

2008 - 2009
Arizona School Improvement Plan (ASIP)
Frances J Warren Elementary School
Printed : January 5, 2009, 4:14 pm

Select this button if Frances J Warren Elementary School is a Title 1 School

Please Select One of the following:

- Title 1 Targeted Assistance Program
- Schoolwide - Category 1 (Title I funds only)
- Schoolwide - Category 2 (Federal funds only)
- Schoolwide - Category 3 (Schoolwide Funds Pool)

Select this button if your school is NOT Receiving Title 1 Funds

Please select all applicable Accountability Classifications:

Federal School Accountability

- | | |
|---|---|
| <input type="checkbox"/> Not Identified for Improvement | <input type="checkbox"/> Corrective Action |
| <input type="checkbox"/> School Improvement Warning | <input type="checkbox"/> Planning to Restructure |
| <input type="checkbox"/> School Improvement Year 1 | <input type="checkbox"/> Restructuring Implementation |
| <input type="checkbox"/> | |

State School Accountability

- | | |
|--|---|
| <input type="checkbox"/> Excelling | <input type="checkbox"/> Performing |
| <input type="checkbox"/> Highly Performing | <input type="checkbox"/> Underperforming |
| <input type="checkbox"/> Performing Plus | <input type="checkbox"/> Failing to Meet Academic Standards |

Principal

Principal Name

MARIANNE HERNANDEZ

Email

Marianne.Hernandez@tusd1.org

Telephone

(520) 908-4700

How long has the current principal held the position at this school?

Since 2/21/2000

Arizona School Improvement Plan

Improvement Team Membership

Team Members	
Name	Role
Corrine Blum	LEA Representative
Laurie Elling	Title 1 Teacher
Laurie Elling	Teacher
Frank Larby	Other
Amanda Martin	Title 1 Parent
Amanda Martin	Parent
Andrea Myrick	Teacher
Lynn Strizich	District Administrator
Vanesa Valenzuela	Teacher

Arizona School Improvement Plan

2009 Staffing Information

What is the number of Administrative Staff for this school year?	1
What is the number of Teaching Staff for this school year?	20
What is the number of Other Professional Staff for this school year?	2
What is the number of Para-professionals for this school year?	6
What is the number of Teaching Staff that hold emergency certification for the area in which they are teaching	0
What is the number of Teaching Staff that do not meet the NCLB criteria for Highly Qualified?	0
What is the number of new hires for this year's staff?	2
What is the number of teachers with less than three years experience?	6
What is the number of vacant teaching positions?	0

Arizona School Improvement Plan

School Needs Assessment - Standard 1

School and District Leadership

- | | |
|--|---|
| 1.1 The district/charter holder commits administrative support and professional development to create a student-centered, teacher-led learning community. | 1 |
| 1.2 District/charter holder leadership blends both expectations and support to ensure that systems (i.e., fiscal, curricular, instruction, effective practices, assessments) are aligned to goals that focus on student achievement. | 1 |
| 1.3 Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence. | 1 |
| 1.4 Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership. | 1 |
| 1.5 Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups. | 0 |
| 1.6 All administrators have growth plans focused on the development of effective leadership skills that include the elements of the Standards and Rubrics for School Improvement. | 1 |
| 1.7 Leadership works to build coherency and alignment by ?reculturing? around state and federal accountability systems. | 0 |
| 1.8 District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff. | 1 |
| 1.9 Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards. | 1 |
| 1.10 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues. | 1 |
| 1.11 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure. | 1 |
| 1.12 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance. | 1 |
| 1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement. | 2 |

Arizona School Improvement Plan

School Needs Assessment - Standard 2

Curriculum, Instruction, and Professional Development

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| 2.1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards. | 2 |
| 2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place. | 1 |
| 2.3 The curriculum expectations are communicated to all stakeholders. | 2 |
| 2.4 A comprehensive curriculum and access to academic core standards are offered to all students. | 2 |
| 2.5 The staff monitors and evaluates curriculum and instructional programs based on student results, and makes modifications as needed to ensure continuous school improvement. | 2 |
| 2.6 Instructional planning links Arizona Academic Standards and aligns curriculum, instruction, practice, formative assessment, summative assessment, review/re-teaching and appropriate interventions to promote student achievement. | 2 |
| 2.7 Instructional materials and resources are aligned to Arizona Academic Standards and performance objectives, and there is research-based evidence of their effectiveness. | 2 |
| 2.8 Technology is integrated effectively into classroom instruction and is used as a teacher resource tool for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information. | 0 |
| 2.9 Differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) is used to meet the learning needs of all students. | 2 |
| 2.10 A variety of scientifically research-based strategies and best or proven practices focused on increasing student achievement are used effectively in classroom. | 2 |
| 2.11 The long-term professional growth of individual staff members is required and focuses directly on increasing student achievement. | 1 |
| 2.12 Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure. | 2 |
| 2.13 Professional development is continuous and job-embedded. | 1 |
| 2.14 The district/school provides a clearly defined evaluation process and focuses directly on increasing student achievement. | 2 |
| 2.15 Teachers exhibit sufficient content knowledge to foster student learning. | 2 |

Arizona School Improvement Plan

School Needs Assessment - Standard 3

Classroom and School Assessments

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|---|---|
| 3.1 School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e., students, teachers, administrators, parents, governing board members, community members) when appropriate. | 1 |
| 3.2 Multiple and varied assessments and evaluation strategies are used appropriately and effectively. | 2 |
| 3.3 Teachers assess learning, formulate classroom benchmarks based on standards, and communicate the results to students and families with respect to students' abilities to meet Arizona Academic Standards. | 1 |
| 3.4 School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives. | 2 |
| 3.5 Assessments are used to re-focus student learning on targets to enable them to meet/exceed standards. | 1 |
| 3.6 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications. | 2 |
| 3.7 The district/school implements specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards. | 2 |
| 3.8 District/school leadership coordinates implementation of state-required assessment and accountability program. | 2 |

Arizona School Improvement Plan

School Needs Assessment - Standard 4

School Culture, Climate, and Communication

- | | |
|---|---|
| 4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence. | 2 |
| 4.2 Facilities support a safe and orderly environment conducive to student learning. | 1 |
| 4.3 There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning. | 1 |
| 4.4 There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements. | 1 |
| 4.5 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates. | 1 |
| 4.6 Student achievement is highly valued and publicly celebrated. | 1 |
| 4.7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn. | 1 |
| 4.8 A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community. | 0 |
| 4.9 Change is accepted as a normal and positive process that leads to continuous district/school improvement. | 1 |
| 4.10 All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts. | 1 |
| 4.11 Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond regular classroom instruction to support their academic learning. | 1 |

Arizona School Improvement Plan

Plan Worksheet

1. What trends does the data suggest?

Over a three-year period Warren third grade student enrollment increased from 36 students in 2005-06 to 50 students in 2007-08. The math scores for third grade dropped -22.7%. Fourth and Fifth grade enrollment stayed consistent during that three-year period. The math scores for fourth grade 2006-07 increased dramatically from 58.1% in 2005-06 to 73.9% 2006-07, then dropped to 54.0% in 2007-08. That indicates only a slight change of -4.1% from 2005-06 to 2007-08. AIMS Reading data suggests general strength in the school's reading program. In 2007-2008 3rd grade scored at a 66% in reading, with 4th grade scoring a 62.75% and 5th grade a 71.75%. At the same time an analysis of content clusters show that 3rd grade Hispanic students scored an average score 38.7% in the area of persuasive text and 51.9% in vocabulary skills. Overall mastery of persuasive text skills was the lowest for 3rd grade students at 41.7%, followed by vocabulary skills at 56%. Also, in 2007-2008 Anglo students at the 4th grade level scored a 30.8% on expository text and 50% for persuasive text. The fourth grade Anglo group as a whole scored at a 44% for informational text, the lowest score at this grade level.

2. What subject areas/concepts are in greatest need of improvement based on your AZ LEARNS profile and AYP results

Third and fourth grade math with focus on number sense and numerical operations. Third and fourth grade reading, with a focus on the comprehending informational text strand, persuasive text concept, and the reading process strand, vocabulary concept. Fourth grade reading with a focus on the comprehending informational text strand.

3. Which subgroups need the greatest improvement and in which subject areas/concepts?

Third grade Hispanic and fourth grade SES students in math and reading.

4. List and prioritize the weaknesses uncovered in the needs assessment and other data analysis. Justify the priorities.

Priority 1

The development of a math program that addresses the needs of learners with unique needs and abilities. The development of pre and post math assessments,

based on math power standards. Adoption of instructional math materials consistent across grade levels. Development of the math program is the highest priority as it reflects instructional areas in which the school failed to make AYP and performed lower than anticipated in the AZLearns evaluation.

Priority 2

Further development of the reading program to address specified needs in the areas of processing informational text, specifically the mastery of processing persuasive text and expository text. Alignment of reading program to promote language needs of ELL learners and to integrate reading concepts into the math curriculum. Reading is a critical component of any instructional program, impacting all areas of the curriculum. Efforts now to improve reading instruction will benefit student learning over a course of many years.

Priority 3

Development of additional interventions intended to activate knowledge in core subjects based on the adoption of an after school tutoring program. Extension of instructional services to targeted groups of students, based on data analysis will allow staff to provide students with additional reinforcement to key instructional concepts. The success of priorities one and two can be better insured if additional services are provided to students with identifiable needs.

Priority 4

Continued development of parent involvement strategies to increase stakeholder participation in the learning community. Increased parent participation in the school community will lead to higher academic achievement for the students. Providing additional resources for parents extends the learning experience into the home and builds a unified model of home to school collaboration for successful learning.

5. Are there other significant issues that are impacting achievement or the four standards?

The staff needs assessment indicates a need for further development of the professional learning community at Warren Elementary. Development of collaboration and communication among the staff will provide for improved alignment of instruction, more successful analysis of data, and improved adjustment of instruction to meet student needs.

Arizona School Improvement Plan

NCLB Requirements

1. How does your mentoring program support new or less experienced teachers?

This is the first year new teachers have a New Teacher Induction Mentor offered by the district. The New Teacher Mentor works in conjunction with the School Improvement Coach to help teachers plan instruction, and to assess the effectiveness of instruction. The school also provides peer mentors by arranging for "buddy teachers" to help new staff develop their skills.

2. What is your school's Title I allocation for this school year? Calculate the minimum 10% professional development budget from this amount.

The current allocation is \$211,140.00. Ten percent of this amount is reserved for staff development functions, which amounts to \$21,140.

3. When was your approved parent notification letter mailed to your parents?

November 3, 2008

4. Discuss the causes for the weaknesses you have identified in your parent involvement program.

What strategies will you implement to overcome these weaknesses to increase parent involvement in order to improve student achievement?

The weaknesses include the difficulty for most of the staff to communicate in the home language, difficulty with transportation issues for the families, and a lack of a warm and inviting environment by all school staff. The school employs a bilingual community liaison through Title I funding, who will work closely with our Hispanic parents to make school more accessible. The liaison will host monthly meetings at various times to accommodate most families. The school hosts a variety of evening activities to involve parents. Transportation issues that prevent students from receiving additional services in the summer will be addressed through the provision of bus services for the summer school program.

5. Title I School Improvement Plans require that the school incorporate, as appropriate, activities before, school, after school, during the summer, and during any extension of the school year to provide effective, timely, assistance to students who have difficulty achieving.

a. Does your current Title I program include services: before or after school, during summer school, neither?

The school has funding available for after school tutoring and summer school.

b. Describe the additional academic services that will be offered to support students who have difficulty achieving.

The school currently offers three support staff for daily pull-out tutoring in

reading and math. The school also offers compensatory education services for Exceptional Education students, a tutoring program sponsored through the Arizona Department of Education, additional site funded tutoring and a summer school program.

6. Describe the Schoolwide Reform Model you have selected

Warren Elementary School supports school wide reform through the implementation of a two hour literacy block and a one hour math block in all classrooms on a daily basis. All students participate in adjustable student groupings for targeted instruction in reading. Our school also supports school wide reform through the implementation of activities designed to support professional learning structures; including vertical and horizontal curriculum articulation, disaggregation of data, and the use of data to drive instruction. Data is used as part of the instructional planning process. AIMS and Terra Nova data is used to identify at-risk groups at the start of the school year and to adjust programs to meet the needs of the students. During the school year benchmark assessments in reading, math and writing are administered every nine weeks. The results from these assessments are reviewed by the instructional staff, the school improvement coach and the principal, and are used to adjust instruction. In addition to these assessments the school administers the Dibles assessment and the DRA reading assessment. Teachers also design formative assessments to provide additional information on student performance. Teachers are encouraged to study the data provided by assessment and to become active agents in the design and modification of instruction.

7. Describe the policies and practices the school has adopted to strengthen instruction in the core academic subjects that will improve student achievement, especially in order to make AYP.

Warren Elementary participates in the new teacher mentoring program initiated through the school district. The school has provided training in the PLC model and is implementing collaborative groups to strengthen instruction. A math consultant has been hired for third and fourth grade, and the action plan addresses areas of need in math. Prior to the initiation of this plan the school has implemented Guided Reading Groups and uses the ARID list to forecast which students will require additional interventions. To promote a productive school climate Warren has implemented a positive behavior intervention system, which provides positive reinforcement for students who demonstrate responsibility and respect in the school. The positive behavior plan includes the use of Power Paw behavior notices, weekly prizes for good behavior from the principal, and the use of a discipline plan that encourages good behavior.

Arizona School Improvement Plan

Action Plan

Goal -12

<p>State the Goal: Math Goal: Third and fourth grade 2008-09 AIMS test results in math will show a 20% growth in the number of students scoring in the "meets" category, when compared with 2007-08 test results. In third grade the number of students meeting standard will raise from 22 to 27. In fourth grade the number of students meeting standard will raise from 27 to 33.</p>	<p>Priority Needs Addressed: This goal addresses needs identified in priority number one in the plan worksheet. The area of focus for this goal is math instruction.</p>
<p>Description: Tucson Unified School District benchmark assessments through Galileo. AIMS Assessment Dates in March</p>	<p>Dates: October 10,2008; December 19,2008; March 13, 2009; May 19, 2009. March 30 - April 17, 2009</p>
<p>Strategy 1: To increase the effectiveness of math instruction, Warren Elementary will develop and implement a written math program, aligned to the school district adopted math curriculum and Arizona state standards; that is specific to student demographics, and focuses on areas of need identified in the district data analysis.</p> <p>A1. Action to Support Strategy: Contract with a math consultant to work with staff to develop the written curriculum, provide implementation and professional development services.</p> <p>Responsible Parties: Classroom teachers - Koski, Noriega, Armenta, Craig, Williams, Martinez, Almeida, Grow, Broussard, Valenzuela, Fernandez, Le, and Vasquez; Principal, District, Chris Confer, Math Consultant, Mentor, School Improvement Coach</p> <p>Begin Date: 8/13/2008</p> <p>End Date: 5/21/2010</p> <p>Funding Source: -School Improvement Grant for Math Consultant \$7,500</p> <p>Professional Development: Implementation of a math professional development program, developed with the math consultant to implement a series of ten lessons on basic math skills and fractions. Teachers will be trained to conduct pre and post assessments and to implement the instructional program.</p>	

Method of Evaluation: The implementation and monitoring of this strategy will be accomplished through the use of: 1. Math Quarterly Benchmarks 2. Teacher designed formative assessments aligned to performance objectives 3. Blast-Off Pre and Post Tests 4. AIMS and Terra Nova Tests 5. Walk through observations conducted by the administration and school improvement coach 6. Collaborative discussions lead by the administration, the school improvement coach and staff members.

Strategy 2: Implement math intervention programs that will allow for targeted assistance to low performing students and enrichment for students who have demonstrated skills mastery, based on assessment.

A1. Action to Support Strategy: Using district generated data reports for at-risk students (ARID) as a selection tool; Warren Elementary will implement targeted math interventions for remediation and enrichment using the following curriculum resources: Math Investigation with grades 2nd and 5th; Study Island (grades 2-5); Blast Off (grades 3, 4, 5). Students will also receive intervention services that have been designed with the assistance of a math consultant. The interventions will provide additional instruction in basic math skills and fractions.

Responsible Parties: Classroom teachers - Koski, Noriega, Armenta, Craig, Williams, Martinez, Almeida, Grow, Broussard, Valenzuela, Fernandez, Le, and Vasquez; Principal, District, Chris Confer, Math Consultant, Mentor, School Improvement Coach

Begin Date: 8/13/2008

End Date: 5/21/2010

Funding Source: -Title 1 - \$1,500 for Math Investigation Materials -Title 1 Blast-Off, Math workbooks \$8,000.

Professional Development: Teachers will receive targeted training in the use of each curriculum resource, and the use of data generated by each resource during staff professional development time periods.

Method of Evaluation: The implementation of this strategy will be accomplished through: The use of the curriculum resources that are part of this action step. 2. Analysis of Math Quarterly Benchmarks conducted by the staff and school improvement coach 3. Use and analysis of Formative Assessments by the staff and school improvement coach. 4. Analysis of the AIMS and Terra Nova Tests by the administration, the staff and the school improvement coach. 5. Walk through observations

coach 6. Collaborative discussions lead by the administration, the school improvement coach and staff members.

Goal -12

<p>State the Goal: Reading Goal: Third grade Hispanic students will increase the percentage of students meeting the AMO standard on the 2008-2009 AIMS test in the areas of: ? Reading Process Strand ? Print Concepts Concept, from 53.5% to 58.8%. ? Reading Process Strand ? Vocabulary Concept, from 51.9% to 57%. ? Comprehending Informational Text Strand, Persuasive Text Concept, from 38.4% to 42.2%. ? Comprehending Informational Text Strand, from 54% to 59.4%. Third grade students (all groups aggregated) will increase the percentage of students meeting the AMO standard on the 2008-2009 AIMS test in the areas of: ? Reading Process Strand ? Vocabulary Concept, from 56% to 61.6%. ? Comprehending Informational Text Strand, Persuasive Text Concept, from 41.7% to 45.8%. Fourth grade Hispanic students will increase the percentage of students meeting the AMO standard on the 2008-2009 AIMS test in the areas of: ? Comprehending Informational Text Strand, Persuasive Text Concept, from 51.1% to 56.2%. Fourth grade students (all groups aggregated) will increase the percentage of students meeting the AMO standard on the 2008-2009 AIMS test in the areas of: ? Comprehending Informational Text Strand, Persuasive Text Concept, from 51.3 to 56.4%.</p>	<p>Priority Needs Addressed: This goal addresses needs identified in priority number two in the plan worksheet. The area of focus for this goal is reading instruction.</p>
<p>Description: DRA Scores Dibels and Progress Monitoring Tucson Unified School District Benchmark Assessments administered through Galileo AIMS Assessments Formative</p>	<p>Dates: August 13, 2008 - May 2009 October 10,2008; December 19,2008; March 13, 2009; May 19, 2009. March 30 - April 17, 2009</p>

<p>Strategy 1: Teachers will provide structured, guided reading activities and implement lessons that provide for the the development of higher order thinking skills.</p> <p>A1. Action to Support Strategy: Teachers will implement Guided Reading Groups as a component of a daily 120 minute literacy block. The reading block will make use of leveled literacy materials and teachers will use lesson templates to administer Guided Reading. Teachers will implement lessons with an intent of cultivating higher order thinking skills with their students.</p> <p>Responsible Parties: All teachers - Vasquez, Fernandez, Le, Valenzuela, Broussard, Grow, Almeida, Martinez, Williams, Armenta, Craig, Noriega, Koski, Myrick, Franklin, Klass, Principal, District, Reading/Literacy coach, School Improvement Coach</p> <p>Begin Date: 8/13/2008</p> <p>End Date: 5/21/2010</p> <p>Funding Source: Title I funding for professional development in the implementation of guided reading groups.</p> <p>Professional Development: Guided Reading Training</p> <p>Method of Evaluation: The implementation of this strategy will be accomplished through: The use of Guided Reading Groups that are part of this action step. 2. Analysis of Reading Quarterly Benchmarks conducted by the staff and school improvement coach 3. Use and analysis of Formative Assessments by the staff and school improvement coach. 4. Analysis of the AIMS and Terra Nova Tests by the administration, the staff and the school improvement coach. 5. Walk through observations conducted by the administration and school improvement coach 6. Collaborative discussions lead by the administration, the school improvement coach and staff members.</p>
<p>Strategy 2: Teachers will conduct progress monitoring of student reading achievement.</p> <p>A1. Action to Support Strategy: Teachers will administer the following instruments to progress monitor reading instruction: 1. DIBELS Assessment 2. DRA Assessment 3. Guided Reading Group Assessments</p> <p>Responsible Parties: All teachers - Vasquez, Fernandez, Le, Valenzuela, Broussard, Grow, Almeida, Martinez, Williams, Armenta, Craig, Noriega, Koski, Myrick, Franklin, Klass, Principal, District, Reading/Literacy coach,</p>

Begin Date: 8/13/2008

End Date: 5/21/2010

Funding Source: Title 1 funds will be used for training to facilitate training in progress monitoring, DIBELS, and DRA.

Professional Development: 1. DIBEL and Progress Monitoring Training 2. Guided Reading Training 3. DRA Training

Method of Evaluation: The implementation of this strategy will be accomplished through: The use of Guided Reading Groups, DIBELS assessments and DRA assessments that are part of this action step. 2. Analysis of Reading Quarterly Benchmarks conducted by the staff and school improvement coach 3. Use and analysis of Formative Assessments by the staff and school improvement coach. 4. Analysis of the AIMS and Terra Nova Tests by the administration, the staff and the school improvement coach. 5. Walk through observations conducted by the administration and school improvement coach 6. Collaborative discussions lead by the administration, the school improvement coach and staff members.

Strategy 3: Implementation of intervention services offered through after school tutoring and summer school programs.

A1. Action to Support Strategy: Implementation of after school tutoring for students who do not show adequate progress, as measured through the administration of Guided Reading Groups, DIBELS assessments and DRA assessments.

Responsible Parties: All teachers - Vasquez, Fernandez, Le, Valenzuela, Broussard, Grow, Almeida, Martinez, Williams, Armenta, Craig, Noriega, Koski, Myrick, Franklin, Klass, Principal, District, Reading/Literacy coach, School Improvement Coach

Begin Date: 8/13/2008

End Date: 5/21/2010

Funding Source: Title I funding will be used to pay for certified staff who offer after school tutoring.

Professional Development: 1. Collaborative development of after school model, using PLC strategies. 2. Assessment of after school model using PLC strategies.

Method of Evaluation: The implementation of this strategy will be accomplished through the analysis of student performance data, established with a baseline of

compared to student performance subsequent to intervention services.

Goal -12

<p>State the Goal: Parent participation in school governance, programs and activities will demonstrate growth of 10%, as measured by a baseline of records and exhibits maintained by the school prior to the start of this plan, and compared to records and exhibits collected subsequent to the start of this plan. Participation in general school open house programs will increase from 129 participants to 142 participants. Participation in school literacy night events will increase from 19 participants to 22 participants. Number of hours volunteered by parents and community in the school will increase from 1039 hours per school year to 1143 hours per school year. Number of parents and community members providing volunteer services in the school will increase from an average of 7.4 persons per month to 8.4 persons per month. The number of parents completing the district school quality survey will increase from 205 to 225.</p>	<p>Priority Needs Addressed: This goal addresses needs identified in priority number four in the plan worksheet. The area of focus for this goal is parent involvement in the school community.</p>
<p>Description: This goal cannot be measured by a testing instrument, but it will be measured through: Sign-in sheets Volunteer sheets Participation logs Parent Surveys</p>	<p>Dates: Begin 8/13/08 to 5/21/2010</p>
<p>Strategy 1: The school will maintain a schedule of opportunities for parents to interact with the school staff.</p> <p style="padding-left: 40px;">A1. Action to Support Strategy: The school will support the following parent interaction opportunities: 'Cafecitos' meeting with parents Parent Literacy & Math Night Parent meeting (evening) Evening school functions Site Council Meetings</p> <p style="padding-left: 40px;">Responsible Parties: School Principal, Teachers, Site Council Members, Teena Capullo, Community Rep.</p> <p style="padding-left: 40px;">Begin Date: 8/13/2008</p>	

Funding Source:**Professional Development:**

Method of Evaluation: The implementation of this strategy will be accomplished through records and exhibits maintained by the school prior to the start of this plan, and compared to records and exhibits collected subsequent to the start of this plan. Examples of such records and exhibits includes: Sign-in sheets Participation logs Volunteer sheets Parent surveys

Strategy 2: The school will utilize the services of the school community representative to develop collaborative partnerships with parents and the greater school community.

A1. Action to Support Strategy: The school-community representative will conduct outreach and communication activities to generate parent participation in school events.

Responsible Parties: Principal, School-Community Representative

Begin Date: 8/13/08

End Date: 5/21/2010

Funding Source: Title I - \$2011.00

Professional Development: Community Training Parent Literacy Training

Method of Evaluation: This action step will be evaluated through a baseline of records and exhibits maintained by the school prior to the start of this plan, compared to records and exhibits collected subsequent to the start of this plan.

A2. Action to Support Strategy: The School-Community Representative will provide the Warren school community with family liaison services.

Responsible Parties: School-Community Representative

Begin Date: 8/13/2008

End Date: 5/21/2010

Funding Source: None

Professional Development: None

Method of Evaluation: This action step will be evaluated through a baseline of records and exhibits maintained by the school prior to the start of this plan, compared to records and exhibits collected subsequent to the start of this plan.

Goal -12

State the Goal: The school will

Priority Needs Addressed: This goal

<p>demonstrate a 10% improvement in levels of staff collaboration, communication and school staff culture through the implementation of Professional Learning Community concept, and as measured through the use of staff surveys, the Arizona School Improvement Plan Needs Assessment, and the TUSD School Quality Survey. The overall staff satisfaction level on the District School Quality Survey will increase from 81.3% to 89.43%. The overall status level of the school on the ASIP needs assessment, focused on school and district leadership, will increase from .92 (out of 3) to 1.82. The overall status level of the school on the ASIP needs assessment, focused on school culture, climate and communication, will increase from 1.0 (out of 3) to 1.10.</p>	<p>addresses significant issues impacting student achievement that have been identified as part of the needs assessment. The school also has a significant number of new staff members. Development of the PLC concept will help to address staff identified needs.</p>
<p>Description: ASIP Needs Assessment TUSD School Quality Survey</p>	<p>Dates: Annually</p>
<p>Strategy 1: Implementation of the Professional Learning Community framework.</p> <p>A1. Action to Support Strategy: Development of staff dialogue with School Improvement Coach and Principal, in order to develop capacity for dialogue on teaching and learning.</p> <p>Responsible Parties: Teachers Principal Staff School Improvement Coach</p> <p>Begin Date: 8/13/2008</p> <p>End Date: 5/21/2010</p> <p>Funding Source: Title 1 - Materials</p> <p>Professional Development: 1. Training on PLC model to build staff knowledge. 2. Training on the use of collaborative group models</p> <p>Method of Evaluation: This strategy will be evaluated through the use of staff surveys, the Arizona School Improvement Plan Needs Assessment, and the TUSD School Quality Survey.</p>	

Arizona School Improvement Plan

Milestones

Date of Public Notification

11/3/2008

Date of Public Presentation

10/21/2008

Improvement Plan Beginning Date

8/13/2008

Improvement Plan Ending Date

5/21/2010

Arizona School Improvement Plan

LEA Support

STATEMENT OF LEA SUPPORT FOR THE FY08 SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN

LEA Name: Tucson Unified District
 School Name: Frances J Warren Elementary School
 Check All That School Schoolwide Targeted
 Apply: Improvement Assistance

Assurance:

The LEA assures the ADE that it will provide focused support to guide its schools in the development and implementation of the ASIP, incorporating:

- | inclusion of teachers and parents in decision-making processes,
- | conducting a comprehensive needs assessment using the Arizona Standards and Rubrics for School Improvement,
- | identification of goals and priorities for improvement,
- | allocation of resources,
- | implementation of sustained, classroom focused professional development,
- | instruction by highly qualified and highly effective teachers, and
- | evaluation and appropriate annual revision.

Authorized signer name Corrine Blum **I Agree**

Write a brief response (limit 100 words) to each of the following for each school:

1. External assistance: Who has the LEA designated to assist the school to develop and implement its ASIP?

This school has a School Improvement Coach, Frank Larby, who assists in the site's implementation and monitoring of their ASIP. In the district, the staff from School Improvement, Language Acquisition, Human Resources, Curriculum and Instruction, Professional Development, Educational Technology and Accountability and Research work in collaboration with Principals, Site Leadership Teams and Chief Academic Officers to provide assistance/support in the development and implementation of the ASIP.

2. HQ teachers: How will the LEA recruit and retain HQ teachers, especially for schools in need of improvement?

TUSD recruits teachers from Arizona Institutes of Higher Education by

attending Career Fairs and hosts Job Fairs to recruit HQ teachers from in and out of the state. TUSD advertises in newspapers, college placement offices and on the Internet. District strategies include: "Grow Our Own" program for special education, study groups for math, science and special education; reimbursement to teachers for passing AEPA, a two-year mentoring program for new teachers and for courses taken to become HQ. Teacher support is provided by School Improvement Coaches. TUSD Teacher Recruiter identifies priority schools and collaborates with principals to fill vacancies with HQ teachers.

3. Transition: How does this school transition students into or out of the school (e.g., from preschool or to high school)? Targeted Assistance schools may enter N/A.

Warren Elementary School participates in Kindergarten Round-Up activities at the start of the school year. Parents are provided with school information through a newsletter and a new parent letter. Fifth grade students receive information about the middle school transition and expectations from the instructional staff. Students will participate in any transition activities sponsored by the middle school. ELL students participate in a block program in which they receive services from the ELD teachers. Instructional staff meets to review Azella scores and scores in the Avenues program and DRA assessment results to make adjustments to the ELD groups.