

APPENDIX II – 15

TRANSITION PLAN IMPLEMENTATION

Transition plans include goals for reading (ELA) and math, and measurable objectives. After the release of the 2017 AzMERIT achievement scores in July 2018, the Magnet Department reviewed achievement data for each transition school and updated measurable objectives for reading (ELA) and math to reflect available data.

During the 2017-18 school year, Transition Coordinators monitored the implementation and refinements of transition plans. At the end of each semester, the Magnet Department met with each coordinator to review progress for each strategic focus area and the action steps. Transition Coordinators also responsibly completed a school-level quarterly report for the first through third quarters. See end, **Sample Final Transition Report, Ochoa 2017-18**

Though not ordered by the Court, each transition school modified and or refined their transition plan for the 2018-19 school year. This was required by the District since transition budgeting would continue during the 2018-19 school year to support school improvement initiatives. The strategic focus areas in each transition plan remain the same since each school's primary focus is to continue to determine strategies that focused on meeting the academic needs of the lowest achieving student in math and ELA. These strategic focus areas are: Tier 1 instruction for ELA and math; Tier 2 instruction for ELA and math; and PLCs.

Action steps that aligned with each strategic focus area and were tailored around student, faculty, and school needs, may have been refined and or eliminated for the 2018-19 school year. Each school's transition team, through analyzing the evidence and outcomes aligned to each action step, identified needed refinements. Implementation of action steps that were completed or did not have supporting evidence of achieving desired outcomes during the 2017-18 school year were removed from the 2018-19 school year transition plans. Action steps continue to include school personnel responsibilities for implementation.

During January 2018, each transition principal met individually with the magnet, finance, and Title 1 departments to determine funding needs for the 2018-19 school year. Principals planned for transition funding to continue for all FTE positions that was funded in the 2017-18 school year budget to ensure consistency in delivery of direct services that support student achievement. Other funding that was continued included tutoring services (Pueblo HS), supplies to support Tier 1 and Tier 2 ELA and math instruction (Safford K-8) and Tier 2 and 3 intervention program ALEKS (Cholla HS). Transition schools used other funding sources for professional development or consulting services.

Throughout the 2017-18 school year, all transition schools received support through a consultant from Solution Tree to increase the effectiveness of professional learning communities (PLCs) with the goal to support academic achievement for all students on each transition site. All schools planned for six days of PLC support to be received throughout the 2017-18 school year, except Safford who received six days each for elementary and middle level PLCs.

At the beginning of the 2017-18 school year, the consultant spent time with each principal individually to discuss content and structures of the PLC process and to determine the

needs of each site as to where they were in the PLC process. Consultant services were tailored to fit each site's individual PLC needs as determined by the initial school visit. Throughout the year, site visits continued to be planned by the consultant, principal, and transition coordinator to fit each school's individual PLC needs. Some individual school site visits consisted of direct consulting services to PLC members as they worked within a professional community. Other school sites received professional development for the whole school faculty. Professional Learning Community support for transition schools will be provided by the District for the 2018-19 school year. Planning is in progress.