U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [X] Choice

Name of Principal <u>Dr. Marianne Lucas Lescher, Ph.D.</u>
                (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name <u>Kyrene Traditional Academy-Sureño Campus</u>
                (As it should appear in the official records)

School Mailing Address <u>3375 W. Galveston Road</u>
                (If address is P.O. Box, also include street address.)

City <u>Chandler</u>   State <u>AZ</u>   Zip Code+4 (9 digits total) <u>85226-3127</u>

County <u>Maricopa</u>   State School Code Number* <u>070428000149</u>

Telephone <u>480-541-5400</u>   Fax <u>480-541-5410</u>

Web site/URL <u>http://www.kyrene.org/sur</u>   E-mail <u>mlesch@kyrene.org</u>

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                        Date_____
(Principal's Signature)

Name of Superintendent* <u>Dr. David Schauer</u>
                (Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)   E-mail: <u>dschau@kyrene.org</u>

District Name <u>Kyrene Elementary School District</u>   Tel. <u>480-541-1000</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                        Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Ross Robb</u>
                (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                        Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>19</u> Elementary schools (includes K-8)
   (per district designation):   <u>6</u> Middle/Junior high schools
   <u>0</u> High schools
   <u>0</u> K-12 schools

   <u>25</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>3</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	49	90
1	42	57	99
2	45	54	99
3	39	39	78
4	32	42	74
5	46	24	70
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	245	265	510

5. Racial/ethnic composition of   5 % American Indian or Alaska Native
    the school: 13 % Asian
                                         11 % Black or African American
                                         28 % Hispanic or Latino
                                          1 % Native Hawaiian or Other Pacific Islander
                                         35 % White
                                          7 % Two or more races
                                    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 20%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	52
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	85
(4) Total number of students in the school as of October 1	431
(5) Total transferred students in row (3) divided by total students in row (4)	0.197
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 8 %
                                                      41 Total number ELL
    Number of non-English languages represented: 19
    Specify non-English languages: Korean, Spanish, Mandarin, Somali, Vietnamese, Arabic, Turkey, Navajo, Telegu, Hindi, Marathi, Kannada, Chuukese, Gujrati, Nepali, Tamil, Greek, Urdu, Punjabi

8. Students eligible for free/reduced-priced meals: 44 %

    Total number students who qualify: 224

Information for Public Schools Only - Data Provided by the State

The state has reported that 47 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: <u>5</u> %
                                                      <u>26</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>24:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes ___   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To provide a strong academic foundation for all students to excel, while ensuring a safe, supportive and caring environment, in partnership with families and community.

PART III – SUMMARY

Kyrene Traditional Academy (KTA) is the first and only Traditional Model School in the Kyrene District, located in Chandler, AZ. Since it's redesign and 're-opening' in 2012, it has proven to be an outstanding school, serving over 510 students in grades K-5. In just three years, KTA has become well-known for innovative and rigorous programs, after-school enrichment opportunities, and amazing parent and community support! In this short timeframe, we have added new programs and events while honoring the school's traditions.

KTA came to be as a re-imagined district school in 2011, when a group of teachers and administrators met, at the behest of the Kyrene School District, to develop a vision for a Traditional School. Our vision statement encapsulates what we would become: KTA students utilize fundamental and higher level thinking skills to achieve academic success. Students are respectful, self-disciplined, conscientious, and motivated members of society. A planning team met regularly throughout the 2011-12 school year to study, research, and design what the new Traditional Academy would offer.

For over 20 years, prior to 2012, KTA was Kyrene del Sureno, a 'regular' elementary school with strong traditions and achievement. It was a Title 1 school and the center of the neighborhood and community, providing tutoring, counseling, and support for basic needs. All of these supports and services continue at KTA, though we are no longer a Title 1 school. Our students represent many countries and backgrounds and 19 different languages are spoken at home! We are 35% White, 28% Hispanic, 13% Asian, 11% Black, 5% Native American. Students within our existing boundaries attend KTA as well as open enrollment students from within and outside our district. While there isn't an application, families must agree to the requirements of attending key school meetings and functions, supporting nightly homework and volunteering at school.

Since opening our doors as KTA in August 2012, we have set the bar high for student achievement and engagement. Strengths in these three years encompass academics, extra-curricular activities, innovation and parent participation. Academically, we are providing an exemplary and rigorous educational experience for all students. Since implementation of the Spalding Reading program, we have seen amazing growth across all grades in reading and language arts. In Math, we use the Saxon Math program in conjunction with other resources. Both Spalding and Saxon are rigorous, sequential and research-based programs that, in a short time, have yielded significant growth. We have added an innovative program for students achieving at higher levels through our Integrated Science, Technology, Engineering, and Mathematics (STEM) program, starting in second grade, which engages students in project based learning in architecture, physics, aeronautics and engineering. In grades 3-4-5 departmentalized groupings in language arts and mathematics allow students to work at one or two grade levels ahead while also ensuring they receive the essential components of their grade level standards.

Panther Academy is a unique after school program, with classes taught by our KTA teachers and staff. Classes are mixed grades, so students feel comfortable with peers and staff at different grades. Since transitioning to KTA, we have also revitalized our Student Council, added a chapter of National Elementary Honor Society, and rejuvenated our Science Fair, Spelling Bee and had our first Geography Bee! We have also added a yearly Celebration of Learning and conducted our first MultiCultural World Fair!

Our school climate at KTA is supportive and nurturing. Our school-wide positive behavior program provides consistent discipline and earned incentives, and has had such a positive impact that within the first quarter of our school transition to KTA, our student discipline referrals decreased by 75%! Incentives include our KTA School Store, 3B coupons for positive choices, and earned school-wide incentives. Our Student Council and National Elementary Honor Society play important roles in our school to support and enhance school climate. While these activities are for intermediate grades (3-4-5) they have an important connection to younger grades because they act as liaisons with students and classes in grades K-1-2 and they also tutor younger students.

Parent participation is another area that has increased and expanded and is a significant factor to our positive and successful transition. Current data tells us that in the first few months of this school year we had, on average, 523 parents volunteering per month at KTA! These parents averaged between 3-4 hours per month. This is a significant contribution to our school.

Citizens, Scholars, and Friends - this is our motto! Students recite this as part of our daily KTA Pledge and it is proudly displayed in our library. Our Principal and Assistant Principal provide focused leadership that puts children and families first. Our KTA family and community work hard to ensure the best possible opportunities for students and our teachers and staff are dedicated to make that happen! KTA is an amazing place!

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

As a Traditional Model school, Kyrene Traditional Academy (KTA) teachers use highly structured programs and resources as they design rigorous and challenging educational opportunities for all students. Aligning to core and state curriculum standards, KTA teachers deliberately plan their lessons, units and year-long maps in a sequential and predictable manner. We are fully aligned to the Arizona College and Career Readiness Standards in core areas, in all grades.

English/Language Arts instruction at KTA begins with Spalding Reading/Phonics. Spalding is a highly engaging research-based method of teaching reading, phonics, and language that incorporates a systematic, sequential, multi-sensory approach, ensuring high expectations for all ability levels. The spelling lesson includes phonics and word composition in a very interactive, multi-sensory way. In the writing lesson teachers model and coach the composition process. The reading lesson teaches students to appreciate literature and teaches strategies of comprehension based on text structures and the unique elements inherent in narrative, informative and informative/narrative texts. Text elements are specifically taught, such as setting, plot, and characters and then integrated into formal writing. Kindergarten students begin learning all of the phonograms and in the primary grades (K-2) students master all of the letters and combinations of sounds and patterns. They read, write and say the sounds, integrating reading/writing/listening and speaking. Intermediate students (3-5) utilize and integrate the Spalding phonograms to master grammar, vocabulary, composition, spelling and word analysis. Students also learn recitation and public speaking by memorizing and presenting poems or text excerpts to their peers. Spalding also includes specific instruction in correct penmanship with cursive mastered by the end of third grade.

Students engage in the rich dialogue of Junior Great Books (JGB) lessons, as teachers challenge them to identify key ideas, provide details, recognize craft and structure of texts and integrate knowledge and ideas. Students are required to provide evidence and must support their responses with text based references. JGB lessons also provide the context within which reading and writing lessons and rigorous expectations are meaningfully integrated

In Mathematics, core resources include Saxon Math and Investigations in Math. Students may be accelerated a year or more above their current level, based on assessments and performance. Saxon relies on intensive daily practice and a structured curriculum that is highly sequential and spirals to effectively repeat and review essential skills. Students are expected to master facts and essential skills in a sequential manner, starting with addition/subtraction facts in primary grades and multiplication/division facts by third grade. While Saxon emphasizes algorithm mastery, Investigations and Cognitively Guided Instruction techniques focus on complex problem solving and multi step problems where students use their core knowledge in math and apply their skills.

Science instruction utilizes kits and 'hands on' materials to support students learning the essential Scientific Method while they study key content and units based on standards and grade level expectations. Students throughout all grades are engaging in scientific experiments and inquiry-based lessons. All students in grades 4 and 5 are required to develop and present at our Science Fair, which is a competitive opportunity for students to share their deep scientific understandings.

Social Studies instruction includes studies in culture, geography, history, American icons and symbols, civics, current events and government. Students learn and study the world around them to have a refined understanding and perspective of their past, present and future.

In the core areas of reading/language arts and mathematics, students are formally tested 1-2 times per quarter using standards based tools such as DIBELS and STAR Math, and other teacher created progress monitoring assessments. This data is used for differentiated groupings in both classroom based instruction and also for IFG (Instructional Focus Groups) at all grades in both reading/language arts and math, where teachers and para professionals provide small group systematic supportive instruction based on data and

student needs. These groups are provided daily for all students, to support students performing below expected levels and to enrich and enhance those performing above expected levels. Teachers and para professionals meet regularly to discuss progress and monitor/adjust groupings to ensure that students are receiving the support and enrichment that is appropriate. KTA is also fortunate to have half time reading and math coaches who meet with teachers to use data to plan instruction, to co- teach and model effective instruction, and to provide support for students in both reading and math content areas.

2. Other Curriculum Areas:

Special area subjects include art, music, physical education, computer lab, and library. Each class meets once per week for fifty minutes. Across the curriculum, students are challenged to integrate skills and organize content. Each special area class is taught by a highly trained and certified teacher specific to the subject area and content.

In library, students engage in informative and interactive lessons that review historical and geographical perspectives with many different literary genre. Fiction and Nonfiction resources are discussed and content is integrated in meaningful lessons as they read, write, and research. Students are guided to compare and contrast a variety of topics - many using the specific strategies of Thinking Maps, which are interactive, highly engaging graphic organizers. Higher leveled grades - third through fifth - venture more into the computer lab to interact with research on ejourneys. For instance, students "travel through time" to learn the historical perspective of solar, hydra, and wind power as well as the current ramifications for their use.

Technology rich classrooms and computer labs allow classroom teachers to facilitate instruction in the labs as they are supported by the library/media specialist and media technician. Teachers also partner and co-teach with district technology teacher specialists who are experts in technology integration into curricular content. General computer programs like Typing Agent allow for additional practice and extra support with fine motor and typing fluency skills. Student work in the computer lab also supports in-class laptop work and helps the learning continue in-and-out of the classroom environment. Teachers see amazing benefits for cross curricular studies. Applications for science and social studies pull from the foundation of language arts skills to create presentations, powerpoints, and slideshows. Students in kindergarten have created individual slides which depict a tree changing through each of the four seasons. Each season was then supported by a text slide, and all slides were combined to create a slideshow - with transitions and music. This type of project-based opportunity encapsulates student learning with a meaningful product. Students were very proud to read and share their work with parents during student-led conferences. Similarly, the higher grades create a plethora of products and projects using a variety of applications where students are actively engaged and challenged. In one example, Webquests provide a set of questions for guided exploration of content and helps students internalize content as well as sharpen their technology skills. Students are creating websites, providing content for Instagram, and have created mini-movies posted on facebook!

Art instruction excites and engages students in the principles and discipline of art, while providing historical reference and opportunities for amazing student creativity and creation. Lessons incorporate fine motor skills, organization, writing and spatial awareness along with color, shading and artistic composition. Students are exposed to a variety of artists and art mediums. Art instruction also integrates Thinking Maps and higher level cognition and content area connections. Social studies units are correlated with art instruction, as in fourth grade where students study Arizona history and focus on Native American art and artists. A school wide art show each spring brings our school to live with amazing displays from every single student!

In Music, students sing, play a variety of instruments and recorders, and perform movement using The Orff Process. Students become musically literate as they learn to read and notate what they can already sing or play. They learn to evaluate and describe music they hear and perform. Students learn how to improvise and create a written composition as they grow in their musical skills. Students learn music vocabulary as they engage in singing and playing games in all grade levels. Our students have the opportunity to join the after school choir which is offered to intermediate grades. Fifth grade performs a grade-level concert and all grades take part in the Celebration of Learning.

Health and Physical Education provides students with the opportunity to acquire the skills necessary to make healthful decisions about a physically active lifestyle. Formal lessons encourage positive decision making, skill building, and healthy lifestyle choices. Through movement, students learn to cooperate and participate in team activities. KTA also offers several after school enrichment activities that encourage physical activity; such as Girls on the Run, Lifetime Sports, Ultimate Frisbee, and intramurals.

3.   Instructional Methods and Interventions:

As essential core methodologies, Spalding and Saxon require classrooms to be arranged to facilitate direct instruction. At other times, more flexible groupings are encouraged. Learning goals and grading scales are posted and objectives supporting these learning goals are part of each day's lesson. Teachers refer to and monitor progress toward learning goals daily.

The foundation of Spalding is active engagement by the student after participating in teacher modeling and coaching in spelling, reading, and writing strategies. Students engage in oral phonogram and written phonogram practice with an emphasis on proper encoding. Spelling words are dictated and words are analyzed for syllable patterns and rules. Students use spelling words to compose sentences with varied structures and study word usage, parts of speech, and root and base words. Spalding reading instruction includes identifying elements of various types of text structures and applying effective reading strategies to improve fluency and literary appreciation. Spalding writing instruction uses a structured approach to engage students in writing prompted responses to texts. Students use templates and models as they are formally taught to master different writing structures.

Saxon Math is a highly-structured, spiraling approach. Students are led through a warm-up set of exercises which includes fluency practice, mental math and problem solving, then receive direct instruction on the day's concept. Students participate in guided practice and independent practice. Teachers also integrate other instructional approaches such as Math Investigations and Cognitively Guided Instruction, both of which encourage students to use different ways to solve complex and multi step problems, thus ensuring a student's exposure to math is varied and comprehensive.

Structures for differentiation, intervention, and individualization are in place for reading/language arts and math through the IFG (Instructional Focus Groups) that are scheduled for all students daily. Regular assessments are done with students to place and then monitor/adjust the differentiated groupings to ensure the appropriate level of instruction and challenge for each student. Teachers and para professionals provide this small group, focused instruction which includes scaffolding, repetition, alternate pacing, explicit instruction, project-based learning and alternate programs if needed. All students are afforded opportunities for tiered instruction (tier 1, 2 or 3) based on data and student need. Tier 1 is within the classroom setting for all students while tiers 2 and 3 utilize the expertise of our resource teachers, paraprofessionals, tutors, and volunteers to provide very focused small group or individualized instruction.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Arizona's Instrument to Measure Standards (AIMS) has been our mandated test for over five years. In 2015, we are transitioning to AzMerit. All data discussed in this application is based on AIMS. AIMS assessments focus on the AZ State Standards (predating the College and Career Readiness Standards, or 'Common Core'). Students may achieve 'Exceeds Standards', 'Meets Standards', 'Approaches Standards' or 'Falls Far Below Standards'.

Since transitioning to KTA in 2012, data is showing positive trends and increases in achievement. In analyzing 5 year trends in both math and reading, Asian students and White students outperform other subgroups.

In math, 3rd and 5th grade African American students show consistent gains, however 4th grade African American students and Hispanic students continue to show an achievement gap. Trends show that they are making growth as individual subgroups. African American students are on trend to bridge this gap by fifth grade. Hispanic students are increasing in proficiency each year. Skills are monitored quarterly and students are provided tiered targeted individualized interventions to focus on areas of need. One key intervention strategy is Instructional Focus Groups (IFG) where students are placed in leveled groups and given specific targeted instruction based on our District math benchmark assessment (STAR Math). Paraprofessionals work alongside teachers and volunteers in the target classrooms to provide support based on student needs. In reading, African American student data is stable indicating that interventions are working to close the gap. Hispanic students in 3rd grade are performing comparatively with peers, however in 4th and 5th grade an achievement gap surfaces. Similar to math, Hispanic students are showing gains a subgroup and African American students are on trend to bridge the gap by 5th grade. We have worked to close the gap using IFG groups in reading as well and by providing target pull out groups for students who are identified as needing a high level of support. These students receive research based instruction from our paraprofessionals and teachers in small groups or one on one based on need.

Smaller subgroups (less than 10%) Native American and 'two or more' students are performing at or above their peers in reading and math.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

At KTA we use a variety of assessments to inform our planning and make instructional decisions. To begin each year we analyze testing data (AIMS and district benchmarks) and by grade, we select 2-3 target areas for focus for the year. We create a school improvement plan (SIP) focused on standards. We set goals, outline strategies to achieve those goals and create action plan steps with timelines for monitoring. Teachers develop learning goals and scales, and work throughout the year to move students to proficiency. Students are given formative assessments throughout the year to monitor their progress on target skills that will help move them to proficiency. We have also incorporated equity strategies to our SIP to make sure that teachers are using clearly defined strategies focused on the needs of our diverse population.

All students take benchmark assessments four times a year in reading and math. We use the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) for reading which helps identify our intensive and strategic students. These students receive tiered interventions to fill in gaps in their learning. Interventions could include but are not limited to small groups, Spalding, SIPPS, Read Naturally, targeted academic vocabulary practice and others. STAR math data is used to place our students in leveled IFG (Instructional Focus Groups) groups. Detailed data reports identify skills or standards the students are deficient in, and teachers and paraprofessionals design intervention lessons and units to fill in the gaps. We continue the iterative process of assessment/review/refine/modify to address student needs and group interventions.

Data review meetings are held within grade levels along with our reading and math coaches as we review and refine student supports. Parents are involved and informed through meetings, conferences, emails and formal communications. We value parental input and involvement and often provide 'at home' materials to assist parents in their follow up with students. We celebrate student success with certificates, school store coupons and special student lunches.

Part VI School Support

1. School Climate/Culture

KTA school culture is defined by inclusion, engagement, and enthusiasm for learning. There are high expectations of behavior and content rigor for every single student. We have 510 students, each with their own needs, interests, and socio-economic/familial factors.

To maintain a safe haven for learning, expectations and guidelines are published in the school handbook and KTA implements the Positive Behaviors Interventions and Support System (PBIS) of behavior management. Students become involved in self monitoring behavior and all staff members model by example. School uniforms have created a greater sense of unity and feeling of inclusion among students as well as a notable improvement in student behavior causing a dramatic decrease in discipline referrals.

KTA implements the 3B's of behavior – Be Safe, Be Respectful, Be Responsible. Students are rewarded for positive behavior with 3B Coupons to be used at the school store. Meeting student social/emotional needs is at the heart of the Life Skills for Learning Program, which provides explicit vocabulary and context for traits such as perseverance and integrity. We teach students what it means to have integrity and give examples in student-friendly language. We follow up and reinforce the life skills throughout all contexts in school and parents carry it over at home. Our life skills framework is supported through incentives such as Principal's Lunch and peer tutoring. The entire staff has been trained in the PBIS system and the Life Skills program.

Our after-school Panther Academy is taught by KTA staff. It includes the Panther Pride Chorus, Student Council, Chess Club, Art Masterpiece, Girl Scouts and Students Learning Urban Gardening (SLUG) where students make healthy nutritional choices through growing and harvesting organic fruits and vegetables. We've revitalized our Science Fair and Spelling Bee and added a Geography Bee and our spring Celebration of Learning to celebrate academic achievement.

To meet academic needs and to provide for all levels of instruction, Instructional Focus Groups (IGF) utilize our Spalding and Saxon resources in uninterrupted blocks - allowing for greater fidelity and continuity school wide. Our master schedule is crafted for individualization, differentiation, and support from paraprofessionals, coaches, tutors and volunteers.

Teacher input and involvement is valued and respected through our Team Leader structure, a representative body with members from each group participating in regular meetings to share ideas, perspectives, and give input for decisions on scheduling, instruction, professional growth, budget, parental involvement, dress code and other logistical aspects of school. Staff members are celebrated and acknowledged regularly at staff meetings, with an 'affirmation book' and with individual cards and recognitions.

2. Engaging Families and Community

KTA encourages strong engagement with its families and the larger community. The continued growth and revitalization of our campus has fostered an energetic environment within our neighborhood community. A cornerstone of our traditional model is active parental involvement. Families at KTA have volunteer hour requirements which can be met in a variety of ways and encourage greater family involvement. In just the first few months of this school year, parents contributed over 550 hours of service to our school! KTA requires attendance by parents at key meetings such as: Meet the Teacher Night and Curriculum Night. These mandatory meetings help ensure the success of students and our school. Partnership goals and action plans for training our volunteers are collaboratively developed through regular meetings, communications and connections with our vibrant Parent-Teacher Organization (PTO). PTO also provides a forum for parents, teachers, and organizations to discuss issues and contribute time, ideas and efforts on behalf of KTA. PTO also organizes amazing community events such as the Fall Festival, dances, Book Fair and others.

Communication is key for any successful organization and at KTA, we pride ourselves on positive and pro-active communication. Our Panther Press weekly newsletter is sent home via our email list serve (or hard copy by request) and includes key information in a timely mode. Teachers all send home regular class newsletters, our PTO holds regular open meetings and our site council is active and engaged in the operations of our school.

KTA has formed and continually fosters community partnerships with such businesses as Chandler Bible Church, Intel, Jamba Juice, Dollar Mania, School Cents from Chandler Fashion Square Mall, and Lowe's. These organizations provide the school with a variety of supports and assistance. The Chandler Bible church provides tutoring for approximately 130 students at KTA. Our Parents Assisting Learning of Students (PALS) program supports teachers in developing classroom materials.

Our business partnerships help KTA in many ways. Intel assists with end-of-year classroom cleanouts and was instrumental in establishing our school's organic garden, one of our many after-school clubs. Jamba Juice and Dollar Mania provide much needed financial donations. School Cents through Chandler Fashion Center allows us to earn points for dollars spent by KTA families at the mall. These partnerships also provide volunteers for school events and during school hours. Ultimately these partnerships have an overwhelming positive impact on KTA. Our students are excited to be part of such an energetic environment and take pride in the fact that the community clearly values our school.

3. Professional Development

Professional development occurs in a multi-faceted way at KTA. The Kyrene School District (KSD) provides professional development (PD) to help implement the goals and initiatives and support current programs and curriculum. KTA teachers are encouraged to continually make use of these professional development opportunities. Within the last 2 years, our teachers participated in training on Professional Learning Communities (PLC), Positive Behavior Intervention System (PBIS), and Thinking Maps and have become leads for these initiatives at our school.

Because KSD has made technology a priority, they also provide significant, consistent and ongoing PD for software and technology. Most recently, teachers were offered opportunities to learn about Google Docs and how to implement Docs in the classrooms to facilitate sharing of student projects and ideas, as well as staff materials. Our site technology teacher specialist works directly with teachers and students to implement new ideas and resources such as Google Docs in student-friendly projects and activities.

At KTA the teacher evaluation process and professional growth are merged into one function under the Marzano model. All teachers identify areas to target for their professional growth based on the Marzano structure as they develop their personal Professional Growth Plans (PGP). Throughout the year, KTA provides mentor support and small group workshops led by mentors to assist teachers in developing their own skills and strategies to better support student progress.

Realizing that teachers have different professional growth needs, our math and reading coaches tailor their work with the teachers in individualized ways through meetings, coaching sessions, modeling and co-teaching. They meet weekly with administration to design, refine and discuss professional growth for teachers and staff. All teachers and teams meet with our coaches to plan and execute exciting and challenging lessons, while co teaching opportunities build teachers' capacities and skills and their confidence!

Our school improvement plans (SIP) involve setting school-wide goals, identifying action plan steps, and measuring progress towards these goals. The SIP provides the framework and guiding support for our work with students, and teachers, coaches and administrators target PD opportunities specifically aligned to SIP goals, which are then tracked with student data. We can follow data to ensure that our PD efforts are making the impact we intend on student growth.

Over the past three years, our focus for teacher PD has been on those aspects of our program that are unique to our traditional approach: Spalding Reading, Saxon Math and Junior Great Books. All teachers attend and actively participate in the training, regular follow up, on site mentoring and continued improvement of skills. These are long term implementations and will continue in the next few years.

4. School Leadership

Our leader and principal is a driving force behind our school's successful transition from a standard public school to a traditional academy. She is actively engaged in all aspects of our school and is a dynamic and positive advocate for Kyrene Traditional Academy (KTA). Our principal and assistant principal are an engaged, involved and highly visible team. Our principal values the input and involvement of all staff and structures are in place at KTA to ensure opportunities for engaged and thoughtful collaborative decision making. The office team, including the secretary, attendance clerk, health assistant and building manager in addition to administrators, meets regularly on areas of scheduling, budget and long range planning. The team is cross trained and highly supportive of each other.

One of the many strengths of KTA's leadership philosophy is the structure in place for collaborative decision-making. Many decisions are made by the Team Leaders. Grade levels, special areas, and instructional aides are grouped in teams. They identify their representatives, share duties, and rotate involvement so that everyone has opportunities to represent their team. The Team Leaders share ideas, give perspectives, and discuss input for decisions ranging from instructional focus, professional growth, and logistical aspects of the school. Setting goals, identifying action plan steps, and measuring progress towards these goals involves all staff. Our School Improvement Plan (SIP) provides the larger framework and guiding support for all our work with students in both academic and social/behavioral areas. In our day-to-day work with teachers and students, we are continually setting goals, identifying the action steps to get there, and ensuring our progress towards these goals.

There are many avenues for teachers, staff, and parents to contribute and participate in both formal and informal ways to engage in leadership activities at KTA. As key stakeholders, all of these groups have varied and important perspectives and expertise to bring to bear for the benefit of our school and community as a whole. Our PTO meets regularly with their membership and the principal attends and actively participates in all meetings. Decisions are made collaboratively with students are the heart of all decisions. Our Site Council also meets regularly and involves parents and community members in discussion and decisions around instructional planning, visioning and goal setting.

The result of this inclusive philosophy which engages and welcomes all stakeholders has been a dramatic increase in student success. Test scores are up and discipline referrals have significantly dropped. KTA's students are thriving in an environment with a cohesive and enthusiastic team of staff and parents guided by a strong leadership structure.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** AIMS-Arizona Instrument to Measure the Standards
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	88	88	76	82	82
Exceeds Standards	53	38	29	22	36
Number of students tested	72	72	59	60	68
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standards and above	33	43	33	70	71
Exceeds Standards				19	38
Number of students tested	26	30	22	27	34
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	71	84	72	67	72
Exceeds Standards	35	28	28	11	27
Number of students tested	17	25	18	18	18
5. African- American Students					
Meets Standards and above	78	63	62	100	100
Exceeds Standards	33	12	22	50	50
Number of students tested	9	8	9	4	5
6. Asian Students					
Meets Standards and above	100	100	100	75	100
Exceeds Standards	100	70	0	25	25

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	8	10	2	4	4
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	100	95	88	86	82
Exceeds Standards	72	50	35	26	44
Number of students tested	25	22	26	29	29
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: AIMS-Arizona Instrument to Measure the Standards
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	75	81	68	84	75
Exceeds Standards	33	45	19	51	35
Number of students tested	76	62	59	65	60
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standards and above	62	64	81	69	52
Exceeds Standards				27	23
Number of students tested	29	28	31	26	31
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	58	71	52	73	56
Exceeds Standards	19	41	14	40	25
Number of students tested	26	17	21	15	16
5. African- American Students					
Meets Standards and above	56	100	67	75	77
Exceeds Standards	0	40	33	50	33
Number of students tested	9	5	6	4	9
6. Asian Students					
Meets Standards and above	91	100	75	100	100
Exceeds Standards	64	86	50	75	40
Number of students tested	11	7	4	4	4
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	92	88	71	75	87
Exceeds Standards	46	40	13	46	48
Number of students tested	26	25	24	28	23
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

Subject: Math		**Test:** AIMS-Arizona Instrument to Measure the Standards
All Students Tested/Grade: 5		**Edition/Publication Year:** N/A
Publisher:		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	87	71	83	78	61
Exceeds Standards	49	22	46	29	25
Number of students tested	55	45	65	51	76
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standards and above	79	41	70	58	71
Exceeds Standards				21	38
Number of students tested	34	32	27	19	24
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	80	56	64	66	40
Exceeds Standards	53	22	50	25	5
Number of students tested	15	18	14	12	20
5. African- American Students					
Meets Standards and above	100	50	60	80	63
Exceeds Standards	33	16	20	30	11
Number of students tested	3	6	5	10	19
6. Asian Students					
Meets Standards and above	100	100	100	100	75
Exceeds Standards	60	50	0	0	50
Number of students tested	5	2	3	1	4
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	96	88	91	81	75
Exceeds Standards	48	24	45	43	46
Number of students tested	25	17	33	21	28
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: AIMS-Arizona Instrument to Measure the Standards
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	89	93	83	83	90
Exceeds Standards	22	21	15	20	13
Number of students tested	72	72	59	60	68
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standards and above	69	90	82	81	65
Exceeds Standards				7	12
Number of students tested	26	30	22	27	34
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	88	92	77	83	83
Exceeds Standards	18	16	5	11	0
Number of students tested	17	25	18	18	18
5. African- American Students					
Meets Standards and above	88	75	77	100	100
Exceeds Standards	0	0	11	50	20
Number of students tested	9	8	9	4	5
6. Asian Students					
Meets Standards and above	100	100	50	75	100
Exceeds Standards	50	40	50	50	25
Number of students tested	8	10	2	4	4
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	96	95	92	83	86
Exceeds Standards	28	31	23	21	21
Number of students tested	25	22	26	29	29
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: AIMS-Arizona Instrument to Measure the Standards
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	86	82	85	89	80
Exceeds Standards	16	21	14	11	10
Number of students tested	76	62	59	65	60
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standards and above	59	75	87	77	68
Exceeds Standards				3	6
Number of students tested	29	28	31	26	31
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	85	59	76	73	44
Exceeds Standards	3	18	9	6	0
Number of students tested	26	17	21	15	16
5. African- American Students					
Meets Standards and above	56	80	100	75	89
Exceeds Standards	0	20	17	0	11
Number of students tested	9	5	6	4	9
6. Asian Students					
Meets Standards and above	97	100	100	100	100
Exceeds Standards	36	43	25	0	20
Number of students tested	11	7	4	4	5
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	96	92	83	94	96
Exceeds Standards	28	20	13	13	17
Number of students tested	25	25	24	31	23
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: AIMS-Arizona Instrument to Measure the Standards
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	95	89	89	86	82
Exceeds Standards	15	6	14	14	11
Number of students tested	55	45	65	51	76
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standards and above	74	69	74	79	96
Exceeds Standards				5	8
Number of students tested	34	32	27	19	24
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	93	72	72	58	60
Exceeds Standards	13	0	7	0	0
Number of students tested	15	18	14	12	20
5. African- American Students					
Meets Standards and above	100	100	80	100	79
Exceeds Standards	33	16	0	10	11
Number of students tested	3	6	5	10	19
6. Asian Students					
Meets Standards and above	80	100	100	100	100
Exceeds Standards	20	50	66	0	0
Number of students tested	5	2	3	1	4
7. American Indian or Alaska Native Students					
Meets Standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	100	100	94	95	89
Exceeds Standards	20	5	15	24	18
Number of students tested	25	17	33	21	28
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: