

Presidio Schools NCLB

Schoolwide Plan

NCLB Schoolwide Plan Goals:

1. To increase the percent of Presidio students who meet or exceed Arizona State Standard in Reading, Writing, and Mathematics as evidenced by passage of AIMS exams at each grade level assessed.
2. To reduce the dropout rate for Presidio High School students.

Stakeholders: Students, Teachers, Administrators, Parents

School Information:

Contact Person:

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Tucson, Arizona 85719

Grade Levels Served:

1996- 2003 / Grades 9 – 12
2003-2004 / Grades 8 – 12
2004-2005 / Grades 5 – 12
2005- Current / Grades K – 12

Mission Statement:

To offer Mastery Learning – a self-paced, individualized instructional method where failure is not an option and where all students are assisted in meeting or exceeding State Standards within an educational atmosphere based upon respect and responsibility.

Achievement Profile: Performing Plus

Adequate Yearly Progress: Met since inception through 2007

Percent of Title I Students:

The percentage of Title I students enrolled at Presidio has consistently been between 60% and 70% since the school's inception in 1996.

04/05 Enrollment Demographics:

Enrollment: 353 Enrollment Cap: 400

High School: 81% Grades 5-8: 19%

Male: 50% Female: 50%

Asian: >1% Black: 6% Hispanic: 32% Native American: 5% White: 57%

Title I: 75% ELL: 1% Special Education: 18% Homeless: 6%

07/08 Enrollment Demographics:

Enrollment: 321 Enrollment Cap: 400

High School: 43% Grades 5-8: 20% Grades K-4 37%

Male: 46% Female: 54%

Asian: 2% Black: 8% Hispanic: 32% Native American: 3% White: 55%

Title I: 66% ELL: 1% Special Education: 14% Homeless: 2%

School Background:

Chartered in 1996 and sponsored by the Arizona State Board of Charter Schools, Presidio School has an eleven-year history of meeting the needs of a culturally and socially diverse student population. Presidio began its operation in a remodeled mortuary serving 200 of what many considered to be Tucson's most delinquent and troubled high school age youth – the very population that the founders of Presidio hoped to serve. Since that time Presidio has moved to a beautiful new three-acre campus with 25,000 square feet of classrooms, science labs and an auditorium all with access to the newest technology. The new campus was designed to foster a feeling of safety and camaraderie through its traditional Spanish styling where buildings encircle and interior doorways lead to a central gathering place or courtyard. The campus is not the only change that Presidio has experienced over the years – there have also been changes in the makeup of the school's student population. For the first seven years of its operation, Presidio served only high school students. During the last three years a rapid expansion of the program extended services to students in grades Kindergarten through eighth.

Throughout this expansion, Presidio did not abandon its mission to serve what society has taken to calling at-risk children. Many members of the student body continue to live in poverty, experience homelessness, or may be referred to the school by the court systems and social service agencies, but there has been a gradual shift in Presidio's learning community. It has grown from one that is primarily populated with "at-risk" students to one that can best be described as a community of learners – learners with varying backgrounds, styles of learning, abilities and goals. It is believed that this community of learners has evolved as a result of Presidio's educational philosophy that given an opportunity and adequate educational and emotional support, any student who wants to learn can learn.

This philosophy is supported by an instructional program founded on the goals identified in Presidio’s charter that state all students will be: 1) enrolled in curriculum that promotes critical thinking, problem solving and life skills acquisition; builds on individual strengths, interests, background, experiences and prior knowledge; lends itself to the integration of disciplines; and promotes active inquiry learning; 2) taught in an environment that promotes development of a positive self-image, a sense of self-worth, individual identity and self-reliance; 3) actively involved in the learning process and demonstrate responsible behavior – students will take responsibility for the consequences of personal actions, accept responsibility for successes as well as failures; 4) able to “future think” in order to set realistic short- and long-range life goals.

Presidio has implemented an instructional program designed to meet these goals. Of utmost importance is the quality of the instructor. Meeting NCLB Highly Qualified Standards is the basis, but Presidio also places a high value on the benefits of a warm, caring instructor who not only provides instruction, but encouragement. Secondly, since students enter Presidio with varied abilities, backgrounds, levels of maturity, and learning styles, individualized or differentiated instruction coupled with mastery learning is provided at all grade levels. The concept of requiring students to reach a level of predetermined mastery on each unit of instruction before being allowed to progress to the next unit was dubbed “Mastery Learning” in 1968 by Benjamin Bloom, the foremost scholar and promoter of the concept. Presidio adopted Bloom’s theory and established a 75% mastery level for students in all grade levels. As part of mastery learning, students receive constant feedback and are allowed to progress at their own pace based upon individual ability as determined by the teacher and student. On any assignment where 75% is not achieved, the instructor re-teaches the aspects that the student does not as yet grasp. Mastery learning is based on the concept that all students can learn when the confines of time are eliminated. Mastery learning is the embodiment of the school’s educational philosophy as it blends four primary concepts – the importance of the teacher-student relationship, differentiated instruction, demonstrated proficiency, and self-paced learning.

Schoolwide Program Planning:

The schoolwide planning process commenced at the beginning of the 2001-2002 school year when the Presidio School Advisory Board established the NCLB Planning Committee. The Presidio Advisory Board/NCLB Planning Committee is the primary avenue for all stakeholders to have input on the development and implementation of Presidio's NCLB schoolwide plan. This Board is chaired by the Presidio School Transitional Services Coordinator with the assistance of Terry Garza, Co-Director of Presidio School. Ms. Garza is also responsible for all programs implemented under the NCLB umbrella. All faculty and staff members have been invited to join, and the meetings are held at times which would allow them to attend without interference with their primary duties. The Board also invites students and parents of students to participate. Several notices requesting participation are mailed to all parents and at each Open House a request is made for parent volunteers. Presidio has also posted an invitation on the school's web site, www.presidiohighschool.com. The Committee is also populated with representatives from local businesses, educators and administrators from the University of Arizona and Pima College, representatives from museums and libraries and other educational institutions. The varied interests and expertise of the members have contributed greatly to the quality and comprehensiveness of the plan.

The committee decided that one of its primary functions would be to conduct annual surveys of parents on key issues. The committee determined that this was necessary in order to increase parental involvement in and ownership of their children's education and to insure that any schoolwide plan would be fully endorsed and supported by them. To date, the Committee has conducted three school wide surveys. Details regarding the surveys and resultant data are contained in the Needs Assessment portion to the NCLB Schoolwide Plan. The committee further determined that the most effective method of developing a schoolwide plan was to conduct all efforts under the umbrella of the Federal NCLB Goals.

The Presidio Advisory Board/NCLB Planning Committee was divided into five sub-groups each of which assumed primary responsibility for one of the five performance goals and the associated performance indicators. Each sub-committee determined and established additional performance indicators pertinent to Presidio Schools; secured baseline data; determined effective strategies already in place at the school; developed needed schoolwide reform strategies; established benchmarks for determining progress towards achieving performance targets for each reform strategy; devised a plan for meeting performance targets; determined a tracking process; and determined appropriate technology and personnel needed to effectively track progress. The Committee as a whole merged the sub-plans into a cohesive and comprehensive schoolwide plan, and will retain responsibility for assessing and revising the schoolwide plan as needed, but at a minimum, on an annual basis.

NCLB Schoolwide Planning Committee membership:

It should be noted that membership and attendance varies on an annual basis particularly among parents and students.

Carol Hutchinson, Pima Community College (Core Member)
Jan Manes, Pima Community College-Summer Career Academies
Kathy Nicholson, Presidio High School Parent & U. of A. Administrator (Core Member)
Richard Johnson, Parent (Core Member)
Carrie Farnsworth, Presidio Librarian (Core Member)
Leslie Porter, U. of A. Human Resource Project Manager
Mindy White, Presidio School Director of Curriculum & Instruction (Core Member)
Angela Jurado, Presidio School Social Studies Department Chairperson (Core Member)
Bob Williamson, Presidio School Science Department Chairperson (Core Member)
Hillary Dummer, Presidio School Math Department Chairperson (Core Member)
Scott Duerstock, Exceptional Student Services Director (Core Member)
Terry Garza, Presidio School Director (Core Member)
Belinda Brauer, Owner Bring Funeral Home
Pam Humphrey, Tucson Water
Katie Adams, Neighborhood Association President
Janet Garcia, Tucson Water
Sharika Vales, Presidio School Student
Aviry Christy, Presidio School Student
Joy Cunningham, DES Vocational Rehabilitation (Core Member)
Sheila Bradley, Community Member
Diane Olivares, Pima Prevention Partnership
Laura Sullivan, Administrator & Librarian-Outreach Services (Core Member)
Kim Braun, Literacy Volunteers of Tucson
Sandy Rosenthal, Youth On Their Own
Representative, Midtown Police Patrol
Fred Orozco, Director of Tucson Hispanic Chamber of Commerce
Kathy Allen, Community Member
Joy Barr, Presidio High School Transitional Services Coordinator (Core Member)
Margaret Scheib, Parent (Core Member)
Leslie Webb, Parent
Travis Cervantes, Student
Hope Elder, DES Pima Youth Placement Program
Jason Greenway, Presidio High School Alumni Association President
Jack Lanning, Technology Expert and Presidio MIS Coordinator (Core Member)
Charlie Boyd, CA Boyd & Assoc.

Required Implementation Components

Comprehensive Needs Assessment

The needs assessment process leading to the identification of effective strategies currently in place and needed schoolwide reform strategies were both data and information-driven. As part of the needs assessment the Committee examined baseline data on students obtained through the entrance assessments given to each new enrollee at Presidio. The entrance assessments used for high school students is the ABLE (Adult Basic Learning Exam) and for grades 2 through 8 the assessments used are Stanford 9 Mathematics and Reading Diagnostics and a Presidio devised writing assignment graded using grade appropriate six-trait writing rubrics. For grades K-1 Presidio uses DIBLES and in-house assessment rubric. The results of the analysis of the high school enrollment assessments indicated that most students were reading and writing several years below grade level. Few high school students were prepared for proficiency level mathematics. Basic mathematic skills such as long division and working with fractions and percentages were not mastered. When Presidio extended grade levels to include grades 5 through 8, this trend was also evident. Approximately one-third of the 5th through 8th graders enrolled tested at or below the 3rd grade level in reading, writing, and math. This is not to say that all students entering Presidio are low achievers. Both the lower and upper grade levels also attracted some very high achieving students. However, this population makes up less than 10% of the student body.

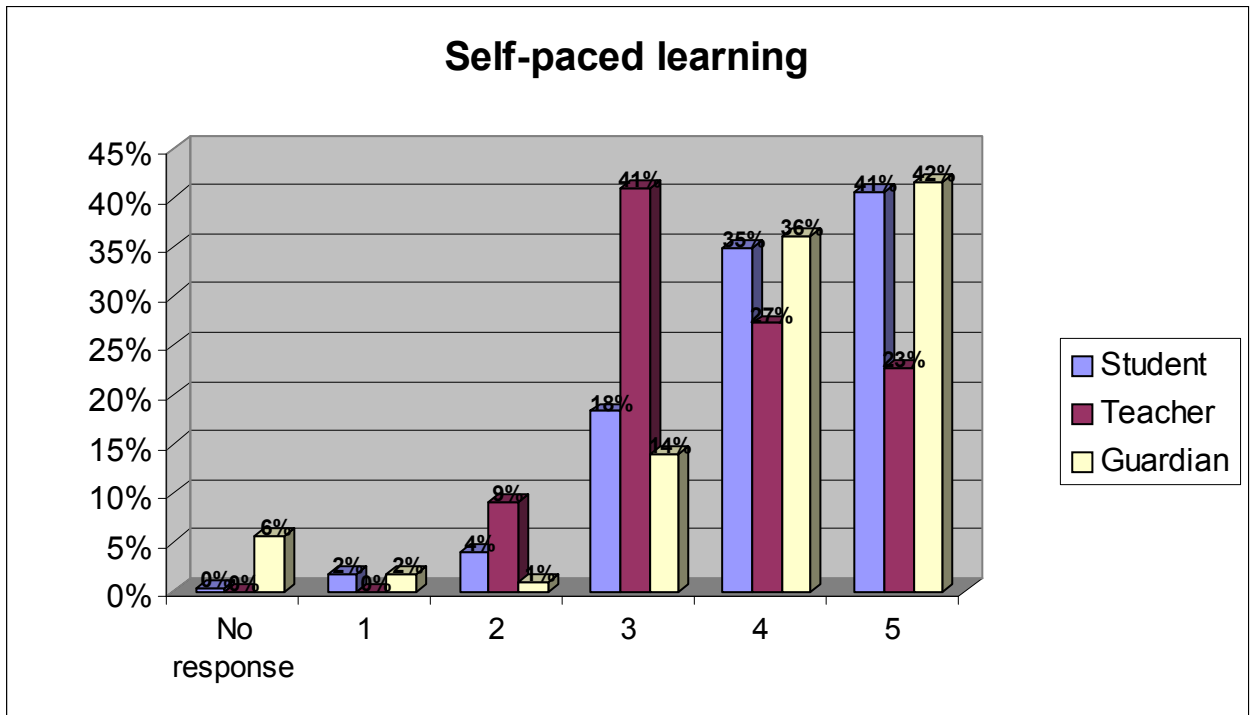
This baseline data coupled with academic achievement data from state mandated testing – AIMS and Stanford 9, indicates that although Presidio students are underperforming in all areas – reading, writing and math that the school is able to increase academic achievement for all populations. Disaggregated data did not show significant differences based upon ethnicity – unfortunately, all students were performing at unacceptable levels. When looking at the AIMS test scores for 10th grade students from 2002 through 2004, the percent of students meeting or exceeding the standards continues to vary. For example, in 2002 only 18% of Presidio 10th graders met or exceeded math standards. That percent dropped to 12% in 2003 and climbed back up to 15% in 2004. Similar rates were reflected in Reading with 57 % meeting or exceeding in 2002, 51% in 2003, and 59% in 2004. Similar inconsistencies were found when examining disaggregated results for 10th grade students. For example, in 2003, 56% of Hispanic students met or exceeded writing standards and 65% of white students met or exceeded the standards. In 2004, the success rate reversed – 93% of Hispanics met or exceeded writing standards and 82% of white students met or exceeded the standards. This type of inconsistent data was evident in all areas.

The Committee also looked at the numbers for 11th grade students. It was assumed that 11th grade students would fair better than the 10th graders due to the fact that Presidio had more time to remediate academic deficiencies. This assumption held true. The percent of 11th grade students meeting or exceeding standards went from 14% in 2003 to 21% in 2004; the percent meeting or exceeding standards in Reading went from 50% to 66%; and the number meeting or exceeding writing standards went from 66% to 71%. Although Presidio students continue to improve each year and the school is considered a performing school making AYP, the Committee determined that schoolwide reforms were needed in order to assist all students meet and eventually exceed State Standards. It was also determined that prior to implementation of needed reforms, it was important to determine which of Presidio's current instructional modalities and philosophies were instrumental in the current level of success students were evidencing. The Committee did not want to "throw the baby out with the bathwater" when devising schoolwide reforms.

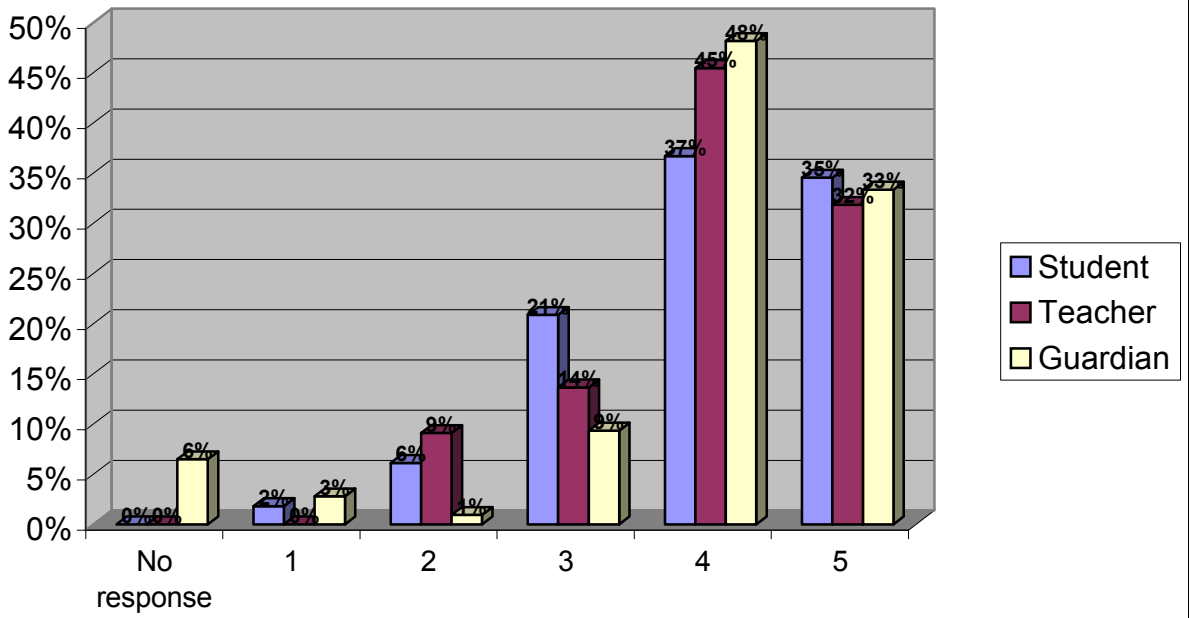
Surveys of parents, students and teachers were used to augment the data garnered from academic assessments. The first survey the Committee developed and implemented was sent to parents and guardians. The survey was primarily concerned with overall parent satisfaction with the school – specifically, if the parents believed that Presidio provided for a safe environment, offered adequate communication about students and student progress, provided a curriculum that was at a minimum comparable with the students' previous school, and satisfaction with charter schools. The second survey asked similar information, but added a section on what services and/or programs the school was not currently providing that the parents felt should be added. The final survey was conducted in conjunction with New York University and the Carnegie Institute. The purpose of the survey was to ascertain if the educational methodologies and educational philosophies upon which the school was founded had merit and were assisting the students achieve and exceed state standards. NYU labeled Presidio's methodologies and educational philosophy as "opportunities to learn or OTL" The survey explained and utilized this terminology and results were also couched in these terms. This survey, a very detailed document, was given to parents, students and teachers. The response rates were very high with 93% of students, 36% of parents and 100% of teachers responding. The results of the survey were informative and gratifying and in some instances, surprising.

The following chart contains the basic results of the three OTL surveys that were completed by Presidio School students, parents, and teachers. Because participants did not respond to each question, the "N" or number of respondents is listed for each OTL. The results from the OTL survey instruments were extremely positive in their valuation of Presidio's "unique opportunities to learn." The respondents were asked to rate each OTL on a scale of "1" to "5" with a "1" meaning that the OTL is not valued or

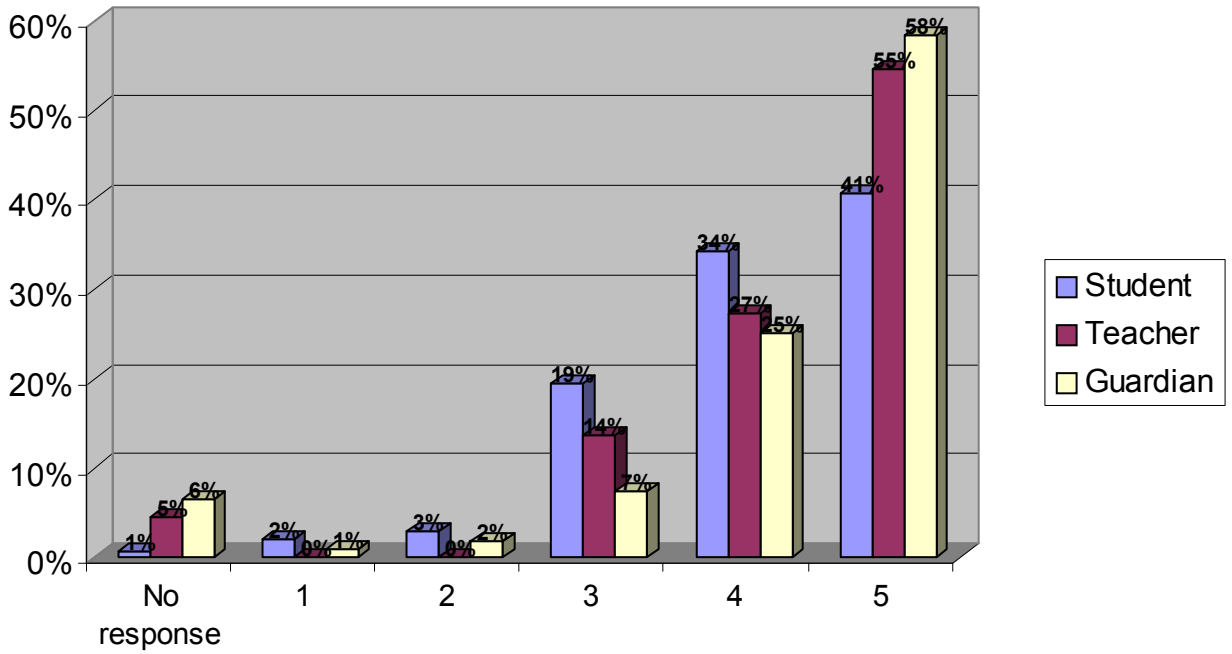
that it is hindering success and a “5” meaning that the OTL is valued or that it is very helpful in assisting the student to succeed in school. The lowest average score was from teachers who gave a 3.64 for Self-paced Learning. The parents evidenced the most consistently high marks, with averages ranging from a low of 4.17 for Individualized Instruction to a high of 4.55 for 75% Proficiency. The students joined their parents in evidencing the highest average score for the 75% Proficiency OTL, a score of 4.13. The teachers were out of sync with the students and parents rating 75% Proficiency in 4th place. Even though the teachers ranked it relatively low, they still gave it an average score of 4.09.



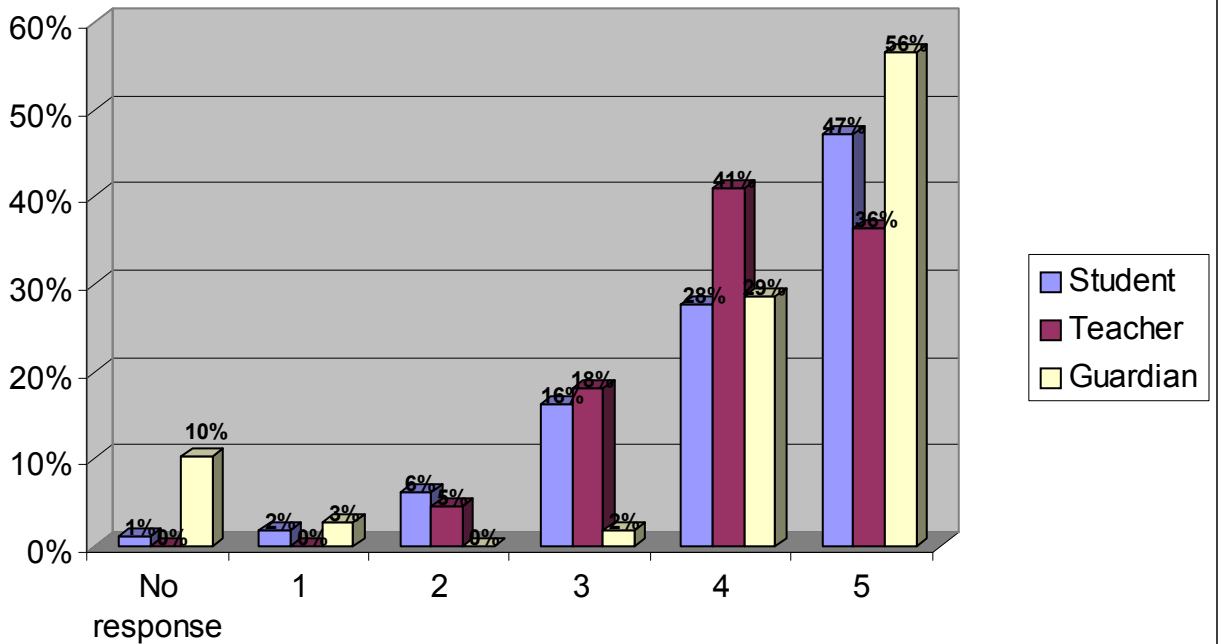
Individualized Instruction



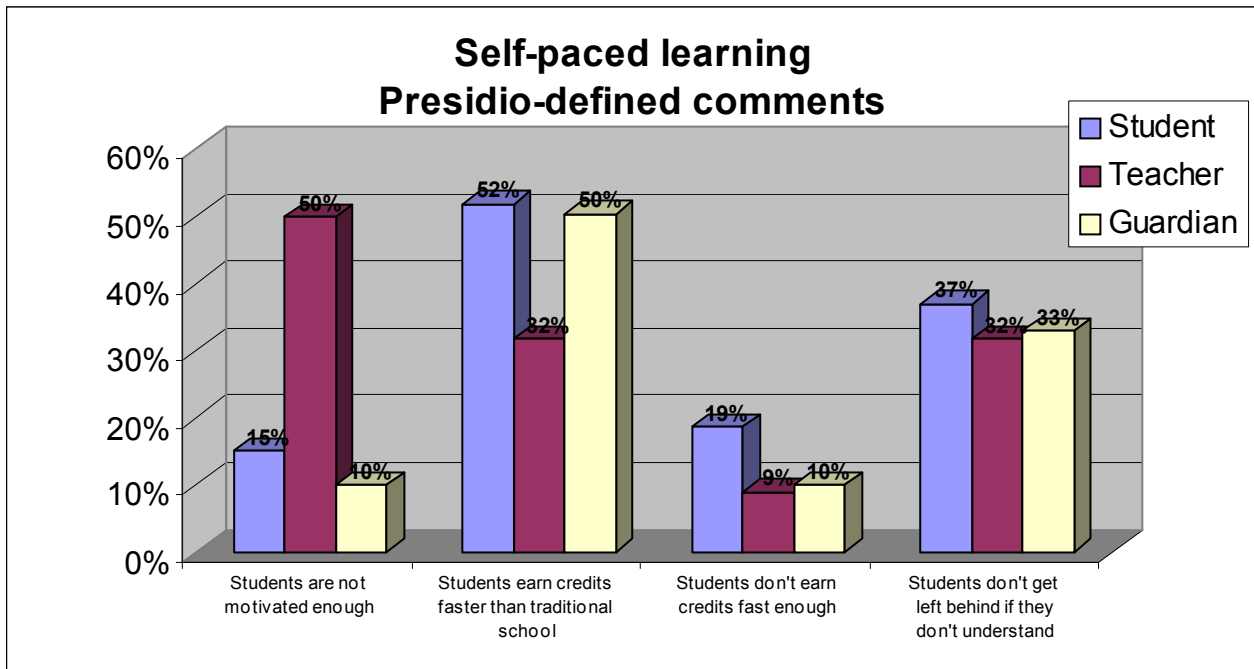
Small class size



75% Proficiency



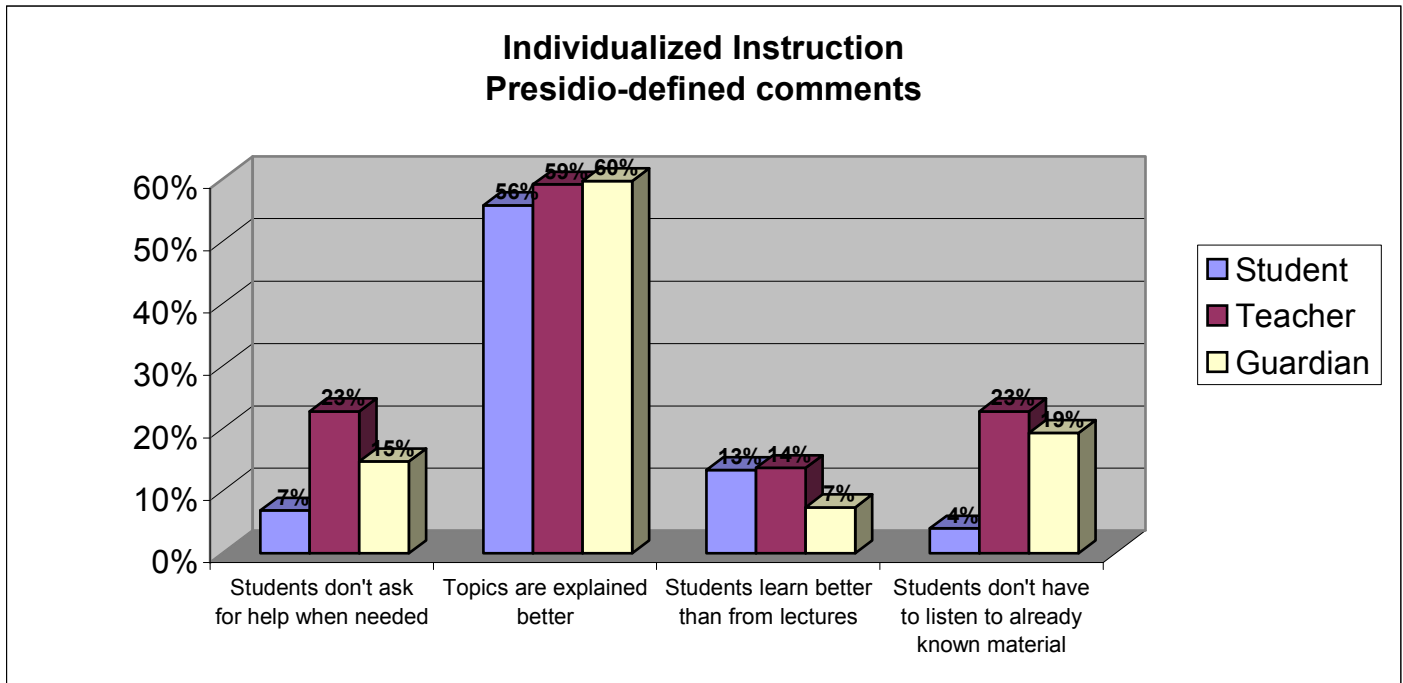
In order to get a better picture of the reasons behind the ratings of OTL, the committee provided four possible reasons for the rating. Two of the reasons were positive in nature and two were negative. Respondents were also given an option to add or select “other.” There were no limits set for how many responses could be selected. The most agreement between the three target populations was with the statement that students do not get left behind if they do not understand the material being presented – approximately a third of students (37.05%), parents (31.82%) and teachers (33.03%) indicated agreement with the statement.



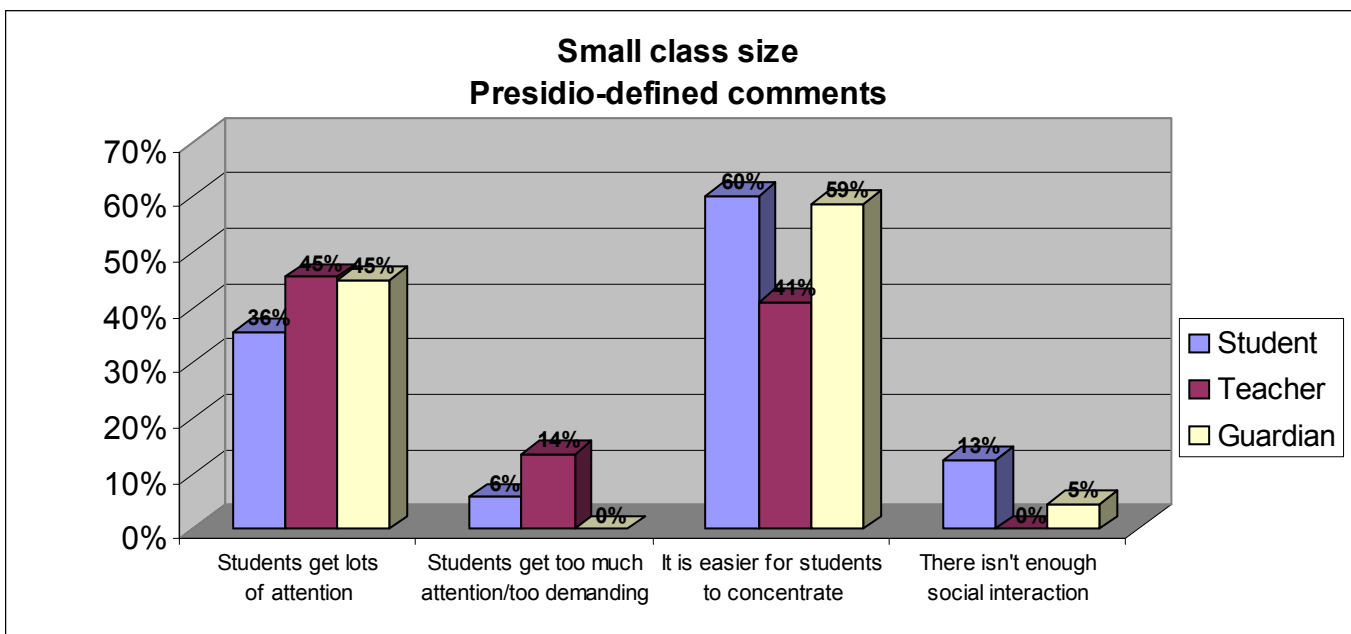
Twenty-seven total “other” responses regarding self-paced instruction were received from the three target groups – most dealt with the issue of student motivation in a self-paced environment. Eleven responses (students-4, parents-3, and teachers-4) indicated that students are not successful because they do not have the ability or maturity to be self-motivated. Twelve responses, ten from students and two from parents indicated that self-paced learning was more enjoyable and provided better use of class time.

The highest response rate and the greatest degree of agreement among all three target groups was that the teacher is able to explain things better when individualized instruction is offered. Only slightly over thirteen percent of students (13.31%) and teachers (13.64%) felt that students learn better in a lecture format. Parents were the strongest advocates for a non-lecture format. The greatest concern about the effectiveness of individualized instruction, that students don’t seek help when needed, was evidenced by teachers (22.73%). Only 6.83% of students agreed that they do not ask for help when needed. Teachers also felt that it was important that students did not have to listen to information about content that they had already mastered. Removing the necessity for students to go over known information repeatedly is a

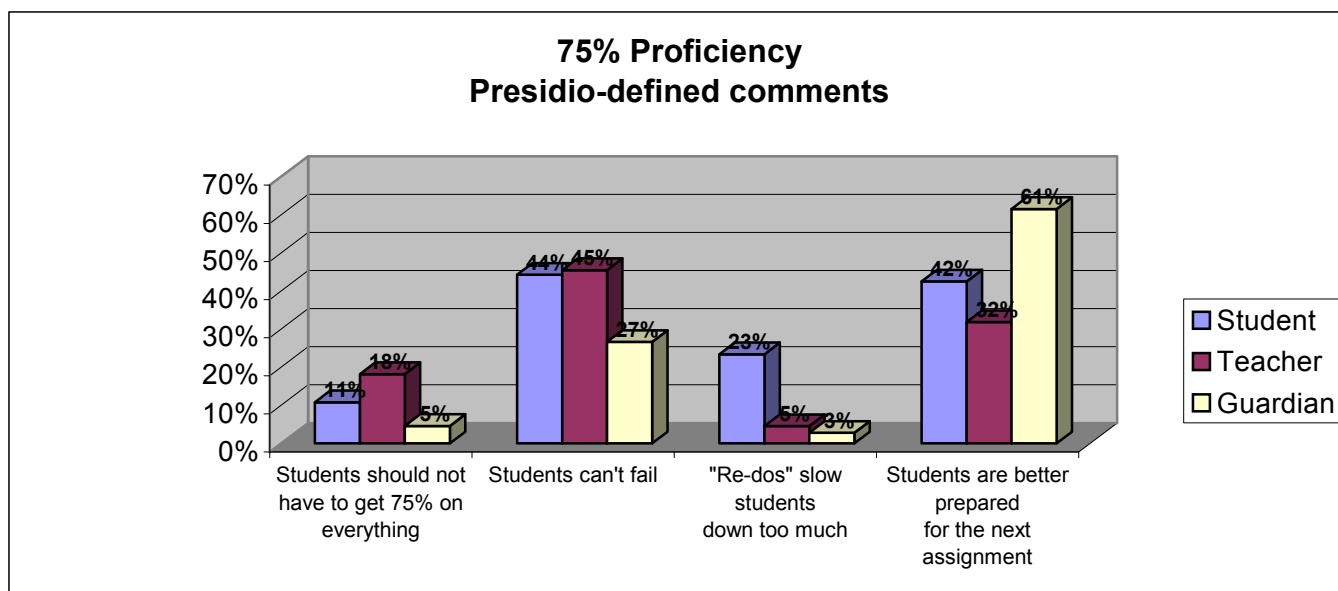
key concept in mastery learning. The most frequent response in the “other” category was that students, parents and teachers like the “one-on-one” that individualized instruction offers. The students, indicating that some teachers are not responsive enough, offered the greatest criticism.



Small class size is widely accepted as the best learning environment, and the results of the surveys indicated agreement by all participants. The most valuable information gathered from this portion of the surveys was from the “other” response opportunity. Students, parents, and teachers stated that classes should be even smaller.



Students (44.24%) and teachers (45.45%) both gave the most credence to the fact that the 75% proficiency requirement means that no student can fail. Parents were less concerned with students failing than with the fact that they would be better prepared for future assignments – with response rates of 26.61% and 61.47% respectively. Students (23.38%) were somewhat concerned that “re-dos” would slow down the pace of their credit attainment. The most disconcerting response regarding the 75% proficiency OTL came from the teachers. Almost twenty percent (18.18%) indicated that they did not agree with the requirement that students receive a grade of 75% or better on each assignment and less than a third indicated a belief that the requirement better prepared students for future assignments. This coupled with the low ranking of self-paced learning indicates that teachers, unlike students and parents, do not endorse the concept of mastery learning, the basis of Presidio’s educational plan.



Parents, students and teachers were all asked to respond to two open ended questions: 1) What about Presidio School is most useful in helping your child succeed in school? 2) What about Presidio School is preventing your child from succeeding in school? Out of 278 student surveys distributed, 140 students or slightly over fifty percent (50.36 %) took the time to further indicate that they believed self-paced learning to be the most useful in helping them to succeed. The only other student response that had a high enough frequency (17%) to merit mention were the statements that success was due in great part to the helpfulness and caring approach of administrators, teachers and staff. Of the 110 parents responding to the survey, thirty-four parents (31%) reiterated their belief that self-paced learning was the most useful in helping their child succeed in school. Half the number who cited self-paced learning, 16% of the parents, stated that individualized instruction was the most useful in assisting students succeed. When responding to the question of what is most useful in helping students succeed, six of the twenty-two

teachers (27%) gave equal credit to small class size, individualized instruction and caring teachers. Twelve teachers (55%) indicated that lack of student success was due to individual student choice and the fact that some students choose not to work, evidencing “no-pace.”

The survey results presented mixed results on the question, “Do Presidio’s ‘opportunities to learn’ help students achieve academically?” From the perspective of the students and parents, the answer was a resounding “YES.” However, survey results indicated that the teachers did not wholeheartedly concur. Teachers agreed that some of the OTL are effective – small class size and individualized instruction. However, they were much less convinced about the validity of self-paced learning and the 75% proficiency requirement. Although the committee agreed that parent and student approval of mastery learning was important, their acceptance alone was not sufficient to maintain it as the underpinning of the NCLB Schoolwide Plan. With the assistance of NYU faculty, the committee conducted research to secure evidence of the effectiveness of mastery learning. It became readily apparent during the research process that mastery learning is a well-documented learning strategy that has been found to be effective with all student populations. It is most effective when implemented with all its components in tact. Within the concept of mastery learning all students must be held to a high level of subject mastery – 75% proficiency; they must be given as much time as is required to reach mastery – self-paced learning; they must be provided instruction when needed utilizing a variety of methods – individualized instruction; and they must be provided instruction in the environment that is most conducive to mastery learning – small class size.

Schoolwide Reform Strategies

The Committee devised several reform strategies directly related to improved academic achievement as well as reform strategies related to reducing the high absentee rate and dropout rate evidenced by Presidio students.

Academic Lab

Academic Lab is an educational resource center that will be open most of the school year for six and one half hours a day seven days a week. Academic Lab will contain copies of all text books and syllabi on any of the courses into which students may be scheduled. Students will be able to go to Academic Lab during the regular school day for more individualized assistance on assignments and/or they may go before school, after school, and on weekends for supplemental instruction in any of their courses. Students may also receive supplemental preparation assistance for AIMS examinations. Academic Lab will be staffed by 3 FTE highly qualified teachers who specialize in various academic areas. Academic Lab will also be equipped with a minimum of ten computers, all of which will be connected to the Internet. Three video viewing stations will be housed in the lab.

Reading Lab

The Reading Lab will contain twenty computers with Fast ForWord loaded on each computer. Presidio researched the data related to several computerized remedial reading programs before selecting Fast ForWord. In addition to Fast ForWord, students receive individualized assistance in improving their reading skills. Students who are not as yet reading at proficiency level are assigned to the Reading Lab during the regular school day. The Reading Lab is also open for two hours after school, Monday through Friday. Students may have access to the Reading Lab on Saturdays and Sundays when the demand for its use is sufficient to merit one of the teachers leaving Academic Lab to provide Reading instruction.

Math Lab

The Math Lab will provide remedial math instruction during the regular school day. Students who are not at proficiency level are enrolled in Math Lab where they may improve their math skills while earning elective credit. With the exception of Special Education students, Math Lab credit may not be used to fulfill mathematics graduation requirements.

Supplemental Educational Materials

At not cost to the students, Presidio will provide all necessary educational supplies such as textbooks, pencils, pens, erasers, paper, graphing paper, calculators, graphing calculators, rulers, etc. Additional supplemental educational materials may include books on tape, remedial text books, videos, lower reading level books, spell checkers, and other miscellaneous supplies and tools. Although not paid for with NCLN funds, Presidio will make sure that all students are recipients of the “total school experience.” Prom tickets and yearbooks cost \$10 each, and if a student is unable to provide even that minimal fee, the school quietly pays for the student. Graduation is a “no fee” event. Caps and gowns may be purchased or borrowed; invitations are provided by the school; and at least one graduate photo and a group photo is guaranteed for each graduate.

Mastery Learning

One of the primary schoolwide strategies that Presidio will use to best serve the needs of all students but in particular students with disabilities, English language learners, and migrant, homeless, neglected or delinquent students is Mastery Learning. Presidio requires all students to reach a minimum of 75% mastery. Mastery Learning has been validated by numerous researchers as one of the most effective ways of teaching. Although studies found varying degrees of success among student groups, without exception the studies have shown that students in Mastery Learning programs at all levels and from all back grounds, showed increased gains in academic achievement and learning retention over those in traditional instruction programs. The benefits of Mastery Learning were shown to be greatest among students who evidence poor academic achievement in traditional learning environments. Within Mastery Learning the variable is not the student’s ability to learn, but the time needed to learn. It is Presidio’s philosophy that if time is not held constant for all learners then a student’s mastery of prerequisites skills at a pre-determined level becomes the constant – all students learn, just not at the same rate.

Small School Setting & Low Student to Teacher Ratio

Although Presidio will continue to serve more grade levels, the overall school population will remain no higher than 380 students. Additionally, in order to provide the individual attention required to teach students learning within the framework of Mastery Learning, low student to teacher ratios of 16:1 will be maintained. In grades 5 through 8 where even more one on one instruction is required, a cadre of highly qualified teaching assistants will be employed to assist the teachers.

Inclusion

Another key strategy that will be employed to assist special education students meet State Standards is inclusion. Special education students will be allowed to remain with other students in the regular classroom setting with the general student population. Students are not identified by removing them from class and placing them in specialized classrooms. Rather, students are allowed to work at their own pace with individualized instruction provided by knowledgeable and caring teachers. Presidio's self-paced instruction allows every student the opportunity to progress through course work at his/her individual ability as determined by the parent and the course instructor working with the student. For example, all students, regardless of their reading abilities, must earn a half credit of Reading. So, it is not just the poor readers who go to Reading Lab. The length of time required to complete the reading course is the only variation.

After-School Electives and Activities

After-school electives and activities are key aspects of drop-out prevention. After-school specialized instruction that is offered by teachers other than those in Academic Lab includes Reading, American Sign Language, Cultural Anthropology, Tae Kwon Do, Game Club, Music, Basketball, Volleyball, Celtic Studies and Performing Arts. After the regular school day, English language learners may also choose to go to a classroom where they can receive ELL tutoring. English speakers may choose Spanish language instruction.

Drop-out Prevention & School Safety Personnel

In order to reduce the high absentee rate it was determined that a full time Attendance Services Coordinator was needed. This person will track and verify all absences. He/she will demonstrate to the parents and students that absences should be rare and that someone is aware each time the student misses one or more classes. Verification of each and every absence coupled with a concerned adult's attention will reduce absence and especially truancy rates. Providing a safe campus is another avenue to reduce absenteeism and dropout rates. Students who find the campus as safe and welcoming place will be less likely to miss school and/or to dropout. These two positions are instrumental in the continued increase in attendance rates and decreases in dropout rates.

Technology Aptitude

The ability to use technology effectively and in a broad range of areas is important for all stakeholders – students, teachers, administrators and parents. Access to technology will be enhanced through computer classes, integration of technology into curriculum and teaching strategies, and increased access to computers and current software packages such as PowerPoint and Microsoft Office. This will be accomplished by providing professional development for teachers and administrators, computer classes for students and parents, and by increasing the availability of computer access for course work and research. This will be accomplished through mobile computer labs and by increasing the number of stationary computers in Academic Lab and individual classrooms.

INDICATORS OF ACADEMIC SUCCESS (Updated June 2007)

1. Assessment Results: Presidio School administers four state mandated assessments – DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in kindergarten through 3rd grade; AIMS DPA, a dual purpose assessment that combines AIMS and TerraNova items, in grades 3 through 8; TerraNova, a norm referenced test, in grade 9; and AIMS, Arizona’s Instrument to Measure Standards, in grades 10 through 12.

DIBELS is a set of standardized, individually administered measures of early literacy development that are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Although state performance thresholds have not been established, administration of the test is required as part of NCLB assessment protocols. Although Presidio does not have three years of data to present, of the 14 kindergarten students served in 2005-2006 (The first year Presidio served grades K-3), 100% are still with the school and 100% are reading above grade level by mid year of the 2006-2007 school year. With a score of 35 in Phoneme Segmentation Fluency considered “Advanced” and a score of 20 in Oral Reading Fluency considered “Advanced”, the average scores for this student group in February of 2007 was 55 and 30 in the respective assessment categories. There were only 14 students total in a combined 1st through 3rd grade class making data for these grade level insufficient for any form of analysis either through DIBEL or TerraNova DPA.

The AIMS DPA combines AIMS and TerraNova items into a single test in order to reduce the number of questions students must answer and still allow the state to collect norm referenced data while assessing student ability to meet State Standards in the content that is expected to be taught in a particular grade. AIMS DPA is offered in reading, writing and math. There are four scoring standards on this test: Falls Far Below; Approaches; Meets; and Exceeds. Students must score Meets or Exceeds in order to pass this test. Norm referenced scores are presented as part of the data, but passage is determined by the AIMS portion of the test. Again, Presidio is presenting data primarily on 8th grade students due to a lack of longitudinal data on lower grade levels.

Even though approximately 66% of Presidio students are economically disadvantaged, these students consistently score above state averages on the AIMS DPA in all three assessment areas. For two years in a row, 100% of Presidio’s 7th and 8th grade students “Met or Exceeded” standards on AIMS Writing. From a low of 31% meeting math standards in 2003-2004, Presidio 8th grade students have soared to a 93% passing rate with 13% of those students exceeding the standards. Reading scores have shown a similar gain with a low of 57% passing in 2003-2004 and a high of 94% passing in 2005-2006.

The TerraNova (given in 2005 and 2006) or the Stanford 9 (given in 2002, 2003, and 2004) is given to 9th grade students. TerraNova and Stanford 9 scores are reported as Mean Normal Curve Equivalent

(NCE) scores. This refers to a standard bell curve with a mean of 50 and a standard deviation of 21, indicating that the average score of all students taking this test is 50 and that over 68% of all students will score between 29 and 71 on the test. Freshman scores have not shown the growth evidenced by other grade levels. Scores in reading and language have consistently improved over the years with NCE scores going from 40 to 50 in Reading and 37 to 49 in Language. Mathematic scores have been more inconsistent, going up and down a few points from year to year. This variance and lack of significant gains is one of the reasons that Presidio decided to extend services to lower grade levels, so that Presidio can better prepare students for entrance into a rigorous high school curriculum.

AIMS, Arizona's standards based assessment, is given to high school students commencing in the 10th grade. All students in the State of Arizona are required to pass this test in order to graduate from high school and are given five attempts to pass over four years of attendance. Once a student passes (Meets or Exceeds), he/she is not required to re-take the test. Scores represented for grades 11 and 12 are for students who have not passed on previous attempts. The most significant data is for 10th graders who pass on their first attempt. Presidio's predominately economically disadvantaged high school students have also evidenced significant gains over the past five years and continue to surpass state averages in AIMS reading, writing and mathematics. The greatest gains have been in mathematics with a low of only 18% of 10th grade students passing in 2002 to a high of 70% in 2005. Reading and Writing passing rates have increased from 51% to 85% and 55% to 80% respectively.

Instruction By Highly Qualified Teachers

Even before the enactment of NCLB requirements regarding "highly qualified teachers" Presidio had established policies that met the guidelines. Presidio requires all teachers to have a minimum of a Bachelors Degree in the field that they are instructing. As a Charter school, Presidio is not required to employ certified teachers. However, almost 50% of the school's teachers are certified to teach in either elementary or secondary schools. Most of the other teachers are certified to teach at the college level and have many years of teaching experience at that level.

Additionally, Presidio requires all paraprofessionals to have an Associates Degree or to have passed a Paraprofessional examination accepted by the Arizona Department of Education. Presidio participated in the first Arizona Paraprofessional testing pilot program. Presidio has contracted for ongoing computerized testing so that prospective Paraprofessionals can take the test at any time and so that results are received in a timely manner.

High Quality And Ongoing Professional Development

Presidio will ensure that all faculty members will receive high quality, relevant, and scientifically proven professional development opportunities through the implementation of Presidio School's NCLB Professional Development Plan. The plan was developed by a sub-committee of the Presidio School Advisory Board/NCLB Schoolwide Planning Committee. The professional development plan is founded upon the *Systemic Planning Process* developed by the North Central Regional Educational Laboratory (NCREL). All activities developed using the process will meet the definitions contained in Section 9101 of NCLB. The *Systemic Planning Process* provides for three primary phases: initiation and readiness, implementation, and institutionalization.

Within the initiation and readiness phase assessments are conducted, needs are identified, a clearly stated shared vision or mission statement is developed, measurable objectives are established and professional development presented has been determined to be effective based upon substantial research. During this phase procedures are put into place for collecting and interpreting data that will be needed in order to determine the effectiveness of each aspect of the professional development plan. An evaluation plan and expected outcomes must be developed and refined before implementation. During the implementation phase, problem-monitoring and problem-solving strategies are put into place. Upon completion of each professional development session sufficient time is allotted to practice and evaluate new techniques and/or skills. Post-training study groups or learning teams are established to discuss learning and to facilitate needed adaptations of new practices and mentor teachers or principal advocates of the professional development component are identified. Implementation of the skills is monitored and most importantly, impact on student achievement is assessed.

The third and final phase is institutionalization of effective practices and skills gained through the implementation of the professional development plan. Teachers and administrators must share responsibility for maintenance of the practices and skills. Sufficient funding must be allocated for this maintenance and for training of new faculty members. Data assessing continued effectiveness is periodically reviewed to determine what practices need to be discarded, continued, or integrated with new teaching innovations. Another component of the third phase is the evaluation of individual personnel. Assessments must be made to determine if there is a need to provide additional training, assign a mentor teacher, or replace a faculty member who is not able to meet pre-established objectives.

For this *Systemic Planning Process* to be effective, all stakeholders must be allowed to participate and teachers in particular need to have ownership of the process and final products. The professional development team includes administrators, teachers, and parents. Student input is solicited through surveys and other similar avenues; however, they are not direct participants on the team. As part of the

initiation and readiness phase, the NCLB Professional Development Needs Survey was distributed to all teachers. The survey was devised as a confidential survey in order to make sure that teachers felt that they could be honest when identifying their needs. The data from this survey has been used to determine professional development priorities. Teachers identified “Teaching students with special needs” as their greatest training need. This was closely followed by the need for training in how to address various learning styles. The next two areas identified were classroom management and how to use technology in the classroom by teachers. The professional development team determined that a blending of the top four training needs would be the most effective plan. Bloom’s mastery learning instructional model is based upon the need for individualized, self-paced instruction. In order to implement this model, teachers must have excellent classroom management techniques and be able to teach learners functioning at multiple levels utilizing a variety of teaching techniques. It is proposed that the effective use of technology can greatly enhance these processes.

As part of an effective professional development plan, a plan to reduce teacher turnover was deemed a key component. The foundation for this aspect of the professional development plan is TEAMS, Teaching Excellence and Mentoring for Success.

TEAMS has four primary goals:

1. To improve the quality of instruction
2. To facilitate teacher teambuilding
3. To increase teacher motivation
4. To reduce teacher turnover

The first step in the process will be for the teachers to meet and establish a mission statement and instructional goals for the school year. Once teachers have developed a mission statement and instructional goals, TEAM groupings will be established. The role of the TEAM groupings is to improve instructional performance through teacher directed evaluations of each other. Members observe instruction, provide input and support needed changes within their group. TEAM groupings will be determined by administration and will consist of 4 or 5 teachers with each member bringing a different level of teaching experience and/or subject area to the group. Each group will be given the PHS teacher evaluation form to be used as a framework. The groups will then brainstorm and design rubrics for peer evaluations. Although there are key components that must remain in all of the groups’ rubrics, each may re-design or add to the rubric based upon what they think are their areas most in need of strengthening. The groups will be asked to pay particular attention to the needs identified by the NCLB survey – teaching students with special needs, addressing various learning styles, classroom management and the use of technology. Each member of the group will be observed at least once by each of the other

members of the group before the end of the school year. Time will also be allocated for group meetings in order to discuss the evaluations and devise personal and school-wide teaching improvement plans.

These peer evaluations will be for use by the group only and will not be submitted to administration for inclusion in the teacher's file. The only exception will be if the evaluating teacher observes behavior that would endanger a student or is seriously detrimental to the educational progress of the students and requires immediate action by administration. The groups' school-wide teaching improvement plans will be submitted to the professional development team to be used in the on-going development of the professional development plan. Through this system Presidio will be better able to address critical professional development needs in a timely fashion and will be able to adapt training to meet the needs of teachers working within a mastery learning educational framework.

Primary Professional Development Goals

Goal 1: By June 2005, to improve teacher classroom management skills within the context of mastery learning by 100% of the teachers a minimum of two classroom management professional development opportunities.

Activities:

- Conduct detailed needs assessment
- Identify quality professional development opportunities in classroom management
- Implement TEAMS
- Implement Mentor Teacher Program
- Assess effectiveness of professional development
- Institutionalize effective training offerings and classroom management techniques

Goal 2: By June 2005, to increase teacher skill level in providing education to students with special needs by providing 100% of the teachers a minimum of two professional development opportunities.

Activities:

- Conduct detailed needs assessment
- Identify quality professional development opportunities in providing education to students with special needs
- Implement TEAMS
- Implement Mentor Teacher Program
- Assess effectiveness of professional development
- Institutionalize effective training offerings and teaching techniques

Goal 3: By June 2005, to increase 90% of Presidio teachers' technology skill level to a minimum of "intermediate" in Internet, Word, Excel, Outlook and PowerPoint utilizing professional development opportunities.

Activities:

- Conduct detailed assessment of current skill level in each component
- Develop teacher skill level groupings for each component
- Provide in-house training sessions
- Assess effectiveness of professional development
- Institutionalize effective training offerings

Projected Impact

The projected impact of the Presidio Professional Development Plan will be that Presidio students will continue to make AYP and that their level of performance will increase at a greater rate. It is also anticipated that with the infusion of technology and with improved classroom management skills, teachers will be better able to provide differentiated instruction and to assist the students increase their learning pace and academic achievement. An increased pace by students learning within the mastery learning methodology will increase the number of students who will be able to graduate within the four-year time span and increase the number of students who are able to meet or exceed all AIMS assessments prior to the twelfth grade.

Implementation Tracking

TEAMS will be the primary tool for tracking implementation of professional development activities. Each TEAM grouping will be tasked with evaluating each other regarding implementation of professional development activities as well as evaluation of the effectiveness of the activities themselves. Another method will be examination of Course Proficiency Documents. Presidio has implemented an academic accountability methodology called Course Proficiency Documentation (CPD). CPDs are submitted to the Director of Curriculum and Instruction (DCI) within 5 school days from the day the last assignment is completed. Each CPD is checked by the DCI in order to make sure that the approved curriculum and teaching methods have been strictly followed, that the student has mastered the State Standards addressed with in the attached syllabus at a minimum proficiency level of 75%, and that the instructor is maintaining a high level of accuracy and consistency when grading student work. It is the responsibility of the DCI to examine the CPDs and affix a signature if it has been determined that the CPD meets Presidio School's standards. Should problems be identified in the CPD examined, a meeting is scheduled to either re-direct the teacher or have the student correct or re-do the submitted work. This is done until the CPD meets the school's stringent requirements. Through the examination of CPDs, the DOC will be able to track implementation of professional development activities.

Better use of classroom management techniques and improved knowledge of how to instruct special needs students will result in a decrease of disciplinary referrals and an increase in student productivity. An increase in student productivity will be measured by an increased level of credit attainment in the school's self-paced learning environment. Ultimately, there will be an increase in the number of students able to complete graduation requirements within the four-year time span designated by the state.

Refinement of Professional Development Plan

Individual teacher success and/or failure in reducing the number of disciplinary referrals and increasing the learning pace of various student populations will be analyzed by the professional development team. Those with minimal success will be provided with additional training and assistance; while those who are the most successful, will be made mentor teachers. Mentor teachers will assist those less successful teachers in analyzing what changes need to be made and what methods are most effective for them as individuals. TEAMS will be another very important tool in refining the professional development plan.

Funding Resources

A portion of IDEA, Title I, and Title V funds will be used for professional development needs. Additionally, funding from Presidio's Safe and Drug Free Schools Grant, *Salud*, will be used for professional development. Presidio will also designate O & M monies for professional development in order to meet the extensive professional development plan. *Salud* will address some of the classroom management training needs, while IDEA training monies will be directed towards teaching students with special needs. Title I and Title V will provide monies to assist with technology professional development needs. O & M monies will fund all areas of the professional development plan.

Measure of Success

The ultimate measure of success of each professional development goal will be improved student achievement. Improved student achievement will be measured by a decrease in disciplinary referrals and expulsions, an increase in the number of students who are able to complete graduation requirements within the four-year time span, and increase in the number of students able to meet or exceed state standards as measured by AIMS. It is anticipated that the professional development plan will also result in a decrease in teacher turnover. It will not result in an increase in the percent of highly qualified teachers instructing in core subject areas, because Presidio is already at 100% -- it will increase the quality and fulfillment of those teachers.

Strategies To Attract Highly Qualified Teachers

Presidio has never had difficulty attracting highly qualified teachers. Most have indicated that they have chosen to work at Presidio due to the safe and supportive school environment. Teachers are highly valued and are made to feel their value on a daily basis. Teacher support strategies such as T.E.A.M.S. and Mentor Teachers have decreased teacher turnover at the same time improving the quality of the instruction provided by the teachers.

Many new teachers are recruited by teachers who currently work at Presidio. Although Presidio cannot compete with District schools when it comes to pay scales for tenured teachers, Presidio remains competitive for those teachers in the beginning of their careers. Once these teachers have worked at Presidio, they forego larger salaries for the pleasure of working in a safe, small school environment where they can see the impact that they are having on children's lives. Presidio also offers teachers a strong benefits package where the school covers the entire cost of medical and dental plans.

Presidio budgets a portion of its money to advertise for highly qualified teachers and also used Open Houses as an opportunity not just for parents to visit the school, but also for prospective teachers to see the campus, examine the curriculum and meet with teachers. Teachers who attend these events have said that the school "sold itself" and that it was an inviting place to work.

As with most schools, the greatest need is for highly qualified Special Education teachers. Because good Special Education teachers are so hard to find and even harder to keep, Presidio has established a program to "grow our own." Presidio has paid for several certified teachers to return to school to obtain a Special Education endorsement.

Strategies To Increase Parental Involvement

Presidio School will encourage continuous parental involvement in all of its programs and services. All parents will be given a student handbook and academic calendar upon registration of their child. The student handbook will include the school's Parental Involvement Policy as well as Presidio's website address, where there is an invitation to participate and volunteer will be posted. Volunteer needs and other key information will be updated on an ongoing basis. The academic calendar will designate grading periods, Open House gatherings, Graduation ceremonies, and other important events. Periodic mailings and newsletters will be sent home with information regarding the school, students and events. Once a year, Presidio School will mail a parent evaluation/survey that enables parents to have input into school operations. This evaluation/survey is developed by the Presidio Advisory Board and contains questions they believe to be the most relevant at the time. Quarterly Progress Reports will be distributed. The Progress Reports will not only include credits earned to date but comments by each teacher regarding current academic progress as well. Parents will be informed that they may request a credit assessment for a student at any time. The credit assessment is created by the Vice Principal and will indicate the number of credits earned and the credits that are still needed to meet the school's graduation requirements. Parents will be informed that they may also request daily progress reports from all of the student's teachers. The daily progress reports will be made available at the front desk and include information regarding both behavior and academic status. An "informational/request to see" form with the names of

each person responsible for the various aspects of their child’s education will also be readily available at the front desk.

Unfortunately many of the students do not have supportive and functional parents available to participate in their education. This lack of involvement is not necessarily intentional neglect on the parents’ part. They often believe that it is the school’s responsibility to ensure their child’s educational success as they are frequently overworked and stressed just trying to provide for their family’s basic needs. Many students are over 18, are parents themselves, are estranged from parents or other family members and have absent and/or dysfunctional parents and families. Many are housed in non-traditional or marginal settings and under the supervision of one or more guardians, case managers, or probation or parole officers. Presidio School will maintain a strong connection to social service representatives in order to form partnerships aimed at ensuring each student’s academic success.

As necessary, Presidio will continue to assume the responsibilities of involved parents. Presidio will set clear boundaries and high standards for personal conduct and achievement, and strive to develop pro-social assets in its students including self-esteem building as well as skills in assertiveness, decision-making, friendship-making and planning. Students will continue to be encouraged to “bond” with their teachers, school, and community – particularly when there is no bond to family. All students will be taught self-advocacy and will be encouraged to become involved in their education and the development of the school’s programs and services.

Plans For Assisting Preschool Transitioning

Presidio hosts several open houses for the parents of preschool children who live in the vicinity of the school. Prior to the first day of Kindergarten, enrolled parents and students are invited to a “Meet and Greet” so that they have an opportunity to meet the teachers and teaching assistants, locate their personal storage unit, and see a schedule of the school day. Within the first term of the school year, individual parent meetings are held to address any problems with academic and social progress.

Inclusion Of Teachers In Decision Making Related To Improving Student Achievement

Teachers have always been integral to schoolwide decision making with regard to improving student achievement. Teachers serve on the NCLB Schoolwide planning committee and the school’s advisory board. For an entire month each year, teachers gather together to receive in-service trainings specific to Presidio School and to devise new curriculum and make needed curriculum changes. As part of this annual process, teachers are provided with data of student performance. The teachers divide into their respective departments and use the data to identify weaknesses in their curriculum and to address

those weaknesses. They discuss the needs of particular students and groups of students to make sure that the curriculum addresses varied learning styles and needs.

Effective, Timely And Additional Assistance For Students Having Difficulty

Identification of students who may be in need of additional assistance takes place at the time of enrollment. Each student is required to take tests (these tests vary depending on if the student is entering at the high school or elementary level) that assess current abilities in reading, writing, and mathematics. Students who evidence abilities below grade level are immediately placed in remedial coursework. Presidio has established Math Lab and Reading Lab to address deficiencies in Math and Reading. Remedial course work for writing has also been devised for teachers to use in Language Arts classes. Academic Lab is available for high school students seven days a week from 8:00 AM to 3:00 PM. Academic Lab and Specialized Study Halls are available for students in grades 5 through 8 from 8:00 AM until 5:00 PM weekdays. Supplemental ELL tutoring is available after school for students needing more assistance than is provided during the regular school day. In most instances, attendance at Academic Lab and Specialized Study Halls are voluntary. However, if a student is not making adequate academic progress parent meetings are held where Academic Lab attendance is made mandatory for these students.

Mastery Learning which incorporates individualized instruction, self-paced learning, 75% proficiency standards and small class size makes effective, timely and additional assistance available to all students at all times. Mastery Learning is the foundation of the Presidio's NCLB Schoolwide Plan.

Coordination And Integration of Federal, State And Local Services And Programs

All state and federal programs are under the stewardship of a single individual, Terry Garza, Presidio's Co-Director. This allows for full coordination of efforts and the most effective use of funds and other resources. Because of the relatively small size of Presidio, most programs require the combination of multiple funding sources. For example, the Reading Lab is a product of Title I funding, Technology Funding, E-Rate funding and O&M funding. Academic Lab has relied on funding from Title I, Technology funding, E-Rate, and 21st Century Learning Center monies. Hiring and training of highly qualified teachers and paraprofessionals depends on all NCLB funding supplemented by Equalization and School Site funds and monies from competitive federal grants.