



HOLAWAY ELEMENTARY SCHOOL

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MEMORANDUM

TO: Amphitheater Governing Board
FROM: Chris Gutierrez
RE: Principal's Governing Board Presentation
DATE: December 23, 2015

The Amphitheater Public School District values of achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community are the guiding principles in our work at Holaway Elementary School. Everything we do incorporates one or more of these values in our ongoing efforts to support the students, families, and staff of the Holaway School community.

The mission of the Holaway Elementary School Community is to provide and exemplary education in a safe, caring environment that inspires academic success through readiness, responsibility, respect and resilience.

This mission flows into our teaching philosophy, our behavior management philosophy and daily practices. Resiliency is the aspect of our mission that seems to set Holaway apart from other schools. Our students and our staff have daily challenges that can best be improved with a focus on resiliency and courage. In order to accomplish these goals, we are always examining practices in the interest of continuous improvement. We strive to provide well planned, targeted instruction that meets the diverse and varied needs of our student population. Beyond that we believe that some of the most important learning goes beyond the academic realm. Some of the most important decisions our students will make in their life will be influenced by resiliency, courage and the values we strive to teach and embody every day.

There are many competing priorities in education today. We have developed long-term goals to help focus and guide our decisions.

LONG TERM GOALS

Develop consistent core instructional practices and pacing within/across grade levels to:

Facilitate Instruction/Assessment

Monitor student growth and adjust instruction to increase learning

Increase Accountability

- Create working documents to help with multiple areas
 - Make planning easier
 - Deepen understanding and connections with intended learning
- Allow for acceleration and remediation of students (Tier II)
- Eliminate “pockets” of missed learning
- Enhance focus of instruction and provide clear targets for learning
- Assist in formative assessment procedures and task selection
- Secure equal access to high quality instruction in every classroom
- Institute Student-Led Conferences

Implement Consistent Reading Program across grade levels to:

- Create a schedule built for grade level instruction/student level instruction and strategic groups
- Develop strategies that can address student learning needs/trends within classroom

Create Assessment Structure Primary/Intermediate to guide multiple levels

- Examine assessments/tool from New Curriculum and determine their effectiveness/accuracy
- Determine Frequency
- Establish procedures to support assessment
- Continue to develop consistency in the administration and scoring of DRA
 - Develop spreadsheet/process for recording DRA’s school-wide
- Reinforce established Data Folder protocols
- Schedule for regular assessment analysis built into PD time
- Develop progressive/structured analysis of formative assessments
 - e.g. DIBELS monitoring tools, MAP/Learning Continuum, Math Masters, Core Materials

Build Intervention System to better suit needs by revising:

- Student service time/focus
- Learning Strategies for meeting student needs in room (Ex: Autism)
- Developing consistent timeline/exit criteria
 - Assessments and Timelines for Monitoring Growth
 - Assisting specialists in planning
- Use new curriculum/resources in delivering intervention services
- Continue to implement protocols for Classroom Teacher and Interventionists communications on Student Progress and Learning (Monthly meetings)
- Revise quarterly Intervention Progress Reports and Spreadsheets

Technology in the Classroom

- Acquire document camera for each classroom
- Build teacher/student capacity in using Chromebooks to enhance existing instructional practices
- Develop priorities and procedures in use of Chromebooks
- Replace outdated SMARTboards/projectors

Create efficient procedures for general management to decrease teacher's time w/ tasks by:

Streamline registration process to identify special education placement/services and residency requirements/PHLOETE & ELD Requirements

Continue to develop procedures for scheduling conferences, translators, and sibling conferences

Foster discipline that continues to teach student behavior, reward appropriate behavior, and ensures Holaway is a safe/disruptive free environment for learning through:

Student Accountability

Parent Accountability

Continue interventions

Develop student monitor and teaching of behavior

Continue to establish effective/efficient/relevant schedule for Professional Development

Beat the Odds Participation

Since 2013/2013 Holaway has participated in Beat the Odds, based on the work of Jim Collins (From Good to Great). Disciplined Thought, Disciplined People, and Disciplined Action are the three basic ideas that guide Beat the Odds schools. These basic ideas guided the formation of the above presented long-term goals. The following information is from the Beat the Odds website and Center for the Future of Arizona Brochure on Beat the Odds. The institute uses student achievement scores along with pre/post assessments to determine levels of award. A school that successfully achieves all requirements for 3 consecutive years is awarded the "Gold Medal". Recently, we were notified that we will be receiving Gold Medal status (the highest level of achievement) in February of this year.

Overview:

In 2001, the [Morrison Institute for Public Policy](#) released its landmark report, "[Five Shoes Waiting to Drop on Arizona's Future](#)," which identified one "shoe" as a huge hole in Arizona's educational system – the lack of educational success of Latinos. The report reminded Arizonans that Latinos are fast becoming the majority in public schools and that they suffer from low achievement gains and graduation rates. The report also reminded Arizonans that education is the key to prosperity – for individuals, for families and for the state of Arizona as a whole. Without a successful turnaround in Latino education, Arizona simply will not make a successful transition to the 21st century economy. This awareness eventually led to a new study on high-performing Latino schools – "Beat the Odds" – released March 30, 2006.

Using the methodology of [Jim Collins](#) from his book "Good to Great," Mary Jo Waits and her research team, under the sponsorship of the [Center for the Future of Arizona](#) and the Morrison Institute, found [12 elementary and middle schools](#) in Arizona – schools whose students are mostly Latino and mostly low-income – that were "beating the odds" on reading and math scores.

With Jim Collins' active involvement, the research team found [six keys to success](#) that can translate into broader messages for education policy and strategy. These are clear bottom line; ongoing assessment; strong, steady principal; collaborative solutions; stick with the program; and built to suit. Describing this study as the "second wave" of education reform, the authors have recommended a package of policy changes and strategic initiatives aimed at engaging policy makers and empowering educators with the tools and skills necessary to help students succeed. Key among the recommendations is the creation of leadership programs for principals and teachers, with the goal of sharpening analytic skills and creating collaborative environments that allow effective, knowledge-based and customized education within schools and classrooms. The study called for the creation of a dissemination mechanism to bring "best practices" into every school in Arizona.

The Beat the Odds Institute and the [BTO School Partners Program](#) were established in 2007 to support Arizona school and district efforts to implement the six Beat the Odds principles school-wide. Beginning in 2011, Beat the Odds expanded programming to include assistant and aspiring principals. With training and materials designed for their unique needs, these participants receive an orientation to BTO concepts and have the opportunity to share and learn from peers in the program.

Disciplined Thought

Clear Bottom Line

The beat-the-odds schools emphasize the achievement of every student in every classroom and take responsibility for that performance. They move past big-picture metrics like achievement per school and focus, instead, on achievement per classroom, achievement per teacher, and achievement per student. This approach unmask poor performance and forces everyone at the school to take responsibility for student performance.

Ongoing Assessment

Most schools track results only through test scores on mandated tests and graduation rates – which typically come at the end of the year, when it's too late to turn around bad outcomes. The beat-the-odds schools dig deeper, examining a full range of information and tracking student performance data on a monthly, weekly, or even daily basis to stay on top of each student's performance. This information is used not only by school administrators but also by classroom teachers, helping them monitor student and teacher performance constantly and make adjustments in programs and teaching as needed.

Disciplined People

The Strong and Steady Principal

Principals help schools succeed not when they are flashy superstars, but when they stay focused on student success. They manage the school improvement process by being neither too rigid nor too flexible – and do so largely with what they have. They make no excuses for their school's zip code, ambivalent parents, or their inability to replace teachers. They keep pushing ahead, no matter what the roadblocks.

Collaborative Solutions

The beat-the-odds schools accomplish something that most organizations struggle with: they create effective work teams comprised of people with a wide spectrum of talents who not only tackle projects together, but also engage in real teamwork. Top management is deeply and personally involved in school reform. But responsibility for school improvement is distributed among teachers and staff – who are given real ownership and then “buy in” to the idea of candidly identifying problems and actively solving them.

Disciplined Action

Stick with the Program

No single education program or approach is a “magic bullet.” The key is the commitment and breadth with which the program is implemented. In most cases, any number of programs could succeed. The successful schools pick a proven program that the teachers can embrace and stick with it over time. But, “sticking with it” doesn’t mean blindly doing the same thing over and over. Instead, it means using class and student performance data to assess students and teachers on a regular basis and make changes to the program as required.

Built to Suit

The successful schools did not aim simply to meet state academic standards or even implement the district’s improvement plan. Rather, they sought to meet those standards and more by placing a relentless focus on individual performance – a vital cycle of instruction, assessment, and intervention, followed by more instruction, assessment, and intervention. Over time, this leads to an educational program tailored to each student, to help maximize his or her success.

Demographics/Data of Interest

- 377 Students
- 87% Free and Reduced Lunch
- 59% Hispanic, 20% White, 9% Black, 6% Multi-Racial, 4% Native American, 2% Asian
- 10% classified as ELL
- 27% Classified as Special Education Students
- 13% Classified as REACH Student
- 94% Average Daily Attendance
- 30% Mobility Rate

The following is specific data of interest:

NWEA MAP (Measures of Academic Progress 2014/2015)

Percentage of Students Making Yearly Growth Target

School	Grade	Subject	Percent Making Growth
Holaway	2	Mathematics	93.2%
Holaway	3	Mathematics	93.0%
Holaway	4	Mathematics	90.3%

Holaway	5	Mathematics	97.6%
Holaway	Total	Mathematics	93.6%
Holaway	2	Reading	93.2%
Holaway	3	Reading	75.4%
Holaway	4	Reading	93.3%
Holaway	5	Reading	97.6%
Holaway	Total	Reading	88.8%

Percentage of Students (lowest 25%) Making Yearly Growth Target

School	Grade	Subject	Percent Making Growth
Holaway	2	Mathematics	73.3%
Holaway	3	Mathematics	87.5%
Holaway	4	Mathematics	100.0%
Holaway	5	Mathematics	100.0%

School	Grade	Subject	Percent Making Growth
Holaway	2	Reading	80.0%
Holaway	3	Reading	86.7%
Holaway	4	Reading	85.7%
Holaway	5	Reading	100.0%

School Quality Survey- *How would you rate the education your child is receiving at this school? With the options Excellent, Good, Fair, or Poor.*

92% Rated the school excellent/good

7% Rated the school as Fair

No parents rated the school as poor

Kindness Connection

Holaway participates in the Ben's Bells Kind Campus program. We recognize acts of kindness daily through our "Be Kind Challenge" and monthly where a student and their classroom gets a Ben's Bell. We will be having our "Kind Mind Assembly" in January when Jeanette Mare (Founder) and her son will come speak about the science of kindness.

PD Focus

Writing

Writing is the main focus of professional development this year. During the second semester of the 2014/2015 school year we purchased Lucy Calkins writing materials for each teacher. The teachers had an introduction to "Writer's Workshop" and began changing their daily schedules to incorporate the recommended amount of time devoted to writing. Chris Potter (Staff Development Literacy Specialist) provides monthly trainings during early out. She also models lessons for teachers, observes lessons and provides formative feedback, meets with grade level

teams/individual teachers to provide differentiated professional development as needed. Writing professional development in this capacity will continue for the 2015/2016 and the 2016/2017 school years.

Science

Another area of professional learning is the area of science. Unfortunately, over the past several years, in order to meet state accountability requirements, science had taken a back seat to reading and mathematics. During the summer, grade levels teams adjusted their schedules to incorporate science into their daily schedules. The teachers have time to examine standards and subsequently design lessons to match those standards. Grade level representatives have attended Engineering is Elementary training and are sharing their training/materials with teams so that the supplementary materials can aid with appropriate grade level standards. With the continued emphasis on the STEM curriculum monthly professional development time will be devoted to understanding the required standards, designing lessons, developing inquiry expertise, and identifying materials and resources that will increase our effectiveness.

AVID

AVID (Advancement Via Individual Determination) will be an ongoing focus of professional development moving forward. This is our first year as an AVID Elementary school. It is exciting to know that all feeder pattern elementary schools will be implementing AVID elementary in support of our AMS/La Cima and AHS. At this point our 5th grade teachers have attended AVID Path to Schoolwide Training. During this summer our Leadership Team will attend Summer Institute. Part of this training will require the team to develop a Site Plan, plan professional development, and learn strategies for implementation. The AVID Site Team will return and plan ongoing professional development for Holaway.

PBIS

During leadership team meetings during the 1st quarter, we identified the need for “retraining” in our Positive Behavior Intervention Support (PBIS). Staff at Holaway was previously trained (2005); however, with turnover through the last 10 years, only a few of those staff members remained. While we pride ourselves on our school-wide, classroom based, and individual behavior management systems, we would like to advance our systems at Holaway. We have had several meetings with the Office of the Pima County School Superintendent-Pima Regional Support Center. We have an outline of professional development for the next two school years. Initially, at the outset of next year a “PBIS Team” will be trained and they will ultimately be responsible for school-wide implementation and revision of our existing policies. Our ultimate goal is to become a PBIS demonstration school.

Here is a list of additional great things about what Holaway Elementary School has to offer:

- “ All teachers are highly qualified
- “ Continuously high ratings on parent satisfaction surveys
- “ Focus on Arizona College and Career Readiness Standards
- “ Member of the AVID Program
- “ Full Day Kindergarten
- “ ACHIEVE Program (before and after school supplemental services)
- “ Art, Music, and Physical Education for all students
- “ Two computer labs-45 computers
- “ 60 Wi-Fi connected Google Chromebooks
- “ Student Council-Grades 3-5

- “ Nationally Board Certified Teachers-7 Current, 2 additional going through process
- “ SMART-Boards in all student classrooms
- “ Imagine Pre-School at Holaway
- “ Reading Seed Volunteer Mentor Program
- “ Breakfast in the Classroom program for all students
- “ Ben’s Bells Kindness Campus
- “ Annual Spelling Bee
- “ Kind Coyotes Mentoring Program
- “ Book Fair (Twice a year)
- “ Student of the Month Spirit Assemblies-Student Recognition, Staff Recognition, Guest Speakers
- “ Social Worker
- “ Stories that SOAR
- “ VIP Breakfast
- “ Celebration of Learning
- “ Cross Country Team
- “ Milers Club
- “ Snack Packs w/ Church
- “ Metro Mentoring