

APPENDIX V – 42

Middle and Elementary Grade Student Support Strategies

Middle School Grade Strategies

Organize Middle School Classes into Smaller Communities or Teams

Seven middle school sites implemented teams to help support the middle school concept and consistent review of student data. Eight schools will utilize the team model for SY2018-19.

School	Teams in 2016-17	Teams in 2017-18	Teams in 2018-19
Dodge	Yes	Yes	Yes
Doolen	Yes	Yes	Yes
Gridley	Yes	Yes	Yes
Magee	No	No	Yes
Mansfeld	No	No	No
Pistor	No	Yes	Yes
Secrist	Yes	Yes	Yes
Utterback	No	No	No
Vail	Yes	Yes	Yes
Valencia	Yes	Yes	Yes

CORE PLUS

The CORE PLUS (CP) Academic Intervention Program was designed to provide academic intervention to low-performing 6th graders. In SY2017-18, the District identified underperforming 5th grade students from across the District, prioritizing African American and Hispanic students. The District then invited parents to attend an informational meeting and enroll their child in CP. Because CP is a program and not a school, the enrolled students maintained their District middle school registration but attended one of the CP classrooms. CP has been in existence since 2011, and the District will continue offering this intervention to 6th graders for SY2018-19.

Each CP class has a certified teacher and an instructional specialist and serves 15 to 20 students throughout the school year in each classroom. The objective is to

have full enrollment in each classroom and meet standardized testing growth goals. In SY2018-19, CP programs will remain at Booth-Fickett Magnet Middle School and at the Southwest Education Center.

Summer School

The District provided a Freshman Academy program for students wanting additional support to move to the next grade level and made participation required for any 8th grade students in danger of retention. With successful completion of this program, students obtained a semester of an elective high school credit. Tucson Unified designed the Freshmen Academy to welcome incoming freshman students to help strengthen their skills in mathematics and language arts with a variety of engaging and hands-on activities while building their note-taking and social skills in a high school setting. Each high school hosted the academy so students could enroll at the high school they planned on attending the following year.

The District hosted similar programs for identified and at-risk students in grades 2-3 at various hub locations. The District recruited all students in jeopardy of not promoting to the next grade level and engaged in additional efforts to recruit African American and Hispanic students. The summer enrichment program coordinator collaborated with the AASSD and MASSD directors to recruit African American and Hispanic students.

6th Grade Bridge Program

Dodge Traditional Magnet Middle School and the Doolen Middle School GATE program provided bridge programs for their incoming 6th grade students. Both programs offered an academic component but focused more on orientation, students' skills, and the transition to the middle school level, with an emphasis on each site's particular programs.

Seven-Period Day

During the 2017-18 school year, the District planned for expansion of the seven-period day at six additional middle schools and four additional K-8 sites. These sites include Valencia, Secrist, Pistor, Magee, Doolen, and Dodge middle schools and Booth-Fickett, Pueblo Gardens, Roberts-Naylor, and Safford K-

8. Mansfeld has maintained a seven-period day for many years, while Utterback adopted it in the 2017-18 school year.

The seven-period day allows daily teacher PLC time to facilitate teacher reviews of student assessment data and plans for interventions. Students benefit from having an additional elective period so that they have greater access to intervention classes without sacrificing an elective course. Furthermore, having interventions during the school day makes it easier to participate in extracurricular activities, including interscholastics and performing arts. This strategy directly supports academic achievement, professional development, Tier 2 support for ELA/math, and extracurricular activities.

Elementary Grade Strategies

Master Schedule

In SY2016-17, principals created a master schedule that allowed for a 90-minute reading block, a 30-minute intervention block, and a 60- to 90-minute math block. The literacy schedule was part of the District's K-3 Move On When Reading (MOWR) state literacy plan. Site administrators followed the District's Governing Board policy for implementing organized recess minutes. The District continued this practice in SY2017-18.

Focus on Early Literacy

In SY2016-17, the District aligned its focus on early literacy with the Arizona State K-3 MOWR requirements, and continued the practices described below in SY2017-18.

During a 90-minute literacy instructional block, instructional strategies included direct modeling, guided reading, and the use of literacy workstations. School sites used the criteria for reading instruction from the National Reading Panel 2000 findings.

The District used Harcourt Brace, a research-based reading series included on the list of approved adoptions, as its main reading adoption. The District also utilized other reading materials such as the Scholastic Leveled Libraries and the

Multicultural Libraries to support Tier 1 literacy instruction. For interventions, the District employed a variety of resources such as Sounds Abound, Great Leaps, Rewards, Wilson Readers, and the online SuccessMaker program. Intervention resources and types of interventions varied by site.

All sites monitored progress using various instructional and assessment systems, including Dynamic Indicators of Basic Literacy Skills (DIBELS), SuccessMaker, and SchoolCity benchmark data, which were required. Scholastic Next Step Guided Reading Assessment (NSGRA), DRA, Achieve 3000, and Imagine Learning also were used.

Preschools

In SY2017-18, the District's 47 inclusion classrooms provided two sessions of preschool each day, serving more than 1,500 students. Research has shown that high-quality preschool programming is instrumental in dropout prevention. In addition, inclusive preschool gives a greater number of students with individualized education plans access to learn in a less restrictive, more realistic environment, better preparing them for elementary school and beyond.

In addition to preschool, the District expanded the quality and scope of its kindergarten transition plan, adding transition strategies to existing approaches such as Kinder Round-Up.