greater community of magnet theme.		X	The only outreach event Drachman has been involved was TUSD's Festival of Schools.
14.4	All of the community partnerships support the magnet theme.	X		We have limited community partnerships, but the partners we have support our school by advertising for our events and encouraging enrollment at Drachman (Santa Rosa Library/Head Start/Rec Center)
14.5	Community Champions that contribute to the success of the magnet have been identified and celebrated.		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. Plan		X	
15.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions		X	

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	
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 & Summary of Test 15:

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:

These tests are our areas of greatest need. We could communicate a lot more with our current families, stakeholders, and community about our program, because we mainly provide updates at monthly School Council and PTA meetings. We also have limited community partnerships. We are weakest at marketing our school/program, "No" answers were provided for essentially all indicators. This is mainly due to no specific funds allocated for marketing, an absence of a Magnet Coordinator on our staff, and our school not having a Magnet Review Team to design such plans in the past.



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	24	5		21%	8		33%
2010-11	21	5		24%	4		19%
2011-12	22	6		27%	4		18%
2012-13	22	4		18%	TBA		TBA

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 in TUSD	
2009-10	24	0	0%	3	13%	2	8%	3	13%
2010-11	21	1	5%	2	10%	1	5%	0	0%
2011-12	22	0	0%	2	9%	0	0%	2	9%
2012-13	22	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA

Summary Test 16:

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

If no, why has the staff left the school?

A core number of staff have remained at the school who share a unified vision about the implementation of Montessori practices that are responsive to the sociocultural needs of our student population. The majority of our staff who have left have gone into retirement, and a percentage have left to pursue other non-classroom positions in TUSD and other schools. Most importantly, we have replaced vacant positions with individuals who believe in our school's vision and mission, and they exhibit their belief daily in their practice at Drachman.



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	24	100	0	0	0	0	0	0
2010-11	21	100	0	0	0	0	0	0
2011-12	22	100	0	0	0	0	0	0
2012-13	22	100	0	0	0	0	0	0

Test 17 Summary:

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	60.0	60.0	50.0	80.0	--	--	54.5
		10-11	83.3	57.1	66.7	57.1	--	--	66.9
		11-12	90.0	64.7	72.2	50.0	--	--	72.6
		Change	30.0	4.7	22.2	-30.0	--	--	18.1
		09-10	60.0	35.0	22.4	20.0	--	--	28.1
MATH	% Mast	10-11	66.7	42.9	46.0	71.4	--	--	49.7
		11-12	70.0	41.2	53.6	50.0	--	--	54.6
		Change	10.0	6.2	31.2	30.0	--	--	26.5



Test 18: Summary

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

NO

Seven of eight ethnic subgroups have shown increases in student achievement from 2009-2010 to 2011-2012 in the areas of reading and math. The one ethnic subgroup that has a decrease in student achievement has been the Native American population in the area of reading, but it should be noted that the population of this subgroup has traditionally had a low "N size" in relation to students tested (N size 10 in 2009-2010 & N size 6 in 2011-2012).

Section 7 - Other



Section 8- Title I

Summary of Title I Needs Assessment:

Strengths found from the Needs Assessment:

- All grade levels made achievement gains in reading on DIBELS and AIMS
- Grades 3rd and 6th made significant gains in math on AIMS
- The mobility rate was at its lowest point in 16 years (21%)
- There were positive survey results from staff, parents, and students on TUSD's School Quality Survey
- We achieved a "B" letter grade, for the second consecutive year

Challenge areas found from the Needs Assessment:

- 5th grade math was the lowest achieving grade level based on AIMS (38.8%)
- 4th grade math was the second lowest achieving grade level based on AIMS (47.5%)
- 2nd grade math was low as measured by the Stanford 10 (NCE 39.8%)
- 1st grade reading shows 64% not at the Core Support levels on DIBELS
- School Quality Survey shows a need for increased teaching of computer literacy



Test 18: Title I: Attach "Action 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: All students will receive consecutive minutes of uninterrupted math and reading instruction beyond the core Montessori curriculum. Teaching assistants provide support by allowing teachers to increasingly work with students to provide differentiated, individualized, and rigorous instruction for students. The math and reading instructional practices of teachers will be observed and responded to by TUSD Literacy Specialists, Drachman's Literacy Interventionist, Drachman's Montessori Consultant, Drachman's Montessori/EEI Specialist, and the school principal who will also provide teachers with professional development in the area of reading. Students' opportunity to learn will be increased through explicit, systematic instruction. Students' time on task will increase through high-leverage student engagement strategies.

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
Uninterrupted math and reading blocks	Principal & Office Staff	Teacher feedback & daily written lesson feedback	08/12	05/13
Teaching Assistants supporting instruction in grades K – 3	Principal, Teachers, & TAs	TA Evaluation instrument & daily written lesson feedback	08/12	08/12 05/13 05/13
Professional Development	Principal, TUSD Literacy Specialists,	PD Feedback Forms & SQS	08/12	05/13



Data supporting need: 2011-2012 AIMS, Stanford 10, and ATI Benchmark Data**Targeted Concepts:**

3rd: Numerical Operations, Number Sense, Algorithms, Logic & Reasoning, and Discrete Mathematics

4th: Numerical Operations, Number Sense, Algorithms, Logic & Reasoning, Probability & Discrete Math

5th: Number Sense, Algorithms, Logic & Reasoning, Numerical Operations, & Algebraic Representations & Chance

6th: Numerical Operations, Algorithms, Logic & Reasoning, Number Sense, & Algebraic Representations

Plan to progress monitor these goals:

All students will receive 90 minutes of uninterrupted math instruction. Students at risk of academic failure will receive additional minutes of math instruction from Highly Qualified Teachers. Teaching assistants provide support by allowing teachers to increasingly work with students to provide differentiated, individualized, and rigorous instruction for students. We will administer ATI benchmarks as well and monitor the data. Principal walk-through feedback documentation will also support the monitoring the goal.



Plan to progress monitor these goals:

All students will receive 60 consecutive minutes of uninterrupted reading instruction beyond the core Montessori language arts curriculum. Students at risk of academic failure will receive additional minutes of reading and literacy instruction from Highly Qualified Teachers. Teaching assistants provide support by allowing teachers to increasingly work with students to provide differentiated, individualized, and rigorous instruction for students. We will administer ATI benchmarks as well and monitor the data. Principal walk-through feedback documentation will also support the monitoring the goal.

SMART GOAL – Mathematics

- Kindergarten through second grade will have at least a **10% gain** in number of students meeting or exceeding math standards as measured by the ATI Galileo benchmark assessment (comparing the first benchmark assessment results to the last benchmark assessment results of the year).
- Third grade will improve math scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012= 83.3% to 85.3%**)
- Fourth grade will improve math scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012= 47.5% to 74%=AMO for 2013**)
- Fifth grade will improve math scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012= 38.8% to 72%=AMO for 2013**)
- Sixth grade will improve math scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012= 50% to 70%=AMO for 2013**)

	<i>School AIMS Results 2010-11</i>	<i>AMO</i>	<i>1st Quarter Benchmark Goal</i>	<i>2nd Quarter Benchmark Goal</i>
Kinder	NA	NA		
1 st	NA	NA		
2 nd	NA	NA		
3rd grade	83.3	88%	84.3	84.8
4th grade	47.5	88%	58	63
5th grade	38.8	86%	50	60
6th grade	50	86%	58	64



SMART GOAL – Reading/Language Arts

- Kindergarten through second grade will have at least a **10% gain** in number of students meeting or exceeding reading standards as measured by the ATI Galileo benchmark assessment (comparing the first benchmark assessment results to the last benchmark assessment results of the year).
- Third grade will maintain reading scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012= 83.7% to 85.7%**)
- Fourth grade will improve reading scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012 =70% to 81%=AMO for 2013**)
- Fifth grade will improve reading scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012=63.3% to 84%=AMO for 2013**)
- Sixth grade will improve reading scores as measured by the AIMS assessment in order to meet or exceed the percent passing required by the 2013 Annual Measurable Objective (**Drachman 2012=75% to 86%=AMO for 2013**)

	<i>School AIMS Results 2011-12</i>	<i>AMO</i>	<i>1st Quarter Benchmark Goal</i>	<i>2nd Quarter Benchmark Goal</i>
Kinder	NA	NA		
1 st	NA	NA		
2nd	NA	NA		
3rd grade	83.7	90.5%	84.7	85.2
4th grade	70	89.0%	74	77
5th grade	63.3	88.5%	70	75
6th grade	75	89%	76.5	78

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

Data supporting need: 2011-2012 AIMS, Stanford 10, and ATI Benchmark Data

Targeted Concepts:

3rd: Elements of Literature, Persuasive Text, Comprehension Strategies, and Functional Text

4th: Elements of Literature, Expository Text, Comprehension Strategies, and Persuasive Text

5th: Elements of Literature, Expository Text, Persuasive Text, and Comprehension Strategies

6th: Elements of Literature, Expository Text, Functional Text, and Vocabulary



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:

Drachman 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 based on the effectiveness of the plan.

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
School leadership team with administrator will conduct a comprehensive needs assessment and develop the continuous school plan collaboratively with the input of the school community. Plan implementation and effectiveness will be monitored and measured using multiple data sources.	School Leadership Team, & School Council	Title 1 Schoolwide Plan Completion & School Council Minutes	07/12	08/12
A representative stakeholder leadership team will draft a CIP for implementation. Team members will create the plan using all pertinent data. The CIP will be presented to staff, parents, and school council in August for final approval.	School Leadership Team, & School Council	Title 1 Schoolwide Plan Completion & School Council Minutes	07/12	08/12
The school principal, in conjunction with the leadership team members, will regularly evaluate plan implementation and student achievement outcomes. We will adjust plan and resource allocations as indicated by outcomes. All students in grades K-6 will participate in ATI benchmark assessment in reading and mathematics. Staff will review the student achievement data and use the results to adjust instruction, evaluate instruction, plan instructional groupings, and provide necessary student supports	School Leadership Team, & School Council	Title 1 Schoolwide Plan Completion & School Council Minutes	08/12	05/13



*Parent Education will Increase Number of Participants by 5%

SBR Action Steps to support strategy	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
Each child/parent will be conferenced with by September 30th	Teachers, Principal, LSC, & Community Rep	Parent Compact Signatures	08/12	09/12
Beginning in September, parents of Targeted students (Academic, Attendance, & Behavior) will receive bi-quarterly contact (at least) from teachers	Teachers, Principal, LSC, & Community Rep	SSP Documentation	08/12	05/13
School Quality Survey responses from parents will increase by 5%	Teachers, Principal, LSC, & Community Rep	SQS Results	08/12	05/13
The quantity of parent volunteers will increase by 5%	Teachers, Principal, LSC, & Community Rep	Volunteer Logs	08/12	05/13
*Parent Education will Increase Number of Participants by 5%	Teachers, Principal, LSC, & Community Rep	Parent Education Sign-In Sheets	08/12	05/13



All students at the school will take ATI Galileo benchmark assessments. Students will also take three DIBELS benchmark assessments throughout the school year. The assessment results will help the school identify children who are at risk of academic failure and in need of intervention. The results will also be shared among teaching teams and

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
The results of benchmarks assessments will be shared among teaching teams, and with children and parents within 15 school days after obtaining the results.	Principal, School Leadership Team, & Teachers	Benchmark assessments & verification by teachers to principal	08/12	05/13
Students who do not meet standards will be placed on a Student Success Plans that document their academic goals, and parents will review the progress on plans at least twice a quarter	Principal & Teachers	Collected SSP & School-Wide FAME Matrix	08/12	05/13
Professional development will be provided to the staff to help them learn methods for interpreting and analyzing data from various sources.	Principal, School Leadership Team, & Teachers	PD Agendas & Feedback Forms	08/12	05/13

Strategy Title: Effective Family Engagement

Strategy Description: * Each child/parent will be conferenced with by September 30th

* Beginning in September, parents of Targeted students (Academic, Attendance, & Behavior) will receive bi-quarterly contact (at least) from teachers.

* School Quality Survey responses from parents will increase by 5%

* The quantity of parent volunteers will increase by 5%



	Literacy Interventionist, & Montessori Consultant	Results		
--	---	---------	--	--

Strategy Title: Intervention program for struggling students.

Strategy Description: Students that are not meeting the standard in math and reading will be provided with targeted math and reading support from interventionists. These students will also receive targeted math and reading experiences using Successmaker software. In addition, these students will receive extended learning opportunities after school in our 21st CCLC program and during summer school in June.

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
Targeted math and reading support from interventionists	Principal & Interventionists	ATI Benchmark Data	08/12	05/13
Targeted math and reading experiences using Successmaker software	Principal & Teachers	ATI Benchmark Data & Successmaker Data	08/12	05/13
Extended Learning Opportunities	Principal, 21 st CCLC Coordinator, & Summer School Coordinator	ATI Benchmark Data	08/12	05/13

Strategy Title: Data-driven decision making

Strategy Description:



TUSD

Elementary Magnet Review

Drachman

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

YES

Section 8 - Other



2013-2014**MAGNET IMPROVEMENT PLAN****SCHOOL NAME:** Drachman Montessori Magnet**MAGNET THEME:** Montessori

Please write an abstract of your plan (what would someone expect to see during a visit to your site)?

An observer would expect to see...

- A Montessori environment which is aesthetically pleasing and intentionally prepared where Montessori materials are readily available and being used.
- Classrooms where students receive small group and individualized instruction. Students are guided to work independently using their work plan. Each child knows his/her choices, and each choice is aligned with the Common Core.
- Authentic assessment of each child's individual work plan, showing proficiency in his/her individual plan. These assessments occur 1-on-one or in very small groups.

MAGNET LEADERSHIP TEAM MEMBERS	NAME
Principal	Jesus
Magnet Coordinator	Krystal
Teacher	Pat Donnelly
Community Representative	Kristin Bury
Magnet Director	Victoria Callison
Magnet Senior Program Coordinator	Laurie Westfall
Magnet Senior Program Coordinator	Adelle McNiece
Marketing Specialist	Sally Jacunski

MAGNET LEADERSHIP TEAM MEETINGS**TUSD**

Magnet Improvement Plan

How many days a month does your Magnet Leadership Team meet?	Once each quarter
Please provide dates/times when your Magnet Leadership Team meets? (ex: Tuesdays @ 1:00 pm)	October 23, December 4 (2:15)

Magnet Improvement Plan

Complete the Magnet Review Summary.

With data and information available to you, analyze the needs of your school. The goal is for the school's magnet 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 magnet goals.

Only areas marked "NO" need to be addressed in your Magnet Improvement Plan.

Magnet Review Summary

Strategy #		YES	NO
1	Does your current enrollment meet the definition of integration?		N
1	Is your magnet program attracting students to support integration and diversity at your school?	Y	
1	Is your magnet program retaining students to support integration and diversity at your school?	Y	
2	Is the curriculum at this school:		
	documented?	Y	
	paced?	Y	
	assessed?	Y	
	reflected?	Y	
	adjusted?	Y	
2	Is the curriculum at this school unique?	Y	
2	Is the methodology (pedagogy) implemented at this school unique?	Y	
2	Do students experience theme immersion for a minimum of three hours per day?	Y	
2	Is there theme integration in the curriculum?	Y	
2	Is there theme congruency in the curriculum?	Y	
3	Is there a certification or recognition for teachers who have completed magnet theme related training?	Y	
3	Does our professional development support the magnet content or a specialized delivery of instruction?	Y	
3	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?	Y	
3	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?	Y	
1	Does your magnet have a recruitment plan that includes community partnerships?	Y	
1	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		IP
3	Has this school had a stable staff for the past four years?	Y	
3	Have staff been successful at delivering quality instruction?	Y	
1	Have students in all ethnic categories shown increases in student achievement?		N
3	Does your Title I Plan support or supplement you magnet theme?	Y	

Magnet Improvement Plan

Section 2: Developing your School's Magnet Improvement Plan

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

MAGNET GOAL: INTEGRATION

USP Description: The Magnet School Plan shall, at a minimum, set forth a process and schedule to... identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school. **[III.E.3.xi]**

Magnet Strategy 1: ENROLLMENT

[See MAGNET REVIEW: ENROLLMENT (Section 1), RECRUITMENT AND MARKETING (Section 6)]

USP Description:

The District shall continue to implement magnet school/program as a strategy for assigning students to schools and to provide students w/opportunity to attend an integrated school. **[II.E.1]**

The District...shall recruit a racially and ethnically diverse student body ...to ensure that the schools are integrated to the greatest extent practicable. **[II.E.2]**

An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment.**[II.B.2]**

SMART Goal: By March of 2014, magnet status for incoming white Kindergarten students will increase by 6%, or 4 students.

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Recruitment	Krystal Scheid / Victoria Callison	1. Weekend events (Celebrate Schools, Cyclovia, U of A Festival of Books, Children's Museum) 2. Targeted preschool recruitment efforts 3. Research faith-based organizations 4. Become a no-zone magnet during 2014/15 SY.	8/6/13	6/30/14
Marketing	Sally Jacunski and Krystal Scheid	1. Create and air television commercial (KOLD)	8/1/13	6/30/14

Magnet Improvement Plan

		2. Brochures/flyers 3. Updated website 4. Research billboard options/ targeted postcard mailers 5. Site level tracking of visits / tours / calls and follow-up		
Retention	School-wide Staff	1. Continue to grow / provide GATE cluster-model 2. Encourage parent involvement through PTO 3. Increase state achievement ranking through Tier 2/3 intervention. Goal – Move from a rating of “C” to a “B” or “A” 4. Add 7 th /8 th grade 5. Make sure all parents submit an application after “no-zone” status is approved	8/1/13	6/30/13

Magnet Strategy 2: THEME DEVELOPMENT

[SEE MAGNET REVIEW: CURRICULUM/ASSESSMENT (Section 2)]

USP Description:

In creating the Plan, the District shall... improve existing magnet schools and programs that are not promoting integration [III.E.3.ii]

SMART Goal: By June 2014, the instructional staff will review Montessori Scope and Sequence to align with Common Core. As well, the current Montessori curriculum will be examined to identify areas needing improvement as aligned to Common Core.

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme-Based Professional Development (Research)		1. 2. 3.		
Theme Visibility Development		1.		

Magnet Improvement Plan

		2. 3.		
Theme Integration with Common Core Curriculum (Planning Phase)		1. 2. 3.		
Scope and Sequence (Planning Phase)	Jesus Celaya	1. Age-level teams align Scope and Sequence to CCSS. 2. Modify work plans as needed 3. Require staff to submit copies of work plan and modifications to building principal 4. Create a building level crosswalk between work plans and Common Core 5. Share crosswalk with parents and District Magnet Office	11/6/13	6/30/14
Unit Development, Including Assessments (Planning Phase)	School-wide Staff/ Jesus Celaya	1. Submit examples of individual student work plans to District Magnet Office	Work in Progress	6/30/14

Magnet Improvement Plan

Magnet Strategy 3: KEY PERSONNEL

[SEE MAGNET REVIEW: PROFESSIONAL DEVELOPMENT (Section 3), KEY PERSONNEL (Section 4), LEADERSHIP (Section 5), STABLE AND SUCCESSFUL STAFF (Section 7)]

USP Description:

In creating the Plan, the District shall...ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet.[III.E.3.vi]

The Magnet School Plan shall, at a minimum, set forth a process and schedule to... provide necessary training and resources to magnet school and program administrators and certificated staff;[III.E.3.ix]

SMART Goal: By the end of summer 2014, three additional staff members will begin training for Montessori certification (2 year process). Within the next five years, have all staff Montessori certified or working on certification requirements.

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Work with District HR and bargaining units to offer incentives / contract protection for Montessori personnel (certified/parapros).	Magnet Director (Victoria Callison)	1. Contact HR Director 2. Work with Deseg Director 3. Draft policy 4. Governing Board approval	10/1/13	6/1/14
Provide summer training for three Montessori staff members	Jesus Celaya	1. Secure funding 2. Identify training location 3. Identify staff to receive training	9/1/13	4/15/14
Provide informal in-house training/mentoring	Jesus Celaya / Montessori resource staff members	1. Develop PD calendar 2. Provide staffing to support collaborative planning time 3. Gauge needs using Danielson model	7/29/13	ongoing

Magnet Improvement Plan

Magnet Strategy 4: FAMILY ENGAGEMENT

USP Description:

The Magnet School Plan shall, at a minimum, set forth a process and schedule to...include strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students; **[III.E.3.x]**

SMART Goal: Using the volunteer database, by 6/30/14 show evidence of Family Engagement of Latino and African American Families by 5% as compared to 12/13 SY.

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Collaborate with Head Start and Family Literacy	Jesus Celaya	1. Annual presentation on magnet enrollment (Santa Rosa Family Literacy) 2. Provide Montessori materials and training to preschool staff		
Support Volunteer efforts	Yolanda Laturco/Kristin Bury	1. Title 1 contact person meets individually with volunteers 2. Recruit/provide opportunities for parents to engage in recruitment events		
Provide ESL courses once a week	Yolanda Laturco	1. Recruit parents 2. Work out logistics with Title 1 3. Recruit instructors	10/21/13	2/28/14
Provide Montessori education for parents	21 st CCLC Coordinator (Maricella Carranza) / Jesus Celaya	1. Annual presentation on Montessori education (Santa Rosa Family Literacy) 2. Provide Montessori education afterschool program course for parents focusing on math materials	9/3/13	5/5/14

Magnet Improvement Plan

		3. Recruit instructors for Montessori course 4. Recruit parents for Montessori course 5. Provide 21 st CCLC showcase each quarter		
--	--	--	--	--

2013-2014**MAGNET IMPROVEMENT PLAN****SCHOOL NAME:****MAGNET THEME:**

Please write a summary of your plan (what would someone expect to see during a visit to your site)?

MAGNET LEADERSHIP TEAM MEMBERS	NAME
Principal	
Magnet Coordinator	
Magnet Director	Victoria Callison
Magnet Senior Program Coordinator	Laurie Westfall
Magnet Senior Program Coordinator	Adelle McNiece
Marketing Specialist	Sally Jacunski

MAGNET LEADERSHIP TEAM MEETINGS	
How many days a month does your Magnet Leadership Team meet?	
Please provide dates/times when your Magnet Leadership Team meets? (ex: Tuesdays @ 1:00 pm)	

TUSD

TUSD_000505

Magnet Improvement Plan

Complete the Magnet Review Summary.

With data and information available to you, analyze the needs of your school. The goal is for the school's magnet 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 magnet goals.

Only areas marked "NO" need to be addressed in your Magnet Improvement Plan.

Magnet Review Summary

Strategy #		YES	NO
1	Does your current enrollment meet the definition of integration?		
1	Is your magnet program attracting students to support integration and diversity at your school?		
1	Is your magnet program retaining students to support integration and diversity at your school?		
2	Is the curriculum at this school:	documented?	
		paced?	
		assessed?	
		reflected?	
		adjusted?	
2	Is the curriculum at this school unique?		
2	Is the methodology (pedagogy) implemented at this school unique?		
2	Do students experience theme immersion for a minimum of three hours per day?		
2	Is there theme integration in the curriculum?		
2	Is there theme congruency in the curriculum?		
3	Is there a certification or recognition for teachers who have completed magnet theme related training?		
3	Does our professional development support the magnet content or a specialized delivery of instruction?		
3	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?		
3	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?		
1	Does your magnet have a recruitment plan that includes community partnerships?		
1	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		
3	Has this school had a stable staff for the past four years?		
3	Have staff been successful at delivering quality instruction?		
3	Have students in all ethnic categories shown increases in student achievement?		
3	Does your Title I Plan support or supplement you magnet theme?		

Magnet Improvement Plan

Section 2: Developing your School's Magnet Improvement Plan

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

MAGNET GOAL: INTEGRATION

USP Description: The Magnet School Plan shall, at a minimum, set forth a process and schedule to... identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school. **[III.E.3.xi]**

Magnet Strategy 1: ENROLLMENT

[See MAGNET REVIEW: ENROLLMENT (Section 1), RECRUITMENT AND MARKETING (Section 6)]

USP Description:

The District shall continue to implement magnet school/program as a strategy for assigning students to schools and to provide students w/opportunity to attend an integrated school. **[II.E.1]**

The District...shall recruit a racially and ethnically diverse student body ...to ensure that the schools are integrated to the greatest extent practicable. **[II.E.2]**

An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment.**[II.B.2]**

SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Recruitment		1. 2. 3.		
Marketing		1. 2. 3.		
Retention		1. 2. 3.		

Magnet Improvement Plan

Magnet Strategy 2: THEME DEVELOPMENT

[SEE MAGNET REVIEW: CURRICULUM/ASSESSMENT (Section 2)]

USP Description:

In creating the Plan, the District shall... improve existing magnet schools and programs that are not promoting integration [III.E.3.ii]

SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme-Based Professional Development (Research)		1. 2. 3.		
Theme Visibility Development		1. 2. 3.		
Theme Integration with Common Core Curriculum (Planning Phase)		1. 2. 3.		
Scope and Sequence (Planning Phase)		1. 2. 3.		
Unit Development, Including Assessments (Planning Phase)		1. 2. 3.		

Magnet Improvement Plan

Magnet Strategy 3: KEY PERSONNEL

[SEE MAGNET REVIEW: PROFESSIONAL DEVELOPMENT (Section 3), KEY PERSONNEL (Section 4), LEADERSHIP (Section 5), STABLE AND SUCCESSFUL STAFF (Section 7)]

USP Description:

In creating the Plan, the District shall...ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet.[III.E.3.vi]

The Magnet School Plan shall, at a minimum, set forth a process and schedule to... provide necessary training and resources to magnet school and program administrators and certificated staff;[III.E.3.ix]

SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

Magnet Improvement Plan

Magnet Strategy 4: FAMILY ENGAGEMENT

USP Description:

The Magnet School Plan shall, at a minimum, set forth a process and schedule to...include strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students; **[III.E.3.x]**

SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

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

Ochoa
Elementary

Ethnicity	2009-10		2010-11		2011-12		2012-13 (day 20)	
	N	%	N	%	N	%	N	%
White	0	0%	2	1%	1	1%	6	2%
African American	3	1%	3	1%	4	2%	7	3%
Hispanic	189	90%	174	85%	157	83%	208	84%
Native American	19	9%	23	11%	25	13%	25	10%
Asian	0	0%	0	0%	0	0%	0	0%
Multi-racial	-	-	2	1%	3	2%	2	1%
Total	211	100%	204	100%	190	100%	248	100%

District Enrollment 54,962 100% 52,877 100% 51,388 100% 51,638 100%

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 However, Ochoa has increased integration from 1% in 2009/2010, to 5% in 2012/2013, when looking at enrollment of White and African American children. For the same



time period, enrollment of Hispanic children has gone from 90% in 2009/2010, to 84% in 2012-2013.

Test 2: Attraction/Flight

Ethnicity	Attraction Number	Attraction Percentage	Flight Number	Flight Percentage
White	4	3%	1	1%
African American	7	6%	0	0
Hispanic	94	81%	77	86%
Native	8	7%	10	11%
Asian	0	0	0	0
Mixed Race	3	3%	2	2%
Total	116	100%	90	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	2	2	0	1	4%	3%	0	3
Hispanic	42	58	1	27	89%	89%	50%	87%
Native American	3	4	0	3	6%	6%	0	10%
Asian	0	0	0	0	0	0	0	0
Mixed Race	0	1	1	0	0	2%	50%	0
Total	47	65	2	31	100%	100%	100%	100%

The drop in numbers reflect the change-over in 2011-2012, from Open Enrollment to Magnet Enrollment in 2011-2012

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	0	0	1	4	0	0	1%	4%
African American	0	0	3	5	0	0	4%	5%
Hispanic	0	0	62	92	0	0	87%	84%
Native American	0	0	4	8	0	0	6	7%
Asian	0	0	0	0	0	0	0	0
Mixed Race	0	0	1	1	0	0	1%	1%
Total	0	0	71	110	0	0	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			4	8			2	3
African American			4	2			4	2
Hispanic			115	57			92	35
Native American			8	4			7	3
Asian			0	0			0	0
Mixed Race			4	4			22	1
Total			135	75			107	44

Summary of Test 1- Enrollment by Ethnicity: Ochoa has increased integration from 1% in 2009/2010, to 5% in 2012/2013, when looking at enrollment of White and African American children. For the same time period, enrollment of Hispanic children has gone from 90% in 2009/2010, to 84% in 2012-2013.

S

Summary of Test 2- Attraction/Flight by Ethnicity: Attraction percentage of White (3%) , African American (6%) and Multi-racial (3%) children exceeds their Flight percentages as follows, White (1%) , African American (0%) and Multi-racial (2%) .

Whereas, the opposite holds true for Hispanic and Native children. Attraction percentage of Hispanic (81%) and Native(7%) children is lower than their flight percentages – Hispanic (86%) and Native (11%).

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

The drop in numbers reflect the change-over in 2011-2012, from Open Enrollment to Magnet Enrollment in 2011-2012.

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

Increase in Anglo, African American, Native American and Mixed Race is evidenced. The growth is small but has increased in each of the past two years.

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

2011 -2012 showed a significant increase, however, 2012 – 2013 is showing a slower growth that could very well be attributed to the threat of school closure.



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

YES

NO

The 2012-2013 academic year, has been the first year to benefit from the intention of the Magnet Grant, as evidenced by Ochoa's adopting and marketing the Reggio approach to education. It is the 2nd true year of the grant, and not the 3rd, as the funding documentation would indicate. Key personnel were not in place to support the Reggio approach until March of 2011, and funding began in September 2010. Though funds were expended on Professional Development to introduce this new approach to teaching faculty, there were no staff in place to follow-through and support changes, accommodations, and new practices.

In addition, marketing materials and community outreach was not initiated until Fall 2011, after which brochures, videos, TV and radio spots and other materials were developed and made available to the wider community.

As a result of this data:

- Ochoa should be evaluated as a Magnet school that is now in the beginning of its 2nd year, not 3rd.
- The District should take responsibility for vulnerability of this magnet school, due to threat of school closure.
- The District must take responsibility for the slow implementation of the Reggio Approach, as it dictates curricula, teaching strategies and high stakes testing schedules that are at direct odds with this approach. It creates a pedagogical dichotomy that impedes the creativity, the multi-dimensional teaching strategies, and the documentation and assessment of learning that are implicit in this approach to education.
- Despite the generous funding and the Pedagogistas and Studio Teachers who are in place, the District places Ochoa teachers in the impossible position of implementing a new approach to elementary education within a traditional framework that has very little room for innovation.



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.		There is a written curriculum that is unique to this school and theme.		There are assessments directly related to written curriculum and theme that are unique to this school.		There are lesson plans that document evidence that the curriculum is being implemented and assessed.	
	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 Approach instruction daily	Percentage of time spent in specific magnet theme instruction
Kindergarten	325	165	50%
First	325	165	50%
Second	325	80	25%
Third	325	165	50%
Fourth	325	165	50%
Fifth	325	80	25%

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 / Research Areas	x	
Magnet curriculum is project-based. Project Planning Obviously	x	
Magnet curriculum is integrated in all subject areas. Lesson Plans/Lesson Maps See attached		
The way in which curriculum is <u>delivered</u> is unique to this school.	x	



Curriculum delivery methodology includes multiple opportunities for student interaction. Walk through Instruments See Teaching and Learning Framework	x	
Data is collected on student mastery and revisions made in curriculum delivery. Evidence of data reviews See Data Notebooks on site Assessment reviews based on theme content See Testing Schedules	x	
Curriculum is reviewed at least annually and adjustments made. Sign In Sheets Noted Curriculum Changes	x	

Summary of Test 6: Curriculum

The RE Approach is a teaching/learning approach that is inquiry-based in the truest sense, meaning that children's questions drive the learning process and provide rich fuel for the teacher to use in planning learning experiences. The role of the teacher then, is to shape a dynamic contextual curriculum that unites the children's inquiries, interests and needs, with her/his knowledge of the subject matter and the diversity of learning strategies in a way that gives gusto, joy and rigor to the learning process.

This dynamic **contextual curriculum** focuses on developing depth of knowledge across all learning domains and provides children with diverse opportunities to communicate, narrate, identify and symbolically represent their growing understanding, their increased skilled development and a life-long disposition for learning, in a *100, 100 ways*. The resulting curriculum should reference core curricular learning standards and teaching strategies that provide for small group learning, differentiated instruction and the use of materials, tools and processes to support the learning.

The Ochoa curriculum is therefore, guided by *Skills for the Future*, a research based 21st Century teaching and learning framework, compiled by Dr. Elizabeth Fagan, former TUSD Superintendent, and the contextual experiences that ensure rigorous learning, relevance to life experiences and relationships that are defined by respect, social responsibility and democracy.

As we enter the 2nd year of the grant, teachers are still using the following curricula: Investigations for Math, Foss Kits for Science, Avenues for English Language Learners, and Balance Literacy approach for Reading/Writing. The RE approach should find its way throughout these frameworks. Please see attached Framework for Teaching and Learning that was developed specifically as a tool for assessment of the Reggio approach.

Assessment is an integral part of a Reggio-inspired approach of teaching and learning. Assessment is the professional action of continuously examining and re-examining what is being taught, why it is being taught and how it is being taught, as well as analyzing what is being learned over time using a variety of formal, informal and standardized assessment tools.

Assessment must be done in collaboration with children, teachers, families, community members, administrators, researchers and policy makers. The process of assessing teaching and learning is an ethical one and must reflect the



values and beliefs that are espoused by those who live and work in the school community. Learning should not be measured in one-size fits all ways that are legislated as expedient means of gaining educational, political and or financial power.

Assessment in a Reggio-inspired school involves observing, reflecting and documenting children's learning in a variety of ways. Documentation, the hallmark of a Reggio-inspired program, is the process, the collection, the analysis and the presentation of children's learning in ways that communicate children's growing understanding, their increased skill development and the strength of their disposition to research, to create and to understand in relationship to the world around them.

Please see attached Framework for Teaching and Learning that was developed specifically as a tool for assessment of the Reggio approach

Lesson Plans (see attached planning framework and protocols)

Lesson plans should reflect projects, investigations, opportunities for research and skill development that are planned and recorded. These should be clearly visible and used, not as "fait accompli" but as a dynamic planning tool that is refined, and shaped on a daily basis. The plans should reference core curricular learning standards, and teaching strategies that provide for small group learning, differentiated instruction and the use of materials, tools and processes to support the learning.

Summary of Test 7:

The intention of the Magnet is to frame all teaching strategies with inquiry, an experience rich context and opportunities for small collaborative groups. Regardless of the curriculum used, and Ochoa is using several, the grant funded Reggio approach is to scaffold learning, to offer complex questions for children's consideration and to differentiate instruction. These strategies should be offered throughout the day and in every school experience.

Summary of Test 8:

Implementation is still uneven throughout the school, though Reggio-inspired teaching and learning strategies should be offered throughout the day and in every school experience.

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

YES NO Reggio-inspired schools do not have a Reggio Curriculum.

Reggio inspired programs build on the interests of the child, they rely on the knowledge of teachers, and the framework of the school to foster inquiry as the primary approach to learning, to support creative and innovative teaching strategies , and to make available a continuous schedule of professional development that deepens and challenges the pedagogical framework of teaching and learning.



Is the curriculum at this unique? YES NO

The curricula that you will see in evidence at Ochoa is a blend of traditional math and literacy curricula, as well as teacher initiated studies and research that respond to the interests and questions of children.

Is the methodology / approach not methodology implemented at this school unique? YES NO

The Reggio approach is a belief system that creates a framework for inquiry, research and study that is responsive to the inquiries of children, that is informed by the standards of the state and district, and that creates documentation that makes the learning visible, that is used in planning ,and that serves as a form of authentic assessment.

Do students experience theme immersion for a minimum of three hours per day?**YES NO**

The Reggio approach is as evident in the Dining Room as it is in the classroom. It informs every experience, every relationship and every environment in the school.

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

Grade Level meetings and Professional Development are both horizontal and vertical – collaborations are also, horizontal and vertical.

- Kinders are working with 3rd graders on the Healing Garden Project.
- All three, third grades are developing the Ochoa News Project that will include 4th graders.
- Two advanced math Kinders are attending 3rd grade Math lessons.
- A study of plants, seeds and ecosystems is happening across grade levels and teachers are collaborating at grade level meetings and informally across grade leveles

As a result of this review:Comments From the Field

Though fiscally, it appears that Ochoa Community Magnet School is in its third year of implementation, in reality Ochoa is beginning its second year of implementation. Initial funding arrived in September 2010, however, the hiring of key personnel did not happen until February/March of 2011, resulting in a loss of six months of work. As data is collected for this third year review of magnet implementation, the reality is that the data specific to magnet implementation at Ochoa reflects the resultsof only one, full academic year (2011-2012) and the beginning months of the 2012-2013 academic year.



Arizona's school year is August through May, and the late hiring did not allow for much more than an introduction. Ochoa had five staff who were actively resisting the school's new direction, and they were influencing the climate of change with threats, resistance and rudeness. At the end of the 2011 school year, all but one left to work at other schools which allowed for new hires. New staff entered in Fall of 2011, with an understanding of the intention of Ochoa, but with no previous knowledge of the RE Approach, and two were first year teachers.

The complex environment that Magnets find themselves in, makes implementation of new pedagogical approaches almost impossible. Unless the district loosens requirements re: curricula, staff training, and hiring the unique requirements of each of the magnets, cannot be fully realized. Each school needs to have room to develop its unique identity and approach to teaching and learning, or else these federally funded initiatives will have been accepted by the school district under false pretense.

The role of the professional (teacher) is limited to delivering standardized curricula on a rigid time schedule using prescriptive teaching strategies that are inquiry based in name only. Learning outcomes are measured in narrow ways with standardized assessment tools and then linked to teacher salaries or school labeling. This creates a hostile environment for developing and nurturing 21st Century Skills that are the cornerstone of many of the magnet programs.

The hope of the Ochoa Magnet grant was to bring to life a pedagogy guided by the belief in the competent child, informed by the competent teacher and her/his understanding of curricular expectations, and the school's framework of a socio-constructivist approach to learning. These three elements of the learning environment create a context of inquiry, experimentation, research and discovery, and a rich assortment of materials, tools and processes that in combination, deepen all learning and understanding. The protagonists come together to create a collaborative construction of knowledge, understanding and skill development.

The Magnet Grant insists that the integrity of the Reggio approach is implemented, maintained and sustained. However, this can only happen when the school is permitted to suspend traditional teaching practices that rely on commercial curricula that are standardized, highly prescriptive, paced and sequential in construction. Easy to deliver and easy to test. Despite the attractiveness of uniformity and reliability, the profession of education is one of creativity and innovation, experimentation and research. Learning is a process not a product and assessments must be aligned more to the investigating, the theorizing, to the research and findings of the learner. Magnets allow for this kind of schooling and the many ways of teaching and learning. They provoke a focused study of study by providing time and resources for awarded schools to begin to implement and assess alternative approaches.

Ochoa is grateful for this infusion of funding to explore the Reggio approach to teaching and learning and to create a learning environment for teachers and children that is characterized by creativity and innovation – the life-blood of the future. The pedagogy of *info in and info out...* is over at Ochoa, and should be over throughout the district.



Ochoa cannot meet the intention of the magnet grant , unless school's leadership is able to renegotiate the district's mandates for curricula and continual high-stakes testing. Ochoa cannot meet the intention of the magnet grant unless the school leadership is able to articulate and expect that teaching staff will attend and apply new learning specific the Reggio approach. Ochoa cannot meet the intention of the magnet grant unless teachers collaborate with each other, and continually work with pedagogistas to transform their teaching strategies and planning practices.

Without substantial change in the district's support for creative and innovative schools that are funded to prepare students for the 21st Century, and despite the strong financial and pedagogical infrastructure that is in place at Ochoa due to the Magnet Grant, Ochoa will not be able to realize its potential as a Reggio-inspired public, elementary school.



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 (2 year average)
Delia Barcelo		57	58.5	57.75
Brandi Ruiz		83.5	23.5	53.5
Alejandra Elias-Calles		82.5	48.5	65.5
Melissa Ellison		15.5	48.5	32
Susan Davis-Shaw		122.5	57.5	90
Carrie Smith		4.5	49.5	27
Cameron Carley		4.5	80.5	42.5
Pauline Baker		85	75.5	80.25
Mimi Gray		147.5	102.5	125
Yolanda Sethi		139	102.5	120.75
Christina Lopez		78	23.5	50.75
Julie Elvick-Mejia		79.5	26.5	53
Angela Bennett		4.5	77.5	41
Vicki Walker		101	26.5	63.75
Paula McPheeters		77	30.5	53.75
Irene Gonzales		50	0	25
Margie Hensger		50	0	25
Renee Bennett		7.5	0	3.75
Heidi Aranda		139	102.5	120.75

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.	72.2%	63.1%	92.6%
(4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	83.4%	61.1%	95.8%
(5) Operating as a professional learning community helps to improve instruction at this school.	84.2%	73.7%	96.1%
(6) My professional growth is valued, supported and encourage as part of my job.	90.9%	90.4	93.3%



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		Individual planning by teachers are documented by lesson plans.
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets	X		1 st – 2 nd Meet weekly 4 th -5 th Meet weekly Grade Levels Meet Wkly Notebooks for each one has sign-in, Agendas and notes Special Collaborations include 5 th with Kinders Reading, 3 rd with Kinders Garden Project
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets	X		Grade Levels Meet Wkly Notebooks for each one has sign-in, agendas and notes

Summary of Test 9:

Professional Development specific to Reggio philosophy, practice and strategies has been well documented and Ochoa teachers and staff have had PD with the pre-eminent scholars such as, Dr. Lella Gandini, Dr. Karen Haigh, Barbara Acton, and our own Studio Teacher Pauline Baker. In addition, Ochoa has had the benefit of its close association with the Tucson Children's Project and its mission to bring Reggio scholars to Tucson for PD with the Southern AZ community of educators.

Summary of Test 10:

In general, Ochoa teachers feel that their access to PD is relevant to their work and that their professional growth is not only valued but is critical to the success of the school.

Summary of Test 11:

Each grade level meets weekly with Pedagogistas, Studio Teachers, and often with the Principal in attendance. Project development, learning environments and collaborations have been the consistent focus, with emerging topics and issues given time as needed. This is an



essential commitment if implementation of the RE approach is to occur. It is new to teachers and without this weekly time, we would not be able to discuss, study and implement new strategies.

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

There is no certificate for Reggio –inspired teachers. Rather, it is a philosophy and practice that is learned through professional development, observation and program visitations, collaboration and study.

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

Please note the number of hours of PD and the scholars who have been at Ochoa, working directly with teachers and staff.

As a result of this review:

Professional Development is consistent with the intent of the Magnet and is directed to increasing the understanding and implementation of the Reggio Approach to teaching and learning.

Data from the School Quality Survey shows a distinct improvement from 2009-2010 through 2011-1012. The first year of the funding (2010-2011) had lowest scores as the staff were in transition – many who were resisting this approach clearly demonstrated that in the survey. By 2011 -2012, new staff were on board and there was a more unified agreement as to the direction of the school.



Section 4 - Key Personnel

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

12	<u>Key Personnel</u>	Yes	No	Action
12.1	This school has a designated Magnet Coordinator. Name: Mimi Gray 1 FTE Attestation(s): Time and Effort: 100% dedicated to Magnet	X		
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. Mimi Gray 1 FTE 100% Magnet 2. Yolanda Sethi 1FTE 100% Magnet 3. Pauline Baker 1FTE 100% Magnet 4. Jackie Wortman .6 FTE 100% Magnet	X		
12.3	There is a magnet team. (Names and Position) There is a Leadership Team that meets twice weekly. 1. Heidi Aranda, Principal 2. Mimi Gray, Pedagogista 3. Yolanda Sethi, Pedagogista 4.. Kira Moore-Rendon, LSC In addition, there is a Magnet Theme Leadership Team who meet with Leadership Team members, at a separately scheduled time: Pauline Baker, Studio Teacher Paula McPheeters, PACE Delia Barcelo, 1 st Grade Valerie Hummel-Lynch, 3 rd Grade Brandi Ruiz, Kinder Angela Bennett, 4 th /5 th Hortencia Cocoba, Instruct. Spec.	X		
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions	X		
12.5	Staffing decisions are made with the intent of strengthening the magnet.. Staffing assignments, due to additional funding,	X		



	have allowed for an Instructional Specialist at each grade level, a Librarian and a strong 21 st Century Before and After School Program. All of these strengthen the intent of the Magnet as they provide the instructional support that allows teachers to implement rich, relevant and rigorous learning experiences in their classroom that are designed to support children's inquiry, creativity and innovation.			
--	---	--	--	--

Summary of Test 12- Mimi Gray, Yolanda Sethi and Pauline Baker have travelled to Reggio Emilia, Italy to visit the schools and participate in a Study Tour (2008) that was designed to inform educators from the U. S. of the RE approach as it has been developing in Reggio Emilia since the 1960's.

New teaching staff that have been hired, have been prepared during the hiring process to expect to participate in a socio-constructivist approach to learning , that is inspired by the schools in Reggio Emilia. Though most have had no experience with the pedagogy, they have all expressed a desire to learn more and to participate fully in the Ochoa journey. Ochoa's PD schedule and the internal support of the Pedagogistas increase new staff's access to the philosophy and practice of the RE approach to teaching and learning.

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

Mimi Gray, Yolanda Sethi and Pauline Baker have travelled to Reggio Emilia, Italy to visit the schools and participate in a Study Tour (2008) that was designed to inform educators from the U. S. of the RE approach as it has been developing in Reggio Emilia since the 1960's

As a result of this review



Key personnel are in place to support the implementation of the Magnet. There is strong support for the teachers and staff at Ochoa, with two Pedagogistas in place and two Studio Teachers. The essential role of Studios is unique to the RE approach and Ochoa is fortunate to have two *materials studios* and one *rhythm and beats studio* that is tied to the language of music.

The Leadership Team is responsible for maintaining the integrity of the Magnet Grant throughout the school.

The Magnet Theme Leaders Team is responsible for advising re: Professional Development, curricular frameworks, and collaborations with families and community. They represent the K-5 grade levels and classified staff. Together with the Leadership Team, there is a cohesive approach to fulfilling the intent of the Magnet.



Section 5 - Leadership

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

13	<u>Leadership</u>	Yes	No	Action
13.1	The school has an organizational plan for communication of magnet theme implementation. Organizational plan.	XX		
13.2	The school has developed a three year plan for magnet implementation and sustainability. See Attached 3-5 year Plan developed with Ochoa staff and Dr. Karen Haigh.	XX		Ochoa has received Desegregation Funding and expects to use continued funding to support the intention of the Magnet.
13.3	All stakeholders receive regular information about magnet INTENTIION, implementation, reviews, and adjustments. Agendas Minutes Newsletters	XX		Site Council Lunch Linking to your Child's Learning Cafecitos Promise Neighborhood Mtgs.
13.4	The programmatic needs of the magnet theme drives budgetary allocations. (Of discretionary funding, at least 80% of the budget can be linked to magnet program) Budget Allocations are consistent with intention of the Magnet.	XX		
13.5	All programs in the school support the magnet INTENTION. Ochoa is in the 2 nd month of its 2 nd full year of Magnet implementation. Traditional curricula are still in place, in math (Investigations), ELL (Avenues), and science (Foss). A balance literacy approach is evident in most classrooms, with a framework that is informed by the Daily 5.	XX		

Summary of Test 13:



The intention of the Magnet is consistently addressed throughout the school culture and is always featured in meetings, collaborations and partnerships with community 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

Despite the Leadership Team and the organizational structure that is in place to deliver the magnet intention with absolute fidelity, it has been very difficult to implement fully the intention of the magnet due to the constraints placed on all district schools, most of which do not match the intention and strategies of Ochoa's funded effort to become a RE inspired elementary school.

As a result of this review:

Leadership and internal supports are in place to realize the intention of the Magnet. However, the context of the district and the state, slow the implementation and thwart creativity and innovation that are the cornerstones of the social constructivist understanding of learning that is the Reggio approach.



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.	XX		Cafecitos on 10/18 and 10/19
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		XX	
14.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising			
14.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support	XX		
14.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations – No formal celebrations have been held, but on-going collaborations have been significant support for Ochoa.		XX	*Univ. of Arizona *JVYC *House of Neighborly Services *Tucson Children's Project

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 See Attached Framework and Agenda	XX		
15.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions	XX		Active collaboration with Desert Spring and on-going Tours of the school.



--	--	--	--	--

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 See attached schedule of Marketing Events carried out by central Magnet office.	XX		This is carried out centrally at the Magnet Office.
		Yes	No	Action
15.4	Marketing materials have been developed and distributed. Examples of materials See attached samples.	XX		Brochures, business cards, Newsletters....
15.5	The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan. Marketing data Plan revisions	XX		

Summary of Test 14:

Summary of Test 15: Marketing is a centrally carried out initiative. Community partnerships and collaborations are carried out between Ochoa and partners – Univ. of AZ and Tucson Children's Projects are true pedagogical collaborators. House of Neighborly Services and John Valenzuela Center are programmatic collaborations.

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

Key partners are early learning centers in the community who are also Reggio-inspired. Outreach and visitations have been scheduled with positive results. The partnership with Tucson Children's Project has been especially helpful in the area of Professional Development and bringing RE scholars to Ochoa to work with staff and administration.



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:

Marketing efforts have been vigorous and consistent – TV, radio, print and video.



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		5 out of 11	45%	3	27%
2010-11		3 out of 9	33%	3	33%
2011-12		3 out of 10	30%	1	10%
2012-13		3 out of 11	27%	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		0	0	0	0	0	0	0	0
2010-11		3	33%	0	0	0	0	0	0
2011-12		1	10%	0	0	0	0	0	0
2012-13		0	0	0	0	0	0	0	0

Summary Test 16:

This data reflects numbers and percentages of teachers, not the entire staff.

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

Staff who have left Ochoa were not ready or willing to work within the scope of a Reggio-inspired school. Turnover had to occur, and as the data reflects, it has decreased. We feel that this is due to teachers making professional choices to leave and others making professional choices to study the Reggio approach at Ochoa.



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 11	11	100	0	0	0	0	0	0
2010-11 9	9	100	0	0	0	0	0	0
2011-12 10	8	80	2	20	0	0	0	0
2012-13 11	11	100	0	0	0	0	0	0

Test 17 Summary:

Although teachers have been effective, their ability to provide and inquiry based social constructivist model for instruction has been a challenge and if they were evaluated on the their effectiveness within this model, the results would be different.

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.

See Attached Data based on ethnicity, as reported by TUSD. Interestingly, though Ochoa has African American students, there is not data reported for them.

AIMS Multi-Year Summary Results

Area:		White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total
READ	% Mast	09-10						
		10-11						
		11-12						
		Change						
MATH	% Mast	09-10						
		10-11						
		11-12						
		Change						



School/Site:		Ochoa								
Test Grade		Reading			Writing			Mathematics		
		09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
3	% Mastery	68.4	69.0	63.6	0.0	0.0	0.0	52.6	72.4	40.9
	N	19	29	22	0	0	0	19	29	22
4	% Mastery	51.6	58.1	47.2	0.0	0.0	0.0	41.9	22.6	52.8
	N	31	31	36	0	0	0	31	31	36
5	% Mastery	58.8	54.5	70.4	73.5	24.2	29.6	32.4	30.3	33.3
	N	34	33	27	34	33	27	34	33	27
All Grades	% Mastery	58.3	60.2	58.8	73.5	24.2	29.6	40.5	40.9	43.5
	N	84	93	85	34	33	27	84	93	85

Test 18: Summary

See Attached Data based on ethnicity, as reported by TUSD. Interestingly, though Ochoa has African American students, there is not data reported for them.

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

YES

NO



Section 8- Title I**Summary of Title I Needs Assessment:****Identify 4-5 strengths found from the Needs Assessment:**

- School Climate is positive, 96% of staff is satisfied with the school.
- Increase in math achievement in 4th grade
- Increase in reading achievement in 5th grade
- Attendance increased from 91.65% To 93.41%
- Reading scores not taking large dips and spikes

Identify 4-5 challenge areas found from the Needs Assessment:

- Low achievement in 3rd and 5th grade math
- Low achievement in 4th grade reading
- High percentage of kindergarten students not at benchmark at beginning of year
- Low achievement of 5th grade writing
- Inconsistent math achievement some grade levels stronger than others.

Test 18: Title I: Attach "Action Plan"

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

YES

NO

See in attached Title 1 plan 2012-2013.



Elementary Magnet Review Summary

Section Number		YES	NO
1	Does your current enrollment meet the definition of integration? It reflects the demographics of Southern AZ, which is not Anglo dominant.		XX
1	Is your magnet program attracting and retaining students to support integration and diversity at your school?	XX	
2	Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?	XX	
2	Is the curriculum at this school unique? Ochoa is still using curricula and frameworks that used throughout the district, however, the school is in the process of infusing these traditional curricula with the RE approach which is a social-constructivist approach to learning.	In process	
2	Is the methodology implemented at this school unique?	XX	
2	Do students experience theme immersion for a minimum of three hours per day? This is not a RE principle, however, the philosophical framework informs all teaching and learning.	XX	
2	Is there theme integration and congruency in the curriculum? There are protocols that tie all studies to the constructivist approach to learning, which are framed by the state standards and common core.	XX	
3	Is there a certification or recognition for teachers who have completed magnet theme related training?		XX
3	Does our professional development support the magnet content or a specialized delivery of instruction?	XX	
4	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?	XX	
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?	XX	
6	Does your magnet have a recruitment plan that includes community partnerships?	XX	



TUSD

Elementary Magnet Review

School

6	Does your magnet have a marketing plan that includes the collection and review of indicators for success?	XX	
7	Has this school had a stable staff for the past four years? Averaged turnover for the past four years, would be about 20%, however, as the intention of the Magnet grant became more clearly defined in 2011 -2012, 4 teachers asked for reassignments and Ochoa was able to hire teachers who were fully ready to embrace the Reggio approach.	XX	
7	Have Staff been successful at delivering quality instruction? We are in process. 80% of the PD at Ochoa is Reggio inspired, 100% of that is funded by the Magnet grant.	XX in process	
7	Have students in all ethnic categories shown increases in student achievement? Based on the AIMS, Hispanic children showed increases in Math and Writing, and Native American children showed increases in Reading.		XX
8	Does your Title I Plan support or supplement you magnet theme? Plan is highly reflective of the RE Approach and the intention of the Magnet.	XX	

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

Yes, central office has created a viable pathway of community connections for continued marketing.

What do you need to do?

Ochoa needs to update a marketing timeline and make certain that materials reflect current data .



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		2012-13 (day 20)	
	N	%	N	%	N	%	N	%
White	50	9%	37	6%	35	5%	20	3%
African American	20	4%	15	2%	8	1%	7	1%
Hispanic	417	79%	552	82%	576	82%	570	85%
Native American	37	7%	60	9%	73	10%	61	9%
Asian	3	1%	3	0%	8	1%	6	1%
Multi-racial	-	-	3	0%	4	1%	4	1%
Total	527	100%	670	100%	704	100%	668	100%

Test 2: Attraction/Flight

Ethnicity	Total Living in School Boundary		Total Leaving Boundary School		Total Staying in Boundary School		Total Entering from Outside of School Boundary		Total School Enrollment	
	N	%	N	%	N	%	N	%	N	%
White	20	14%	11	24%	9	9%	26	4%	35	5%
African American	0	0%	0	0%	0	0%	8	1%	8	1%
Hispanic	83	56%	22	49%	61	59%	515	86%	576	82%
Native American	35	24%	9	20%	26	25%	47	8%	73	10%
Asian	8	5%	2	4%	6	6%	2	0%	8	1%
Multi-racial	2	1%	1	2%	1	1%	3	0%	4	1%
Total	148	100%	45	100%	103	100%	601	100%	704	100%



Test 3: Open Enrollment

Ethnicity	2009-10				2010-11				2011-12				2012-13 (day 20)			
	Enrollment		Open Enr.		Enrollment		Open Enr.		Enrollment		Open Enr.		Enrollment		Open Enr.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	50	9%	13	7%	37	6%	5	2%	35	5%	6	3%	20	3%	5	3%
African American	20	4%	9	5%	15	2%	3	1%	8	1%	2	1%	7	1%	2	1%
Hispanic	417	79%	147	82%	552	82%	176	87%	576	82%	161	86%	570	85%	156	86%
Native American	37	7%	11	6%	60	9%	18	9%	73	10%	19	10%	61	9%	19	10%
Asian American	3	1%	0	0%	3	0%	0	0%	8	1%	0	0%	6	1%	0	0%
Multi-racial	0	0%	0	0%	3	0%	0	0%	4	1%	0	0%	4	1%	0	0%
Total	527	100%	180	100%	670	100%	202	100%	704	100%	188	100%	668	100%	182	100%

Test 4: Magnet Enrollment

Ethnicity	2009-10				2010-11				2011-12				2012-13 (day 20)			
	Enrollment		Magnet		Enrollment		Magnet		Enrollment		Magnet		Enrollment		Magnet	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	50	9%	25	10%	37	6%	18	5%	35	5%	9	3%	20	3%	4	1%
African American	20	4%	8	3%	15	2%	7	2%	8	1%	5	1%	7	1%	3	1%
Hispanic	417	79%	215	83%	552	82%	286	87%	576	82%	294	87%	570	85%	318	90%
Native American	37	7%	12	5%	60	9%	15	5%	73	10%	26	8%	61	9%	22	6%
Asian American	3	1%	0	0%	3	0%	0	0%	8	1%	1	0%	6	1%	1	0%
Multi-racial	0	0%	0	0%	3	0%	2	1%	4	1%	3	1%	4	1%	4	1%
Total	527	100%	260	100%	670	100%	328	100%	704	100%	338	100%	668	100%	352	100%

Only 6th-8th graders

Ethnicity	Number Magnet Enrollment				Percentage Magnet Enrollment			
	09-10	10-11	11-12	Current	09-10	10-11	11-12	Current
White	30	22	13	5	8.4%	6%	3.5%	1.4%
African American	11	9	6	5	3.3%	2%	1.6%	1.4%
Hispanic	271	315	319	316	81.4%	85%	86%	89%
Native American	23	18	27	21	6.9%	5%	7.3%	6%
Asian	0	0	2	1	0	0	.5%	.2%
Mixed Race	0	3	3	4	0	.8%	.8%	1.1%
Total	333	367	370	353				



Test 5: Applications/Acceptances

Ethnicity	2010-11				2011-12				2012-13 (day 20)			
	Applications		Placements		Applications		Placements		Applications		Placements	
	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	18	5%	3	2%	22	5%	2	1%	9	3%	1	1%
African American	12	3%	3	2%	6	1%	1	1%	9	3%	1	1%
Hispanic	334	84%	137	89%	362	85%	132	86%	319	89%	138	91%
Native American	28	7%	9	6%	31	7%	16	10%	19	5%	9	6%
Asian American	1	0%	0	0%	3	1%	2	1%	1	0%	0	0%
Multi-racial	5	1%	2	1%	4	1%	1	1%	3	1%	2	1%
Total	399	100%	154	100%	428	100%	154	100%	360	100%	151	100%

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

Summary of Test 1- Enrollment by Ethnicity:

Our Hispanic enrollment is 86% with the next largest ethnic group being Native American at 10%.

Summary of Test 2- Attraction/Flight by Ethnicity:

Our enrollment indicates that we must work on attracting students other than Hispanic.

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

Note: Roskruge MS does not have a neighborhood per se.

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

Note: Roskruge MS does not have a neighborhood per se.

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

Our enrollment indicates that a low number of non Hispanic students are being placed at Roskruge per applications.



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 are aware that we face a difficult task in increasing the number of non Hispanic students at Roskruge with the reality that our current Hispanic enrollment numbers would have to be reduced as we are already at capacity regarding space.



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.		There is a written curriculum that is unique to this school and theme.		There are assessments directly related to written curriculum and theme that are unique to this school.		There are lesson plans that document evidence that the curriculum is being implemented and assessed.	
	Curriculum Map		Written Curriculum		Assessments		Lesson Plans	
	Yes	No	Yes	No	Yes	No	Yes	No
Sixth	<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>	
Seventh	<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>	
Eighth	<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>	

Test 7: During the 2011-12 school years, 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
Sixth	364	120	33%
Seventh	364	120	33%
Eighth	364	120	33%

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. Walk through Instruments		x
Data is collected on student mastery and revisions made in curriculum delivery. Evidence of data reviews Assessment reviews based on theme content		x



TUSD

Middle School Comprehensive Magnet Review

(School)

Curriculum is reviewed at least annually and adjustments made. Sign In Sheets Noted Curriculum Changes		X
--	--	---

Summary of Test 6: Roskrige is lacking a written curriculum specific to Dual Language and also assessments specific to a Dual Language Curriculum. We do have support from our Language Acquisition Department.

Summary of Test 7: 1/3 of the instruction in a school day is specific to our Dual Language

Summary of Test 8: The delivery of our magnet curriculum needs to be re-evaluated

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 must strengthen our Dual Language curriculum and the delivery of such curriculum so our focus is our magnet theme.



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
Nina Womack	24	48	24	32
Ana Viñas	24	48	24	32
Elsa Diaz Hoffman	24	48	24	32
Laura Farias	24	48	24	32
Carina Kennedy	24	48	24	32
Michael Kennedy	24	48	24	32
Angel Vidal	24	48	24	32
Carlos Cardona	24	48	24	32
Eduardo Atjian	24	48	24	32
Rudy Valenzuela	24	48	24	32
Raquel Mogollon	24	48	24	32
K-5				
Anna Manzano	24	48	24	32
Michelle Fugli	24	48	24	32
Adriana Berring	24	48	24	32
Ana Alicia Robles	24	48	24	32
Aida Madero	24	48	24	32

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.	93%	90%	94.7%
(4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	97%	90%	91%
(5) Operating as a professional learning community helps to improve instruction at this school.	97.7%	100%	93.7%
(29) My professional growth is valued, supported and encourage as part of my job.	93.3%	87%	89%



Test 12: 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		
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets		x	
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets	x		

Summary of Test 10: Our teachers are 13 hours short of the 45 hours for PD recommended for magnet theme contentent

Summary of Test 11:

Summary of Test 12: Our teachers do have ample daily team planning time but are lacking additional vertical planning on a weekly basis

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

As a result of this review: We understand that in addition to horizontal planning time we must allow consistent weekly vertical planning time as well.



Section 4 - Key Personnel

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

12	<u>Key Personnel</u>	Yes	No	Action
12.1	This school has a designated Magnet Coordinator. Name: _____ FTE _____ Attestation(s) Time and Effort		X	
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. Marcela Zepp 2. 3. Attestation(s) Time and Effort	X		School Improvement Coach
12.3	There is a magnet team. (Names and Position) 1. 2. 3. 4. 5.		x	
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.	X		
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.	x		

Summary of Test 12-

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

As a result of this review: We are in agreement that having a magnet coordinator in place at Roskrige will facilitate the implementation of our Dual Language program



Section 5 - Leadership

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

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

Summary of Test 13: We are lacking the multiple stakeholders and also a 3 year plan

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? YES **NO**

As a result of this review: An organized magnet leadership structure is lacking at Roskrue which has contributed to the Dual Language focus not being implemented with fidelity.



Section 6 - Recruitment and Marketing

Test 16: There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

16	Indicator	Yes	No	Action
16.1	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	
16.2	Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey		x	
16.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising		x	
16.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support		x	
16.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations		x	

Test 17: There is a marketing and student recruitment plan.

17		Yes	No	Action
17.1	The leadership team has developed an annual recruitment plan that indicates what, when, where and who. Plan	x		
17.2	The leadership team has reviewed data from prior	x		



TUSD

Middle School Comprehensive Magnet Review

School

	recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions			
17.3	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
17.4	Marketing materials have been developed and distributed. Examples of materials	x		
17.5	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 16: We do have the components in Test 16 but not specific to Dual Language which is our Magnet focus. These components are part of our overall program in our K-8 program. These components are coordinated by our Community Representative.

Summary of Test 17: We have a long list of students waiting to get in via the lottery so we do feel confident that our recruitment and marketing efforts are working for us but our #1 recruitment is through word of mouth.

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

As a result of this review: We can continue with our recruitment and marketing as we have but we do need to focus on specific ethnic groups to help us increase group % other than Hispanic students.



TUSD_000550

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	34	5	14.7%	5	14.71%
2010-11	36	6	16.7%	5	13.89%
2011-12	38	8	21.1%	5	13.16%
2012-13	38	5	13.2%		

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	34	5							
2010-11	36	5		1					
2011-12	38	8				1			
2012-13	38								

Summary Test 16: We are now beginning to have a stable staff who understand the need to do things differently in order to close the achievement gap.

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	34							
2010-11	36							
2011-12	38							
2012-13								



Test 17 Summary: We have teachers that as they have attended the EEI training and attending Common Core training as well they are making adjustments to their planning and delivery of instruction.

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 for Roskruge Middle All Grades

Groups with N size of less than 5 will not be shown

Area:			White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total
READ	% Mast	10-11	71.4	60.0	72.2	53.7	--	--	70.4
		11-12	70.0	80.0	73.6	54.5	--	--	71.5
		Change	-1.4	20.0	1.4	0.9	--	--	1.1
WRIT	% Mast	10-11	50.0	33.3	48.4	45.0	--	--	48.2
		11-12	42.9	--	43.1	25.0	--	--	41.4
		Change	-7.1	--	-5.3	-20.0	--	--	-6.8
MATH	% Mast	10-11	46.4	20.0	45.4	17.1	--	--	42.6
		11-12	50.0	20.0	46.9	25.0	--	--	44.7
		Change	3.6	0.0	1.5	7.9	--	--	2.2



TUSD

Middle School Comprehensive Magnet Review

School

Test 18: Summary- Our increases are gradual for most groups and we do see the need to once again bring Writing back into the focus just like Reading and Mathematics.

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

YES

NO

Section 8- Other



TUSD_000553

Section 8- Title I**Summary of Title I Needs Assessment:****Identify 4-5 strengths found from the Needs Assessment:****Standard 1**

- **Continuous Improvement- A push for excellence (1.13)**
- *Failure is not an option*

Standard 3

- **90% of staff is highly qualified (3.4)**

Standard 4

- **Every single educator knows what they need to teach based on the state standards (4.2)**

Identify 4-5 challenge areas found from the Needs Assessment:**Standard 1**

- **Central office micromanages schools which do not allow for continuous school improvement due to private agendas or pet projects (1.9)**
- **Class sizes too large, not enough time**

Standard 3

- **A systematic process for monitoring , evaluating, and reviewing the curriculum is in place (3.1)**

Test 18: Title I: Attach "Action Plan"**Does your Title I Plan support or supplement you magnet theme?**

TUSD

Middle School Magnet Review

School

YES

NO

Section 8 - Other



2012-2013

[Title I Schoolwide & Continuous Improvement Plan (CIP) For School]

Please write an abstract of your plan (what would someone expect to see during a visit to your site)?

The Roskrige Bilingual Community is committed to providing all students a positive and well rounded Dual Language experience which includes high expectations in all social and academic aspects. As a professional learning community we strive to promote dignity, respect and intercultural proficiency among all stakeholders. All faculty, staff and students are expected to be safe, respectful and responsible for their behavior.

Title I Schoolwide Plan

School Name: Roskruge Bilingual Magnet K-8	Principal: Jose Olivas
Title I Program Type: SWPIII	Made AYP: No
AZLEARNS Legacy Label: Performing	Federal Improvement Label: N/A
AZLEARNS Letter Grade Level: C	Date Plan Submitted: 8-30-12

SCHOOL LEADERSHIP TEAM MEMBERS & SCHOOL COUNCIL SIGNATURE SHEET			
TYPED/ PRINTED NAME	POSITION/ STAKEHOLDER	SITE COUNCIL	SIGNATURE
Jose Olivas	Principal	Yes	
Steve La Turco	A.P.	Yes	
Marcela Zepp	School Improvement Coach	No	
Kathy Osollo	Counselor	No	
Norma Otero	Community Rep	Yes	
Dale Lopez	LSC	Yes	
Darlene Matus	Office Manager	Yes	
Maria Frieden	Parent	Yes	
Monica Sanchez	Parent	Yes	
Matt Merrill	Community Member at Large	Yes	
Rita Verdin	Teacher	Yes	
Angel Vidal	Teacher	Yes	

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

Michael Kennedy	Teacher	Yes	
Ephrem Klein	Teacher	Yes	
Raymond Robles	Parent	Yes	
María Gudiño	Parent	Yes	
Teresa Ortiz	Teacher	Yes	
Raquel Mogollon	Teacher	Yes	
Ana Alicia Robles	Teacher	Yes	
Ricardo Gomez	Parent/PTA	Yes	

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:

Standard 1

- **Continuous Improvement- A push for excellence (1.13)**
- *Failure is not an option*

Standard 3

- **90% of staff is highly qualified (3.4)**

Standard 4

- **Every single educator knows what they need to teach based on the state standards (4.2)**

Identify 4-5 challenge areas found from the Needs Assessment:

Standard 1

- **Central office micromanages schools which do not allow for continuous school improvement due to private agendas or pet projects (1.9)**
- **Class sizes too large, not enough time**

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

Standard 3

- **A systematic process for monitoring , evaluating, and reviewing the curriculum is in place (3.1)**

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 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.

	2012	2011	2010	2009
Percentage of limited English proficient students who attain English Language Proficiency	43.5 K-8	19.1 K-8	35.3 81.3 K-5 6-8	27 22.2 K-5 6-8
Graduation Rate	N/A	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A	N/A
Attendance Rate	92.56%	92.9%	94.77%	94.77%
Made AYP?	No	No	No	No
Federal School Improvement Status	N/A	S1Y1	Warning	Warning

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

AZLEARNS LABEL	C	C	Performing	Performing
----------------	---	---	------------	------------

AIMS Multi-Year Summary Results for 10-11/11-12
Exempt ELLS NOT included

School/Site:		Roskrige Middle								
Test Grade		Reading			Writing			Mathematics		
		10-11	11-12	Change	10-11	11-12	Change	10-11	11-12	Change
3	% Mastery	72.1	83.7	11.6	0.0	0.0	N/A	65.1	74.0	8.9
	N	43	49		0	0		43	50	
4	% Mastery	57.4	59.6	2.2	0.0	0.0	N/A	37.0	38.3	1.3
	N	54	47		0	0		54	47	
5	% Mastery	70.6	64.4	-6.2	46.0	37.3	-8.7	47.1	42.4	-4.7
	N	51	59		50	59		51	59	
6	% Mastery	75.8	73.5	-2.3	50.0	39.8	-10.2	46.9	47.8	0.9
	N	128	113		128	113		128	113	

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

7	% Mastery	79.3	76.5	-2.9	47.1	44.9	-2.2	42.1	44.5	2.4
	N	121	119		121	118		121	119	
8	% Mastery	60.8	68.0	7.2	0.0	0.0	N/A	30.8	33.6	2.8
	N	120	122		0	0		120	122	
All Grades	% Mastery	70.4	71.5	1.1	48.2	41.4	-6.8	42.6	44.7	2.2
	N	517	509		299	290		517	510	

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.

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

Trends in data:

High # students (40+) identified as McKinney Vento thus do not have stable home setting

3rd graders and 5th graders had a 30%in in Math AIMS scores over 3 years from (08-11). The 11-12 AIMS data for 3rd grade shows a drastic increase.

32% drop in writing between 5th-7th graders

Factors impacting trends in data:

Attendance in Elementary is below district average

Change in district adopted Math textbook impacted 5th grader yet AIMS items were more in line with old adoption. New Math standards

Lack of online access to textbook support and other resources at home

Parental phobia of school (experience) they had as students

Parent not confident of own understanding of curriculum

Parent work day does not always allow parents to provide assistance or supervise during homework time at home.

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 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.

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>Student Challenges</i>	<i>System Challenges</i>
Diverse population Very limited mobility	Failure is not an option view Staff willing to go above and beyond to assist students and parents Collaboration with extended community	Math in MS Writing K-8 Reading concerns in 5 th grade	Additional funding to provide resources for our dual language program Lack of additional space to provide Tier 3 interventions	No too many students (parents) taking advantage of tutoring opportunities Transportation Students entering with no or limited Dual Lang. experience	Budget restrictions State mandated reform Constraints of Dibels in Dual Lang. program

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

Priorities:

- **Math and Reading in 5th grade**
- **Move On When Reading Support for K-3**
- **Math in 6th -8th**
- **Writing in K-8**

AYP Goal Area	Academic Goals
	What is the baseline measurement and the target? (Example 4 th grade math will increase by 10% from 48% to 58% as measured by Spring AIMS 2011).

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	In grades K-2 75% of students will make benchmark by the final assessment in ATI/Galileo in Spring 2013 In grade 3 rd -8 th students will reach AMO or show a 15% increase in cohorts as measured by Spring AIMS 2013
Math	In grades K-2 75% of students will make benchmark by the final assessment in ATI/Galileo in Spring 2013 In grade 3 rd -8 th students will reach AMO or show a 15% increase in cohorts as measured by Spring AIMS 2013
Other AYP indicators missed	

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

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

By utilizing the framework of Larry Lezotte's 7 Correlates of Highly Effective Schools we will increase student achievement

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...*

Total school reform will be accomplished through the embedding of the 7 Effective Schools Correlates and the Essential Elements of Instruction (EEI). This will lead to a visible increase in active participation and engagement of students via a consistent utilization of technological and data driven instruction. There will be a high expectation of all students by increasing Rigor in Reading and Math.

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...

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

Students not meeting the standards in Math and Reading will be provided with additional instruction time on task before and after school as a component of our 21st Century Grant (CCCS). As part of our Dual Language model of instruction each grade level in elementary will have classroom leveled instruction.

Reading resource- We will provide Tier 3 targeted intervention for our at Risk Students as identified under the Move On When Reading legislation. Our PDs will have as a focus the lower 25% students which are our at risk students. Teachers will be provided with additional grade level/team planning and opportunities to participate in Professional Learning Communities (PLCs)

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

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

	<i>School AIMS Results 2011-12</i>	<i>AMO</i>	<i>1st Quarter Benchmark Goal</i>	<i>2nd Quarter Benchmark Goal</i>	<i>3rd Quarter Benchmark Goal</i>	<i>End of year/AIMS Goal</i>
Kinder	NA	NA				NA
1 st	NA	NA				NA
2nd	NA	NA	50%	65%	80%	NA
3rd grade	83.7	90.5%	50%	65%	80%	91%
4th grade	59.6	89.0%	50%	65%	80%	90%
5th grade	64.4	88.5%	50%	65%	80%	90
6th grade	73.5	89%	50%	65%	80%	90
7th grade	76.5	89.8%	50%	65%	80%	90
8th grade	68	88.5%	50%	65%	80%	90
9th grade	NA	NA	NA	NA	NA	NA
10th grade		87%	NA	NA	NA	

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

AIMS results for 2011-2012 school year

Plan to progress monitor these goals:

Weekly grade level planning and monthly PLCs to review ongoing formative data and progress monitoring through ATI

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

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 – Mathematics

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

	<i>School AIMS Results 2010-11</i>	<i>AMO</i>	<i>1st Quarter Benchmark Goal</i>	<i>2nd Quarter Benchmark Goal</i>	<i>3rd Quarter Benchmark Goal</i>	<i>End of year/AIMS Goal</i>
Kinder	NA	NA				NA
1 st	NA	NA				NA
2 nd	NA	NA				NA
3rd grade	74	88%	50%	65%	80%	90%
4th grade	38.3	88%	50%	65%	80%	90%
5th grade	42.4	86%	50%	65%	80%	90
6th grade	47.8	86%	50%	65%	80%	90
7th grade	44.5	86%	50%	65%	80%	90
8th grade	33.6	86%	50%	65%	80%	90
9th grade	NA	NA				NA
10th grade		87%				

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

AIMS results for 2011-2012 school year

Plan to progress monitor these goals:

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

Weekly grade level planning and monthly PLCs to review ongoing formative data and progress monitoring through ATI

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 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 the implementation of framework of Larry Lezotte's 7 Correlates of Highly Effective Schools to raise student achievement. Implementation of Effective Elements of Instruction focusing on student engagement, teacher strategies and task analysis.

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
Monthly visits of School Wide goals and School Wide data during our 2 hour PD K-5/6-8	Admin, SIC, Staff	Agenda	8-12	5-13
Implementation of EEI components	Staff	Walkthroughs and evals	8-12	5-13
K-5 teachers will use with fidelity- Harcourt Reading and Investigations Math	Staff	Lesson Plans Walkthroughs	8-12	5-13
6 th -8 th will use with fidelity – Holt Math to include student access to GATE Math classes at all 3 grade	Staff	Lesson Plans Walkthroughs	8-12	5-13

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

levels				
K-5 implementation of Common Core	Staff	Lesson Plans Walkthroughs	8-12	5-13

Strategy Title: Intervention program for struggling students.

Strategy Description: Students that are not meeting the standard in math and reading will be provided with additional instruction time before and after school as part of the 21st Century Grant.

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
--	------------------------	--------------------	------------	----------

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

21 st Century Grant extended learning time	Marcela Zepp Staff	Grant online reporting	10-12	5-13
Data Talks with teachers/students	Staff	Progress monitoring	9-12	5-12
PLC- Focused on bottom 25%	Admin, SIC, Staff	PLC notes summarizing	8-12	5-13
Tier3 interventions with Reading Interventionist for K-3 rd students.	Reading Interv	Lesson Plans	8-12	5-13
Academic Vocabulary-Word of the week	Admin, staff	Graphic Organizers	8-12	5-13

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: Teachers, administrators and support staff will meet to plan and analyze Math and Reading Data to create flexible groups and plan strategies to monitor such groups.

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
Review of Dibels and Benchmark (ATI) formative and summative assessments	Admin, SIC, staff	Report of student progress	8-12	5-13
Title 1 team monthly meeting to review progress	Title 1 team members	School Wide and CIP	8-12	5-13
Weekly grade level common planning time	Staff, admin	Weekly summary of their review of data to guide instruction	8-12	5-13

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: Effective Family Engagement

Strategy Description: In order to increase student achievement "It takes a village to raise a child" which emphasizes the connection between home and school. We will use Joyce Epstein's 6 Traits of Parental Involvement.

SBR Action Steps to support strategy	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
Increase opportunities for parents to participate in school (Site council, PTA, Title I DAC, SCPC)	Comm. Rep, Admin	Agenda and sign in sheets	8-12	5-13
Increase capacity of families to support student achievement (Curriculum nights, Parent work shops to	Comm. Rep,	Agenda and sign in sheets	8-12	5-13

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

address academic standards)	Admin			
Utilizing resources via Title 1 (Family conferences)	Comm. Rep, Admin	Agenda and sign in sheets	8-12	5-13
Increase communication between school and home <ul style="list-style-type: none"> • Grade level newsletter • school newsletter • calendar • school website • School messenger • Teacher, Admin, Comm. Rep. comm. log 		Copies and posting of communication pieces	8-12	5-13

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 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: *The Roskrige Bilingual Magnet K-8 School 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. As part of our Dual Language Model Roskrige will leverage state, local and federal funding to enhance the quality of instruction for all students*

SBR Action Steps to support strategy (at least one should be Professional Development)	Person (s) Accountable	Method to Evaluate	Begin Date	End Date
<i>Conduct & Gather Comprehensive Needs Assessment Data</i>	Admin, SIC, Staff,	Surveys	04-12	7-12
<i>Collaborative Development and Drafting of CIP</i>	Admin, SIC, Staff, Parental decision making groups	2012-2013 CIP	07-12	08-12
<i>Regularly evaluate plan implementation and student achievement outcomes. Adjust plan and resource allocations as indicated by outcomes.</i>	Admin, SIC, Staff, Parental decision making groups	Changes in plan Higher student achievement	08-12	05-13

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 Assurances

Title I Regulations require Title I schoolwide schools to annually evaluate program implementation and results. The evaluation findings and recommendations identify the parts of the schoolwide plan that have been implemented effectively, ineffectively, or not at all. The school must revise the plan as necessary based on these results.

In conducting your annual review, there are two types of questions to ask: first, “**was the program implemented as planned,**” second, “**did the achievement of students in meeting the State’s academic standards increased the desired level, particularly for those students who had been furthest from achieving those standards?**” Questions should be closely related to the goals, strategies, and action steps of the plan and then be prioritized based on the activities of the year.

The Evaluation/Review process identified in Title I guidance has 6 steps:

1) Identification of Purpose and Audience – The purpose is to inform all stakeholders (internal and external) if the goals are being met.

At beginning of plan year	<p>2) Development of Review Questions – review questions can address if planned activities took place, if the activity targets were met (for instance, number of teachers trained) and if progress towards the goal was evident</p> <p>3) Identification of Data Collection Instruments – Both quantitative and qualitative data can be collected, depending on the question. Examples of data collection instruments include document reviews, tallies, questionnaires, interviews, surveys, observations, assessments, attitude inventories, and focus groups.</p>
Throughout plan year - formative, to measure progress	<p>4) Collection of Data – When collecting data, reviewers should inform stakeholders why the review is being conducted, the types of data being collected and how the results will be used. There should be consistency in the instructions and data collection procedures so that results are reliable across survey groups.</p> <p>5) Analysis and Interpretation of Results – Overall, the information that emerges from the data analysis should clearly describe the progress the school has made in implementing its program and increasing student achievement and indicate areas where revisions or additional work is needed. Data gathered in response to each question should be addressed separately.</p>

Title I Schoolwide Plan Evaluation

Late in plan year –
summative, to
inform plan
adjustments and
allocate resources

- 6) Reporting – The final written report should include evaluation questions, procedures, and the findings/recommendations of the evaluation team. It should be clearly and concisely written and available to all stakeholders

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 Evaluation

Your site's CIP/SW plan was based on

Evaluated Goal: Move on When Reading Support for K-3

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 *)
Was data analysis evident in grade level PLC meetings	PLC logs		
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 80% of student in Grades K-3rd achieve Proficiency rates targeted?
DRA;DIBELS:ATI

Evaluated Goal: Math in 6th-8th grades

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 *)
Was data analysis evident in grade level PLC meetings	ATI;AIMS		
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 80% of students in grades 6 th -8 th	ATI; AIMS		

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 Evaluation

meet on AIMS Math?			
--------------------	--	--	--

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

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 Evaluation

- ☐ 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.

As the school leader, I attest and assure that all of the aforementioned requirements are implemented

Signed – School Leader

Date

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 Assurances

TUSD

K-8 Comprehensive Magnet Review

Safford K-8

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	8	6	5	7
African American	6	6	5	4
Hispanic	78	79	80	79
Native	7	7	8	8
Asian	1	0	0	0
Mixed Race	0	1	1	1
District Enrollment				

Test 2: Attraction/Flight

Ethnicity	Attraction Number	Attraction Percentage	Flight Number	Flight Percentage
White	52	5	9	5
African American	37	4	12	7
Hispanic	213	79	136	79
Native	13	10	8	5
Asian	0	0	2	1
Mixed Race	11	3	5	3
Total				

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	6	7	0	2	4	4	0	5
African American	7	7	1	2	5	4	25	5
Hispanic	116	137	2	32	85	85	50	73
Native American	5	9	0	8	4	6	0	18
Asian	2	0	0	0	1	0	0	0
Mixed Race	0	1	1	0	0	1	25	0
Total	136	161	4	44				



TUSD

K-8 Comprehensive Magnet Review

Safford K-8

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	29	29	24	40	11	9	5	6
African American	19	15	17	23	7	4	4	4
Hispanic	188	259	356	489	72	46	79	79
Native American	22	26	47	59	8	8	10	9
Asian	3	2	3	4	1	1	1	1
Mixed Race	0	10	6	7	0	3	1	1
Total	261	341	453	622				

Test 5: Applications/Acceptance*1st choice or not?*

Ethnicity	Magnet Applications				Magnet Acceptance			
	09-10	10-11	11-12	Current	09-10	10-11	11-12	Current
White		35	48	43		17	20	26
African American		18	30	21		7	11	13
Hispanic		257	530	407		152	289	219
Native American		26	56	30		17	37	22
Asian		3	3	5		0	3	1
Mixed Race		8	4	9		6	2	7
Total		347	672	515				

Summary of Test 1- Enrollment by Ethnicity:

Reflects overall demographics of city

Summary of Test 2- Attraction/Flight by Ethnicity:

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

Hispanic -> highest

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

Hispanic - highest

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



TUSD

K-8 Comprehensive Magnet Review

Safford K-8

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

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

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

It is designed to do so.

☐ YES☒ NO

As a result of this data:

→ *Recruitment plan*



TUSD

K-8 Comprehensive Magnet Review

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

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	350	350	100%
First	350	350	100%
Second	350	350	100%
Third	350	350	100%
Fourth	350	350	100%
Fifth	350	350	100%
Sixth	350	350	100%
Seventh	350	350	100%
Eighth	350	350	100%



TUSD

K-8 Comprehensive Magnet Review

School

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		
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets	X		
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets	X		

Summary of Test 9:

Annually, the average amount of hours of PD for teachers that have been here for 3+ years is 47-53 hours.

Summary of Test 10:

The teachers' perception about Wednesday Professional Development in the last 3 years has been the same.

Summary of Test 11:

Teachers are given sufficient time to collaborate in teams.

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

As a result of this review:

We need to continue to strengthen our magnet theme through our PD and include choices for our teachers to best suit their areas of need.



TUSD

K-8 Comprehensive Magnet Review

(School)

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

Summary of Test 6:

PYP: Our curriculum is documented by using the Programme of Inquiry (curriculum map) and PYP unit Planners. We need to improve with using daily lesson plans.

MYP: Our curriculum is documented by using curriculum maps and MYP unit Planners. We need to improve with using daily lesson plans.

Summary of Test 7:

PYP: Our magnet theme is incorporated in all classrooms K-5 all day everyday. IB is our curriculum that drives instruction.

MYP: Our magnet theme is incorporated in all subjects all of the time.

Summary of Test 8:

PYP & MYP We have unique approaches to teaching and learning, however not all approaches are project based. They are based on student-centered strategies.



TUSD

K-8 Comprehensive Magnet Review

School

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
Kristi Gray	53	53	53	53
Robin Gilbert	53	53	53	53
Laura Osterman	53	53	53	53
Mayra Portillo	53	53	53	53
Roland Bourland	53	53	53	53
Irene Hernandez	53	53	53	53
Abbi Castoro	53	53	53	53
Mike Chenevert	53	53	53	53
Anne Kowalski	53	53	53	53
LuAnn Galvin	53	53	53	53
Diane Dean	53	53	53	53
Kevin Lewis	53	53	53	53
Lou McCord	53	53	53	53
Steve Andre	53	53	35	47
Dora Guerrero	53	53	53	53
Ruth Weber	53	53	53	53
Lorraine Kaldmen	53	53	35	47
Kate Gilbert	53	53	35	47
Brian Gerl	53	53	35	47

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.	57 % 22%	59% 22%	61% 20%
(4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	59% 26%	61% 25%	61% 25%
(5) Operating as a professional learning community helps to improve instruction at this school.	59% 32%	58% 33%	60% 31%
(29) My professional growth is valued, supported and encourage as part of my job.	53% 32% A SA	54% 31% A SA	54% 31% A SA



TUSD

K-8 Comprehensive Magnet Review

(School)

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 continue to grow in our classroom practices and particularly improve with using daily lesson plans.



TUSD

K-8 Comprehensive Magnet Review

School

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. Name:: Ilse Billings - FTE Yes Attestation(s) Tari Tenace Time and Effort: Full Time	X		
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. Abbi Castoro 2. Ruth Parker 3. Gloria Carrington Attestation(s) Tari Tenace Time and Effort Full Time, Gloria Part Time	x		
12.3	There is a magnet team. (Names and Position) 1. Administration 2. IB Coordinators PYP + MYP 3. School Improvement Coach + Interventions and Enrichment Coordinator 4. LSC + Counselor 5. Parent Community Liaison	x		
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.	x		
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.	x		

Summary of Test 12-

We do have personnel in place that are key to the development and implementation of the magnet theme.

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

As a result of this review:

Staffing is one of our strengths.



TUSD

K-8 Comprehensive Magnet Review

School

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. Organizational plan.	x		
13.2	The school has developed a three year plan for magnet implementation and sustainability. Magnet plan.	x		
13.3	All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments. Agendas Minutes Newsletters	x		
13.4	The programmatic needs of the magnet theme drive budgetary allocations. (Of discretionary funding, at least 80% of the budget can be linked to magnet program) Budget	x		
13.5	All programs in the school support the magnet theme. List of supplemental programs and relationship	x		

Summary of Test 13

Multiple stakeholders are involved at the decision making process at our school.

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? YES NO

As a result of this review: We do have a structure in place to communicate information to all stakeholders and to receive input from all stakeholders. Because we are a school in corrective action, we do need to align other expectations (EEI, ATI, DIBELS, AIMS, MATH, READING, WRITING) with our magnet theme.



TUSD

K-8 Comprehensive Magnet Review

School

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		
14.2	Public meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey	x		
14.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising	x		
14.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support	x		
14.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions 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. Plan		x	
15.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions		x	
15.3	The leadership team has developed an annual marketing plan that indicates what, when, where and who. Plan		x	



TUSD	K-8 Comprehensive Magnet Review	School
------	---------------------------------	--------

	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:

We are working on building stronger partnerships with our local community (UofA) and beyond (Korea, World School Foundation)

Summary of Test 15:

Our school does not have a concrete, detailed marketing plan, this has been done by our district magnet office. We do have a variety of marketing materials that are used during recruitment events such as the festival of schools in the malls, Cyclovia etc.

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

It is somewhat in progress. Currently marketing has been done at district level, however, in future times all schools will need to have their own plan.

As a result of this review:

Our leadership team needs to work on the WHAT, WHEN, WHERE, WHO of a marketing and recruitment plan. People who contribute to the success of the magnet need to be Individually recognized.



TUSD

K-8 Comprehensive Magnet Review

School

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
60				
2009-10				
2010-11	11	6.6%	9	5.4%
2011-12	10	6%	8	4.8%
2012-13	16	9.6%	15	9%

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	
60								
2009-10								
2010-11								
2011-12	8	4.8%	2	1.2%	2	1.2%	3	1.8%
2012-13	15	9%	1	.6%	1	.6%	2	1.2%

Summary Test 16:

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

If no, why have the staff left the school?

IB implementation, personal reason, prof. growth opportunities.

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	
56	#	%	#	%	#	%	#	%
2009-10								
2010-11								
2011-12	22	12.3%	0	0%	0	0%	1	.6%
2012-13	33	18.5%	2	1.1%	0	0%	0	0%

* areas to work on.



TUSD

K-8 Comprehensive Magnet Review

School

Test 17 Summary:**Have 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.****SEE ATTACHMENT****AIMS Multi-Year Summary Results**

Area:			White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total
READ	% Mast	09-10							
		10-11							
		11-12							
		Change							
		09-10							
MATH	% Mast	10-11							
		11-12							
		Change							

Test 18: Summary**Have students in all ethnic categories shown increases in student achievement?****YES****NO**

TUSD

K-8 Comprehensive Magnet Review

School

Section 8 - Other

Attachments:

- ATI Math scores
- DIBELS scores
- ATI Reading scores
- Title 1 action Plan

Summary:

Our title 1 plan does support our magnet theme.



TUSD

K-8 Comprehensive Magnet Review

School

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? Somewhat in terms of growth in AIMS	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	



TUSD

K-8 Comprehensive Magnet Review

School

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

Yes, we do.

What do you need to do?

- **Set expectation for daily lesson plans. Give teachers a template that is a perfect marriage between EEI and MYP/PYP.**
- **Continue our work with the written curriculum: maps, units**
- **Create better and more partnerships: UofA**
- **Write a more detailed recruitment plan.**
- **Continue to support quality instruction; assessment and interventions**



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		2012-13 (day 20)	
	N	%	N	%	N	%	N	%
White	132	16%	91	12%	66	9%	43	6%
African American	99	12%	80	10%	72	10%	67	10%
Hispanic	560	69%	570	72%	567	75%	534	78%
Native American	19	2%	19	2%	29	4%	27	4%
Asian	6	1%	7	1%	3	0%	2	0%
Multi-racial	-	-	21	3%	15	2%	10	1%
Total	816	100%	788	100%	752	100%	683	100%

Test 2: Attraction/Flight

Ethnicity	Total Living in School Boundary		Total Leaving Boundary School		Total Staying in Boundary School		Total Entering from Outside of School Boundary		Total School Enrollment	
	N	%	N	%	N	%	N	%	N	%
White	23	4%	9	5%	14	3%	52	16%	66	9%
African American	47	8%	12	7%	35	8%	37	11%	72	10%
Hispanic	490	82%	136	79%	354	83%	213	65%	567	75%
Native American	24	4%	8	5%	16	4%	13	4%	29	4%
Asian	5	1%	2	1%	3	1%	0	0%	3	0%
Multi-racial	9	2%	5	3%	4	1%	11	3%	15	2%
Total	598	100%	172	100%	426	100%	326	100%	752	100%



Test 3: Open Enrollment

Ethnicity	2009-10				2010-11				2011-12				2012-13 (day 20)			
	Enrollment		Open Enr.		Enrollment		Open Enr.		Enrollment		Open Enr.		Enrollment		Open Enr.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	132	16%	1	6%	91	12%	0	0%	66	9%	0	0%	43	6%	0	-
African American	99	12%	3	19%	80	10%	2	50%	72	10%	1	50%	67	10%	0	-
Hispanic	560	69%	11	69%	570	72%	2	50%	567	75%	1	50%	534	78%	0	-
Native American	19	2%	1	6%	19	2%	0	0%	29	4%	0	0%	27	4%	0	-
Asian American	6	1%	0	0%	7	1%	0	0%	3	0%	0	0%	2	0%	0	-
Multi-racial	0	0%	0	0%	21	3%	0	0%	15	2%	0	0%	10	1%	0	-
Total	816	100%	16	100%	788	100%	4	100%	752	100%	2	100%	683	100%	0	-

Test 4: Magnet Enrollment

Ethnicity	2009-10				2010-11				2011-12				2012-13 (day 20)			
	Enrollment		Magnet		Enrollment		Magnet		Enrollment		Magnet		Enrollment		Magnet	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	132	16%	75	23%	91	12%	51	15%	66	9%	43	16%	43	6%	34	12%
African American	99	12%	41	12%	80	10%	34	10%	72	10%	30	11%	67	10%	33	12%
Hispanic	560	69%	213	64%	570	72%	235	69%	567	75%	177	65%	534	78%	195	68%
Native American	19	2%	3	1%	19	2%	5	1%	29	4%	12	4%	27	4%	14	5%
Asian American	6	1%	1	0%	7	1%	3	1%	3	0%	0	0%	2	0%	2	1%
Multi-racial	0	0%	0	0%	21	3%	12	4%	15	2%	9	3%	10	1%	7	2%
Total	816	100%	333	100%	788	100%	340	100%	752	100%	271	100%	683	100%	285	100%

Test 5: Applications/Acceptances

Ethnicity	2010-11				2011-12				2012-13 (day 20)			
	Applications		Placements		Applications		Placements		Applications		Placements	
	N	%	N	%	N	%	N	%	N	%	N	%
White/Anglo	44	16%	19	15%	70	18%	32	16%	36	15%	17	17%
African American	31	11%	15	12%	34	9%	22	11%	24	10%	9	9%
Hispanic	185	66%	84	66%	253	65%	136	66%	160	66%	64	63%
Native American	9	3%	3	2%	16	4%	8	4%	11	5%	7	7%
Asian American	3	1%	2	2%	2	1%	0	0%	2	1%	0	0%
Multi-racial	9	3%	5	4%	14	4%	7	3%	9	4%	4	4%
Total	281	100%	128	100%	389	100%	205	100%	242	100%	101	100%



Definition of Integration: A school will be considered integrated if

- (1) its enrollment includes two racial/ethnic groups at a minimum of 20 percent (2011-2012)
- (2) no group exceeds 70 percent of the school's enrollment and (YES)
- (3) no group is more than 25 percentage points above its district-wide average. (NO)

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. (YES)

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

YES NO

Summary of Test 1- Enrollment by Ethnicity:

Utterback needs to attract more students from different ethnicities.

Summary of Test 2- Attraction/Flight by Ethnicity:

As a school we are attracting some students from outside feeder schools but lack attracting new diverse students to UMS. It is also difficult to determine because application process from Magnet Enrollment and Open Enrollment are the same with no differentiation between the two categories for enrollment.

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

Utterback is attracting more Hispanic students at a higher rate than any other ethnicity.

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

Native American and Asian students are vastly underrepresented in all areas of enrollment

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

Data shows there are a higher number of Hispanic students being accepted in our Magnet Program from year to year which could be a possible correlation between the Desegregation order.

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

YES NO



As a result of this data:

Overall, Utterback needs to actively increase our student enrollment into the Magnet Program by recruiting the Non-Hispanic/Latino population. Key target demographics would include Anglo, Native American and Asian students. This recruiting process should include a true "Magnet Application", which is separate and apart from Open Enrollment Applications. Students should be enrolled solely by Magnet Application process.



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.		There is a written curriculum that is unique to this school and theme.		There are assessments directly related to written curriculum and theme that are unique to this school.		There are lesson plans that document evidence that the curriculum is being implemented and assessed.	
	Curriculum Map		Written Curriculum		Assessments		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

Grade	Total minutes spent in instruction daily	Total minutes of Magnet Theme instruction daily	Percentage of time spent in specific magnet theme instruction
Sixth	7 Hours	120 Min	28.5%
Seventh	7 Hours	120 Min	28.5%
Eighth	7 Hours	120 Min	28.5%

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 for student interaction. Walk through Instruments	X	
Data is collected on student mastery and revisions made in curriculum delivery. Evidence of data reviews Assessment reviews based on theme content		X



Curriculum is reviewed at least annually and adjustments made. Sign In Sheets Noted Curriculum Changes		X
--	--	---

Summary of Test 6:

Our Magnet curriculum is not paced nor assessed at the time of the audit, thus no data reviews exist.

Summary of Test 7:

Utterback will need to increase our Fine Art Magnet curriculum time one hour longer and possibly integrate into a core subject area(s)

Summary of Test 8:

The Magnet curriculum is not delivered in a manner that is in line with school magnet theme

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:

Utterback needs a Magnet focused curriculum that includes at least 3 hours of Fine Arts integration during the school day. Currently, students have 2 hours of Encore classes (which support our Fine Arts Magnet Program). We as a school need at least one other hour per day to incorporate our Fine Arts Magnet theme. We will need to examine how to incorporate those hours into the core subject areas (assist through Professional Development and Curriculum Planning).



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
Bethany Lynch	0	0	20+	4
Brigette Gallus	0	0	0	0
CC Espinosa	0	0	0	0
Beth Puma	0	0	0	0
Cheryl Caviglia	0	0	0	0
David Bonsky	0	0	35+	8.75
Nora Brown	0	0	0	0
Kathy Barber	0	0	0	0
Brian Lambert	0	0	0	0
Liliana Munoz	0	0	0	0
Pamela Johnson	0	0	0	0
Lesley Cook	0	0	0	0
Heather Mayo	0	0	0	0
Nancy Norman	0	0	0	0
Lorin Labardee	0	0	0	0
Gricelda Meraz	0	0	0	0
Kathy Anderson	0	0	0	0
Erin Collins	0	0	0	0
Linda St Louis	0	0	0	0
Marcus Whitaker	0	0	0	0

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.	25.5	8.1	21.7
(4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.	22	8.6	22.8
(5) Operating as a professional learning community helps to improve instruction at this school.	14.6	6.2	8.5
(29) My professional growth is valued, supported and encourage as part of my job.	5.4	3.0	4.0



Test 12: 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		Professional Learning Committees 301 PLC 's
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets		X	
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets	X		Professional Learning Committees 301 PLC 's

Summary of Test 10:

Teachers have not received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

Summary of Test 11:

Utterback will need to provide more Professional Development in the Fine Arts area for all staff.

Summary of Test 12:

In review of the audit, we are addressing the needs of the school and are allotting for more time for PLCs for all staff members .

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

Yes

No

As a result of this review:

As a Fine Arts Magnet program there will be a need to increase our vertical and horizontal collaboration and include more Fine Arts curriculum into the school wide curriculum.



Section 4 - Key Personnel

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

12	<u>Key Personnel</u>	Yes	No	Action
12.1	This school has a designated Magnet Coordinator. Name: __Melissa Molina Garcia__ FTE ____ Attestation(s) Time and Effort	X		
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. Teri Hollingsworth-Instructional Coach 2. Mary Culin-Learning Support Coordinator 3. Kathy Anderson-Math Interventionist 4. Colleen Brooks-Math Interventionist Attestation(s) Time and Effort	X		
12.3	There is a magnet team. (Names and Position) 1. Melissa Molina Garcia-Magnet Program Coordinator 2. Cindy Mady-Principal 3. Laura Caucci-Encore Teacher 4. Christine Snodgrass –Math Teacher 5.	X		
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.		X	Consider candidates with Fine Arts experience
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.		X	Consider candidates with Fine Arts experience

Summary of Test 12-

There have been staff members hired for the 2012-2013 school year to assist with implementing the Magnet Program with fidelity.

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

YES NO

As a result of this review:

Consider hiring core subject teachers with Fine Arts curriculum integration experience or provide more training to all staff members on how to incorporate our Fine Arts Magnet theme into our overall school curriculum.



Section 5 - Leadership

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

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

Summary of Test 13:

Utterback has started discussing how to implement the organizational plan for our Magnet Program. There will be a need to include all stakeholders into consideration as to how to strengthen our Magnet Program. To further enhance the Magnet curriculum, Utterback will need to include a school wide program to further support the needs of our Magnet Program. Utilizing electronic resources such as Facebook and Twitter will allow for more communication to the community regarding our Fine Arts magnet program.

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?

YES

NO



As a result of this review:

In review of the audit, Utterback will create an organizational plan to address Magnet theme implementation for the next three years. All stakeholders will receive updates on the progress of the plan and implementation. There will be a need to create more cohesiveness integrating the Magnet Program into the school wide culture. Plan will include creating a system with more communication, process for implementing, reviewing, budgetary allocations in all program in the school should be aligned to a Fine Arts Magnet theme. Monthly meetings will occur with core team members.



Section 6 - Recruitment and Marketing

Test 16: There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

16	Indicator	Yes	No	Action
16.1	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	Utilize the web site Survey Monkey to survey parents as needed
16.2	Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey		X	Use more technology to promote and inform parents
16.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising	X		
16.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support		X	Create community partnerships
16.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations		X	

Test 17: There is a marketing and student recruitment plan.

17		Yes	No	Action
17.1	The leadership team has developed an annual recruitment plan that indicates what, when, where and who. Plan		X	
17.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions		X	
17.3	The leadership team has developed an annual marketing plan that indicates what, when, where and who.		X	



	Plan Method to collect results			
--	-----------------------------------	--	--	--

		Yes	No	Action
17.4	Marketing materials have been developed and distributed. Examples of materials		X	
17.5	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 16:

Utterback must reach out to the community and parents to better inform them about our Magnet Program. To do this, we will create a recruitment plan to allow us to reach out further into the community.

Summary of Test 17:

As a team, there will be a need to evaluate our recruitment and marketing plan to target the underserved student population at Utterback Middle School .

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

As a result of this review:

Utterback must reach out to the community and parents to better inform them about our Magnet Program. There will be a need to evaluate our recruitment and marketing plan to target the underrepresented student population at Utterback. The marketing plan will allow us to focus on marketing for more diversity and look at presently underenrolled ethnic groups. In partnership with TUSD Human Resources, Utterback Middle School would like to attract teachers with a Fine Arts background and have preferential hiring to hire the best teachers to better our Magnet program.



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	87	19	22%	12	14%
2010-11	68	10	15%	7	10%
2011-12	72	16	22%	25	35%
2012-13	73	21	29%	TBD	TBD

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	87	12	14%	2	.02%	2	.02%	12	14%
2010-11	68	7	10%	4	.05%	1	.05%	7	10%
2011-12	72	10	14%	3	.04%	8	11%	10	14%
2012-13	73*	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

**Please note that for the 2012-2013 school year, several new positions were added to the school which include: Magnet Program Coordinator, Instructional Coach, Librarian, Math Interventionist (3 Part-time positions, Family Liaison & Intern, GATES Coordinator.*

Summary Test 16:

There has not been a stable staff in many years, high turnover from year to year.

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

If no, why has the staff left the school?

There has not been a large stable staff for many years at Utterback Middle School due to various reasons.



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	87	100	0	0	0	0	0	0
2010-11	68	100	0	0	1	.01%	0	0
2011-12	72	100	0	0	0	0	0	0
2012-13	73	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Test 17 Summary:

There is a very high turn over from year to year at Utterback Middle School.

Has Staff been successful at delivering quality instruction?

YES

NO

Test 18: Students in all ethnic categories have not 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	80	64	63	94	100	65	67
		10-11	85.4	61.9	37.5	83.3	62.5	62.5	65.1
		11-12	75.4	59.9	53.6	54	4.67	46.7	61.1
		Change							
		09-10	54	34	27	31	50	60	33
MATH	% Mast	10-11	47.9	27.8	24.9	12.5	33.3	50	28.4
		11-12	55.7	23.2	30.4	28.1	-	26.7	31.7
		Change							

Test 18: Summary

Students of all ethnic backgrounds are not passing AIMS compared to their cohorts in other middle schools within TUSD.

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

NO



Middle School 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 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	Has the 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?

NO

What do you need to do?

Section 1

Utterback Middle School needs to actively increase our student enrollment into the Magnet Program by recruiting the Non-Hispanic/Latino population. Key target demographics would include Anglo, Native American and Asian students.

Section 2

In order to be a true magnet program, Utterback will need a magnet focused curriculum that includes at least 3 hours of Fine Arts integration during the school day. Currently, students have 2 hours of Encore classes (which support our Fine Arts Magnet Program). We as a school need at least one other hour per day to incorporate our Fine Arts Magnet theme. We will need to examine how to incorporate those hours into the core subject areas (assist through Professional Development and Curriculum Planning).

Section 3

As a staff, Utterback will need to increase our vertical and horizontal collaboration and include more Fine Arts curriculum into the school wide curriculum. We can try to create a common planning period between the subject/grade level areas.

Sections 4-6

The administrative team must consider hiring core subject teachers with Fine Arts curriculum integration experience or provide more training to all staff members on how to incorporate our Fine Arts Magnet theme into our overall school curriculum.

The Magnet Program Coordinator will create an organizational plan to address Magnet theme implementation for the next three years. All stakeholders will receive updates on the progress of the plan and implementation. We need to create more cohesiveness integrating the Magnet Program into the school wide curriculum and culture.

Utterback must reach out to the community and parents to better inform them about our Magnet Program. We will need to evaluate our recruitment and marketing plan to target the underrepresented student population at Utterback.

Section 7

There has not been a large stable staff for many years at Utterback Middle School due to various reasons. There is a large turn over from year to year. Students of all ethnic backgrounds are not passing AIMS compared to their cohorts in other middle schools within TUSD. We must strive to create a more desirable academic community to bring in more diverse students in order to strengthen our Magnet Program. Hiring of staff who believe in buy in and change is so ever crucial to



ensure a more successful Magnet Program. We strongly feel by increasing our GATE program by offering more enrichment classes (for GATE students), we can further market our Magnet Program and attract a more “diverse” student to Utterback.

To ensure a more cohesiveness of the expectations of planning and integrating into a true Magnet Program curriculum, Utterback must consider transitioning into one common bell schedule instead of the current academy model that operates under three different bell schedules.

Section 8 - Other



Section 8- Title I

Summary of Title I Needs Assessment:

Academically we have to assess our school wide curriculum to bring all students up to their cohorts throughout the entire district in order to make our Magnet Program succeed and grow.

Test 18: Title I: Attach "Action Plan"

What do you need to do?

Section 1

Utterback Middle School needs to actively increase our student enrollment into the Magnet Program by recruiting the Non-Hispanic/Latino population. Key target demographics would include Anglo, Native American and Asian students.

Section 2

In order to be a true magnet program, Utterback will need a magnet focused curriculum that includes at least 3 hours of Fine Arts integration during the school day. Currently, students have 2 hours of Encore classes (which support our Fine Arts Magnet Program). We as a school need at least one other hour per day to incorporate our Fine Arts Magnet theme. We will need to examine how to incorporate those hours into the core subject areas (assist through Professional Development and Curriculum Planning).

Section 3

As a staff, Utterback will need to increase our vertical and horizontal collaboration and include more Fine Arts curriculum into the school wide curriculum. We can try to create a common planning period between the subject/grade level areas.

Sections 4-6

The administrative team must consider hiring core subject teachers with Fine Arts curriculum integration experience or provide more training to all staff members on how to incorporate our Fine Arts Magnet theme into our overall school curriculum.

The Magnet Program Coordinator will create an organizational plan to address Magnet theme implementation for the next three years. All stakeholders will receive updates on the progress of the plan and implementation. We need to create more cohesiveness integrating the Magnet Program into the school wide curriculum and culture.



Utterback must reach out to the community and parents to better inform them about our Magnet Program. We will need to evaluate our recruitment and marketing plan to target the underrepresented student population at Utterback.

Section 7

There has not been a large stable staff for many years at Utterback Middle School due to various reasons. There is a large turn over from year to year. Students of all ethnic backgrounds are not passing AIMS compared to their cohorts in other middle schools within TUSD. We must strive to create a more desirable academic community to bring in more diverse students in order to strengthen our Magnet Program. Hiring of staff who believe in buy in and change is so ever crucial to ensure a more successful Magnet Program. We strongly feel by increasing our GATE program by offering more enrichment classes (for GATE students), we can further market our Magnet Program and attract a more "diverse" student to Utterback.

To ensure a more cohesiveness of the expectations of planning and integrating into a true Magnet Program curriculum, Utterback must consider transitioning into one common bell schedule instead of the current academy model that operates under three different bell schedules.

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

YES

NO

At this time our Title I Plan does not support or supplement our Magnet Program. However, staff has been hired to address the needs/issues facing the Magnet Program. As an overall school culture, we have many interventions in place to ensure academic success for all students. In order to increase enrollment in our Fine Arts Magnet Program we must target our strengths and weaknesses in order to be able to market and increase enrollment over the next three years.

