



Title I School Wide Plan
2011-2012

Cortez High School

Glendale Union High School District

8828 N. 31st Ave.

Phoenix, Az. 85051

**Empowering students for the choices and challenges of the
21st Century**



Title I School Wide Plan
Cortez High School
Glendale Union High School District
7650 N. 43rd Avenue
Glendale, AZ 85301

**Empowering students for the choices and challenges of the
21st Century**

In accordance with ADE guidelines, this plan has been reviewed and approved by GUHSD district administrative staff.

Dr. Jennifer Johnson
Superintendent

Date

Gene Dudo
Assistant Superintendent of Student Services

Date



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Cortez High School
Planning Team

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Leslie Loudermilk, Parent/staff	Leslie.loudermilk@guhsdaz.org
Shannon Carter, parent	shancarter@cox.net
Monette Roberts, Title I aide	Monette.robert@guhsdaz.org
Mark Roberson , Parent	



Title I School Wide Planning Agenda

Date	Objective	Responsible
9/25/2008	School wide Initial discussion	Title I Coordinators Dean Petersen
10/1/2008	email Shannon Carter(CHS Parent)	Title I Coordinator
10/24/2008	School wide discussion with Dean	Title I coordinator, Dean Petersen
	1 hr.	Admin Reid Chitwood, Walt Sampson
11/6/2008	ADE Formal Training	Bobbie Orlando and Gary Fortney
11/7- 12/1/08	Organize planning Committee	Title I Coordinator
11/7/2008	email Shannon Carter (CHS Parent) 40 min	Title I Coordinator
11/10/2008	email Shannon Carter (CHS Parent) 25 min	Title I Coordinator
12/2/2008	Collect Data 1 hr.	Walt Sampson and Coordinator
12/11/2008	Committee Meeting 1. Brainstorm 3 hrs	Committee members
	Needs and discuss data needed	
12/11/2008	Debrief with Walt Sampson 20 min	Title I Coordinator
12/15/2008	Debrief with Amy Sherrill committee member 30 min	Title I Coordinator
12/15/2008	Debrief Tami Lauritzen committee member email 10 min	Title I Coordinator
12/17/2008	Create Student Survey 1 hr.	Eric Chapman Committee member
1/7/2009	Review of current Status in S.W. Planning 3hrs	Dean Petersen/ T-I Coordinators
1/7/2009	Organize data folders for committee 2 hrs	Monette Roberts/ T -I Coordinator
1/21/2009	Eric Chapman gave tutor survey to students	Chapman
1/21/2009	Conversed through email with Tami Lauritzen 10 min.	Title I Coordinator / Lauritzen
	about science dept feedback.	
1/23/2009	Meeting w/ Tami Lauritzen about Science dept feedback 20 min	Title I Coordinator / Lauritzen

1/23/2009	Worked on Report 2 hours.	Title I Coordinator / Monette
1/29/2009	Title I School wide planning meeting # 2 4 hours	Committee members
1/30/2009	Debrief with Mr. Chitwood. 15 min	Title I Coordinator/ Principal
2/4/2009	Meeting Minutes and School wide goals and strategies 1 hour 45 min	Title I Coordinator
2/5/2009	Data/Information for Title I School wide Report 2 hours	Title I Coordinator/Monette Roberts
2/9/2009	Data/Information for Title I School wide Report 2 hours	Title I Coordinator/Monette Roberts
2/10/2009	Dept Chair meeting. Title I School wide announced with Survey	Title I Coordinator/Admin/Dept Chairs
2/11/2009	Faculty Meeting Title School wide announced	Title I Coordinator/Faculty
2/11/2009	debriefed Jan 29th email w/ Shannon Carter CHS parent 20 min	Title I Coordinator/Shannon Carter
2/17/2009	Data/Information for Title I School Wide Report 2 hours	Title I Coordinator
2/17/2009	Title I Coordinator seeks data from School Social worker	Title I Coordinator/ Karen Kattau
3/9/2009	Meeting W/ Lori Walk. District Title I Rep. 1 hour 25 minutes	Title I Coordinator/ Monette Roberts/ Lori Walk
3/10/2009	Title I District meeting 3 hours Discuss plans	Title I Coordinators/ Monette Roberts/ Dean Petersen
3/11/2009	Debrief with Mr. Chitwood. 15 min	Title I Coordinator/ Principal
3/26/2009	Worked all day in Title I office on school wide plan	Title I Coordinator/Monette Roberts
3/27/2009	Worked all day in Title I office on school wide plan	Title I Coordinator/Monette Roberts
4/9/2009	Title I Coordinators meeting to share plans 2.5 hours	Title I Coordinators/Mr. Pertersen/Lori Walk
4/22/2009	Title I planning Committee Review plan 45 min.	Title I planning Committee
5/7/2010	Title I planning committee to review the yearly revisions.	Title I planning Committee
4/14/2011	Title I planning	Title I Coordinator/Reid Chitwood/ Planning Committee



School Wide Plan Summary

Based on the following comprehensive needs assessment, Cortez High School has determined that it is in the best interests of its students to have a School wide Title I plan. There will be a focus on integrating and coordinating programs to better support the needs of students, staff, parents, and community. This will be more effective than a targeted assistance plan in several ways.

A school wide plan will improve student performance by addressing freshmen failure rate and transition from 8th grade into high school. Student performance will also be improved by adding extended opportunity through all day learning centers, Title I tutors and possible expansion of 8th hour. A school wide plan will allow for a school wide literacy program in hopes of increasing reading and writing scores on local and state assessments.

A school wide plan will enhance teacher knowledge of instructional practice by implementing Professional Learning Communities and local and district high quality professional development.

A school wide plan will improve parent involvement by offering all day Learning Centers available to parents for student grade checks and parent observation. Bulletins will go out quarterly offering information about school wide programs and activities. A Title I web page detailing the Learning Center and staff will be added to Infinite Campus for parents to view. Parents will be notified by the Infinite Campus Calling System continuously throughout the year regarding interim/report cards, state testing and important upcoming events.

A school wide plan will promote community partnerships by displaying school information on the Cortez website, quarterly bulletins and school marquee. Title I staff will distribute information annually to the community regarding the Title I program. Traditionally these businesses have contributed to the Parent Appreciation function held each year. Title I/school information is also given to businesses who participate in Title I activities throughout the year.

A school wide plan will enhance the overall school climate by improving student success, increasing parental and community involvement and promoting teacher collaboration through Professional Learning Communities.

The school wide plan represents input from across the school community. This plan was shared with Cortez High School through faculty meetings, surveys, parent emails, and during meetings with members of the school wide committee. The completed plan was displayed in the main Cortez office for all faculty and staff to view. Copies of the plan were distributed to the principal, asst. principal, Title I office and asst. superintendent.



Comprehensive Needs Assessment

In order to provide input to the Cortez High School School Wide Plan, a comprehensive needs assessment was conducted during the 2009-2010 school year. The planning Team reviewed data listed on the chart below. In addition to the review of the data, the Planning Team determined that several areas were of greatest priority within the School Wide Plan. This input is listed in the chart below.

Priority Areas of Importance

Address freshmen failure rate	Freshmen	freshmen failure rate Faculty survey
Transition from 8 th grade Implementation of Freshmen activities	Freshmen	Discipline referrals freshmen failure rate Student survey Faculty survey Parent/school effectiveness survey
School Wide literacy program	All students	AIMS scores
Extended study opportunity for students	All students	Number of students in need of credit recovery AIMS scores Course failure rate Faculty survey

Parental Involvement	All parents	Faculty survey Parent school effectiveness survey Annual report/student achievement
Professional Learning Communities	Teachers and students	District and State assessments



School Wide Reform Goals and Strategies

Maintain Student Success	<ul style="list-style-type: none"> a. Professional development (existing) b. Professional Learning Communities (existing) c. Academic Integration (existing) d. Cortez Learning Center (existing) e. Title I Paraprofessionals (existing) f. Title I summer school for areas of need (existing) g. 8th hour for Freshmen (existing) h. DeVry University tutors for math classes (existing) i. Honors Celebration (existing) j. AIMS math camp (existing)
Increase Freshmen success rate	<ul style="list-style-type: none"> a. 8th hour (existing) b. Freshmen Orientation with Link Crew Implementation (existing) c. Academic enrichment (existing) d. Home room (existing) e. Freshmen transitions activities (existing)

Literacy program across CHS	<ul style="list-style-type: none"> a. Literacy facilitator (existing) b. Instructional tools that are used in very academic <u>foldable</u> (existing) c. Read 180 (existing) d. AIMS math camp (existing) e. Standards Preparation classes for AIMS (existing) f. The Cortez Learning Center (existing) g. Home Room literacy activities (existing) h. Math Intervention Specialist (existing) i. Literacy coach (existing)
Extended study opportunity for students	<ul style="list-style-type: none"> a. 5 paraprofessionals (existing) b. Testing room (existing) c. 30 station computer lab (existing) d. Text book check out (existing) e. Classroom supplies (existing) f. Coordinator (existing) g. DeVry University tutors (existing) h. Before and after school study time in the Learning Center (existing) i. 8th hour (existing) j. Academic enrichment (existing)
Parental Involvement	<ul style="list-style-type: none"> a. Title I paraprofessionals contact parents quarterly (existing) b. Infinite campus messenger (existing) c. Open House (existing) d. Annual parent function (existing)

	<ul style="list-style-type: none">e. Future Freshmen Night (existing)f. Title I planning committee (existing)g. Learning Center (existing)h. CHS news letter (existing)i. CHS Web Page (existing)j. Literacy Coach parent/student book talks (existing)
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Highly Qualified Teachers Certification and Qualifications

Name	Certifications and Endorsements		Currently Teaching	All areas for which individual is highly qualified and certified
Aden, Mark	Standard Secondary Substitute Standard CTE Provisional SEI	Business History Business & Marketing	5/5 World History	Business (hours) History(hours) Business & Marketing
Alexander, Shaundra	Standard Secondary Provisional SEI	Physical Education	2/5 Biology 3/5 Girls P.E./Systos	P.E. (hours) Biology (HOUSSE)
Balke, Carina	Provisional Cross CAT Spec Ed K-12	SEI	5/5 Multiple Disability Based	Elem Ed Cross Cat Mental Retardation
Bray, Lindsay	Standard Secondary	English SEI	4/5 English 2/5 Title I Coord.	English (AEPA)
Bykowski, Diane	Standard Secondary	Gifted and SEI	4/5 English	Music
Brown, Catriona	Guidance Counselor	Counselor	5/5 Counselor	Counselor Social Worker(cert)
Burton, Harry	Standard Secondary Principal	Mathematics SEI	5/5 Math	Mathematics (hours)

Chapman, Eric	Standard Secondary	Mathematics SEI	5/5 Math	Mathematics (AEPA)
Corona, Jose	Standard Secondary	Spanish Spanish Bilingual K-12	5/5 Spanish	Spanish (AEPA)
Costley, Kris	Standard Secondary	Biology General Science SEI	4/5 Biology 1/5 T-Science	Biology (hours)
Daoust, David	Standard Secondary Standard Special Ed Principal Provisional SEI	Social Studies Learning Disabled	3/5 Math Resource 2/5 Resource	Social Studies (hours) Learning Disability (hours) Principal
Duncan, Mack	Standard Secondary Provisional SEI	English	3/5 ELL English 2/5 Theater	English (AEPA) Theater (hours)
Eilert, Andra	Standard Secondary	SEI History	2/5 Social Studies	English History
Fenton, Andrea	Stand. Spec. Ed. MR Stand. Spec. Ed O/HI Stand. Elementary Provisional SEI	Mental Retardation Orthopedic/HI Reading Specialist	5/5 Comm. Based	Special Ed. (hours) Reading Spec (hours)
Gittens, Wayne	Stand. Spec. Ed. Standard Secondary Provisional SEI	Learning Disabled Business	5/5 Resource	Lrng Disabled (AEPA) Business (AEPA)
Hastings, Paul	Standard Secondary	English SEI	5/5 ELL	English (AEPA) Theater (hours) Art (hours)
Hildago, Frank	Standard Secondary Provisional SEI	Chemistry	5/5 Chemistry	Chemistry (AEPA) General Science (hrs)
Hirsch, Diane	Standard Secondary	Mathematics	2/5 Math 3/5 Mentor	Mathematics (hours)

	Provisional SEI			
Huelster, Jeff	Standard Secondary	Geography PE SS SEI	5/5 History	Geo PE SS
Hurst, Alicia	Standard Secondary Provisional SEI	English	5/5 English	English (hours)
James, Tarik	Standard Spec Ed LD	Spec Ed L.D.	3/5 Math Resource 2/5 Resource	Learning Disabled (AEPA)
Jerome, John	Provisional Secondary Provisional SEI Substitute	History	5/5 History/Gov.	History (AEPA)
Kirkhart, Lael	Standard Secondary Provisional SEI	English	5/5 English/Reading	English (AEPA) Theater (hours)
Klavitter, Clay	Standard Secondary Provisional SEI	Physical Education	5/5 Boys P.E.	P.E. (hours)
Lauritzen, Tami	Standard Secondary	Biology SEI	2/5 EII Eng. Writing 1/5 Biology	Biology (AEPA)Gen. Sci. (hours) Health (hours)
Livingston, Michael	Standard Secondary Standard Sp Ed Provisional SEI	Social Studies Spec. Ed.	6/5 History/Gov	Political Sci. (AEPA) History (hours) Special Ed (hours)
Lombardo, Patricia	Standard Secondary Provisional SEI Provisional Gifted	Physics General Science	6/5 Science/Physics	Physics (AEPA) General Sci. (hours) Math (hours) Anthropology (hours)
O'Disho, LaTanya	Provisional Secondary	SEI	5/5 Math	Math (approved only)
Perry, Karen	Standard Secondary	Art	5/5 Art	Art (hours)
Piazza, Brandon	Prov. Secondary	Art	5/5 3D Design	Art (AEPA)

	Provisional SEI			
Poppema, Cal	Standard Secondary Guidance Counselor	Socail Studies Counseling	Counselor	Social Studies (hours) Counselor
Raatz, Debra	Standard Secondary	FACS Social Studies	5/5 Culinary	Home Ec. (hours) Social Studies (hours)
Rearick, Thomas	Standard Secondary Provisional SEI	Physical Education	5/5 Boys P.E.	Physical Ed. (hours)
Riley, Kelly	Standard Secondary Provisional SEI	English History	1/5 English 4/5 Counselor	English (AEPA) History (AEPA)
Rubin, Marshall	Provisional CTE	CTE	3/5 Engr. Sci. 2/5 Mech. Draft	Tech Design Ed (hrs) Math (hours)
Rygiel, Lorraine	Standard Secondary	English SEI	5/5 ELL	English (AEPA)
Schlesinger, Lindsay	Standard Secondary	French	4/5 French	French (AEPA) PE (hours)
Schrader, Teresa	Standard Secondary Standard CTE Provisional SEI Substitute	Physical Education Health Business	4/5 Girls P.E. 1/5 Bus. Tech.	P.E. (hours) Business (AEPA) Health (AEPA)
Schultz, Chris	Standard Secondary Provisional SEI	Mathematics	5/5 Math	Mathematics (hours)
Sedgwick, Chuck	Standard Secondary Provisional SEI	Music	3/5 Piano 2/5 Choir	Music (hours)
Sherrill, Amy	Standard Secondary Provisional SEI	English	5/5 English	English (hours)
Sloekers, Jonell	Standard Secondary Substitute	Mathematics SEI	4/5 Math	Mathematics (hours)

Smith, Pam	Standard Secondary Provisional SEI	English	4/5 English 1/5 Journalism	English (AEPA)
Soto, Tanya	Standard Spec Ed ED Stand Spec Ed MR Stand Spec Ed LD	Sp. Ed E D Sp Ed MR Sp Ed LD SEI	5/5 Comm. Based	Sp. Ed E D (hours) Sp Ed MR (hours) Sp Ed LD (hours)
Starchman, Jennifer	Standard Secondary Provisional SEI	Mathematics	5/5 Math	Mathematics (AEPA)
Sultani, Omar	Standard Secondary Substitute	Biology SEI	5/5 Biology	Biology (AEPA) General Science (hrs) Chemistry (hours)
Svardal, Rachel	Standard Secondary	English	3/5 ELL 2/5 English	English (AEPA)
Switzer, John	Standard Secondary	Spanish SEI	4/5 Spanish	Spanish (hours) ROTC (prior ROTC military) Business Mgt. (hours)
Treat, Candy	Standard Spec Ed LD	Learning Disabled SEI	5/5 Comm. Based	Math (HOUSSE Rubric) Special Ed (hours) Reading (HOUSSE) Gen.I Sci (HOUSSE)
Trice, Kathy	Standard Secondary Provisional SEI	Physical Ed. K-12	5/5 Dance	P. E. (hours)
Van Tienderen, Dan	Provisional Spec Ed MR Provisional SEI	Special Education MR	5/5 Comm. Based	Special Ed. MR (AEPA)
Vaughn, Aaron	Provisional Arts pre K-12		5/5 music	
Vazquez, Antonio	Standard Secondary	Physical Education ESL	5/5 ELL	Physical Ed (hours) Bi-Lingual Ed (hours)
Voss, Ashley	Standard Cross	SEI	5/5 Resource	Elem. Ed

	CAT			Cross Cat
Westfall, Alta	Standard Secondary Provisional SEI	English	5/5 English	English (AEPA)
Wickert, Ashley	Standard Secondary	Mathematics SEI	5/5 Math	Mathematics (AEPA)
Wollschlager, Ben	Prov Secondary Provisional SEI Substitute	General Science	5/5 T. Science	General Science (hours)
Wostl, Nicholas	Standard CTE Standard Secondary Substitute	Industrial Technology	3/5 Welding 2/5 Woods	Industrial Tech (hours)
Wright, Jennifer	Standard Secondary Provisional SEI	Social Studies	2/5 History 3/5 Literacy Coach	Social Studies (AEPA)
Yanez, Michelle	Standard Secondary Substitute	Mathematics SEI Gifted K-12	2/5 Math 3/5 Math Inter. Spec.	Mathematics (hours)



High Quality Professional Development

Professional Development

Throughout the School year a variety of workshops are offered for professional development and continuous education. Workshops are offered in an array of topics not limited to academics, such as:

- Mentor Workshops
- Literacy
- Freshman Orientation
- School Wide planning
- Curriculum and grading
- Professional Learning Communities
- Academic Integration
- Title I tutor development
- Best Practices sharing
- Team meetings
- Dept. Meetings



Cortez High School Mentor Program

The following shows a break down of the number of teachers who participated in the mentor program during the 2011-2012 School year

First year teachers - **4**

Second year teachers - **2**

Third year teachers - **5**

Total = **11** teachers



Strategies to Attract Highly Qualified Staff

Teacher Recruiting Process

The Glendale Union High School District employs a number of strategies in order to recruit highly qualified teachers. Long-term strategies include a number of efforts to “grow our own” teachers, beginning with the Aspire to Teach/Education Professions classes on each campus. This course allows interested high school students the opportunity to explore teaching as a career while they begin developing instructional and management skills. In addition, a tuition reimbursement program for district support staff employees assists those who wish to take college coursework toward teacher certification while working as instructional aides or in clerical positions. The GUHSD works closely with Arizona State University and other institutions with teacher preparation programs to place student interns and student teachers within the district. Exit/Screening interviews with all district student teachers provide each of them the opportunity to apply for teaching positions. Our own student teachers have proven to be an excellent starting point for recruiting each year. A significant advantage is that student teaching gives the principal the opportunity to observe potential candidates professionally over an extended period of time.

Unsolicited applications are a significant source of candidates, who generally have researched the district and take the initiative to apply to us. Having a well developed website makes it easy for people to research the district and to apply for positions on-line. Using an online application system also allows for efficient data storage and management. The district attends all in state recruiting events at state universities and has found the annual Great Arizona Teach-In, sponsored by the Arizona Department of Education, to be an excellent recruiting venue. GUHSD out of state recruiting has moved beyond the states adjoining Arizona to areas where more teachers are being trained than they can hire. Specifically Michigan, Ohio, and Pennsylvania have proven to be good recruiting areas.

Applications for employment are initially screened by the Human Resources Department to determine fitness for employment in the Glendale Union High School District. Candidates which meet all district standards and appear to be highly qualified are referred for screening interviews. During the screening interview, the district's Staff Interview is administered in order to rate candidates in five areas: professional demeanor, planning skills, management skills, equitable instruction, and professional development. Candidates are rated "outstanding," "meets standards," or below standards" by applying the district's rubric to their interview responses. During the screening process, the candidate's highly qualified status is verified by reviewing college or university coursework relative to specific subject areas and by requiring submission of official transcripts. Paraprofessionals who have not completed an AA degree must pass the district's basic skills and classroom knowledge examinations. The candidate's certification and fingerprint clearance status is verified and each candidate is the subject of a background check by an independent agency.

Once a candidate has successfully completed initial screening, he/she interviews with the principal at the local school campus. The principal makes the final recommendation to the Governing Board for hire after personally completing reference checks. Once hired, teachers new to the district participate in a two-week induction workshop conducted by the district's teacher mentors. This initial workshop is heavily stranded with material that beginning teachers typically need most, practical classroom management and instructional strategies. The mentor on each campus teaches two classes each day, but the major portion of their assignment is coaching teachers in their first three years in the district. This strong support system significantly enhances teacher retention.



Increasing Parental Involvement

Target Area	Goals
Parenting	Parents will be encouraged to visit the Learning Center to gain access to their students grades through Infinite Campus.
Communication	The Infinite Campus Messenger calling system will inform parents of events such as interim reports and report card mailings along with other events such as Open house and Future Freshman night. Tutors will contact parents regarding academic progress and teacher required EOP and in other areas needed. Future Freshman Night is held each January to acquaint parents of incoming 8 th graders from all the feeder school with the programs available at Cortez. The Learning Center will be open during Open House for all parents and students to visit. A Title I web page detailing the Learning Center will be added to Infinite campus for parents to view and bulletins will go out quarterly offering information about School wide programs and activities.
Volunteering	A non-profit food bank is available for use by anyone in our community. Parents may contact the school social worker or Title I coordinator to receive a food box. Food and supplies for the food bank are supplied by donations from the community and the student council canned food drive. An annual Turkey drive is held for the community. Faculty and staff donate turkey dinners for families in need.
Learning at Home	Parent Portal Training pamphlets will be distributed to inform and teach parents about

	<p>Infinite Campus. Through Infinite Campus the parents will be able to access their student's grades, attendance, etc. Teachers update their personal websites with academic information for parents to use as a resource when helping their students at home.</p>
Decision Making	<p>Includes families as participants in school decisions, governance and advocacy through school council, PAC and Title I School wide committees</p>
Collaboration with the Community	<p>A parent appreciation function will be held for all students and their families. This even is a time for the Cortez faculty and staff to express their appreciation to the parents/guardians for all of their support throughout the school year.</p> <p>Local businesses will be given information about Title I services at Cortez High School. Donated incentives from these businesses are used to show appreciation to the families. An annual turkey drive is held for the community.</p> <p>Faculty and staff donate turkey dinner for families in need. A non-profit food bank is available for use by anyone in our community. Parents may contact the school social worker or Title I coordinator to receive a food box.</p> <p>Food and supplies for the food bank are supplied by donations from the community and the student council canned food drive.</p>



Inclusion of CHS Teachers

Faculty meetings, Dept. Chair meetings and committees such as LAUNCH and the Title I School Wide Committee, allow the exchange of ideas to benefit the school. Professional Learning Communities also permit teachers to share and exchange ideas based on common assessments. The following pages reflect meeting dates and PLC information that was adapted during the 2010-2011 school year.

Professional Learning Community (PLC) Defined

Educators are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve results for the students they serve.

PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

- DuFour, DuFour, Eaker, & Many (2006)

What is a PLC?

A professional learning community is an ethos that infuses every single aspect of a school's operation. When a school becomes a professional learning community, everything in the school looks different than it did before.

- Andy Hargreaves (2004)

Teacher Workshops/Professional Learning Communities

Throughout the school year teachers are offered Best Practices and Grading workshops, as well as, weekly team and departmental meetings these are offered at the district and local level. These workshops/meetings allow teachers to share and exchange curriculum ideas and assessment grading. Teachers are extended the opportunity to team with other professionals teaching the same level of curriculum or other curriculums within the district. They are encouraged to seek and learn from veteran teachers' strategies and best practices. Teachers are encouraged to attend conferences promoting the utilization of Professional Learning Communities and how to be more effective. Topics for these professional development workshops are driven by local and district data, as well as, faculty input.



Transition Activities

In order to facilitate the transition from middle school for incoming Freshmen, GUHSD and Cortez High School have implemented the following programs:

Transition Program or Activity	Perceived Effectiveness
Project Sharp	Algebra I program offered to help incoming freshmen be successful in math.
Home Room	<p>Weekly Literacy activities involving all students.</p> <p>Student/teacher mentoring.</p> <p>Community Building.</p> <p>School Spirit Activities.</p> <p>Extended study opportunities.</p>
Freshmen Activities	<p>The freshmen activities welcome the new students on to our campus by creating a positive environment and setting the tone for success. The activities help students find balance in their lives and workload, along with helping them become positive members in our community.</p> <p>Freshmen Focus Rotation of clubs, sports and student council.</p> <p>Freshmen Health Fair/prepare for Sophomore year during AIMS day.</p> <p>Future Freshmen night.</p>

8 th Hour	8 th hour is a program designed for any student, but focuses on any freshmen who may be in danger of failing. It is a program designed to support student who are in need of additional help who may not always know to ask.
Academic Enrichment	Academic Enrichment is an opportunity for all students to seek extra help from teachers in any given subject. It is a tool for students success.



Supplemental Services

Programs For Students Not Meeting State Standards

Read 180	Students not yet meeting standard	During the school day
Math Intervention Program	Students not yet meeting standard	During the school day
Project SHARP	Students not yet meeting standard	Summer between 8 th and 9 th grades
Learning Center	Students not yet meeting standard	Before during and after school
8 th Hour	Students not yet meeting standard	After school until 3:25
Late Bus	Students not yet meeting standard	After school at 3:45 p.m. Monday - Thursday
MELO	Students not yet meeting standard	Summer for Algebra 1 Semester 2 and Geometry Semester 2 credit
GUHSD On-Line Instruction for credit recovery	Students not yet meeting standard	24 hours a day for credit recovery
School-within-a-School	Students not yet meeting standard	Monday – Friday 10 a.m. – 2:35 p.m.
AIMS Tutoring	Students not yet meeting standard	Teacher designated times prior to AIMS testing

Additional services will be added to help students who have not yet passed AIMS.

Supplemental Service	Target	Success Measured By
Research-based literacy and math intervention programs	Students not yet meeting standards	Program assessments, CRT's and PBA's



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

Program	Funding Source	Type of Service	Targeted Population Served	How This Program Supports the School Wide Plan
SRO	State Funding	Support Service	Entire School	Insuring a Safe & Orderly School
School Within a School	State and Local Funding	Dropout Prevention	At Risk Youth	Supports Graduation Rate & Dropout Prevention
Bullying Prevention	District Funding	Peer Mediation	As Necessary	Safe & Orderly Campus
Family Literacy	Title I Funding	English Instruction	Non English Speaking Parents	School Wide Literacy and Parent Involvement
Learning Center	Title I Funding	Academic Instruction	Entire School	Decreases Failure Rate
Career Counseling	West Mec & District Funding	Career Planning	All	Academic Intervention, Student Goals
AIMS Tutoring	AIMS Dropout Prevention	Tutoring	Students Not Yet Proficient	Supports Graduation
Compensatory Ed ELL	Compensatory Ed ELL	Remediation	ELL Students	Literacy

Career & Technical Education	Federal, State & West Mec Funding	Career Preparation	All Students	Student Achievement & Involvement
EII	Title III & District Funding	English Acquisition	LEP Students	Literacy & Graduation Rate
Enhancing Ed. Through Technology	Title II D	Technical Support	All Students & Teachers	Instructional Technology
Advanced Placement/Honors	Gifted Education	Accelerated Learning	Honors Students	Provides Enrichment
Special Education	IDEA Basic Title VI B	Special Education	Students with Disabilities	Learning needs of all Students
Social Worker	Refugee Grant	Support	Refugees	Non Academic Needs of Refugees
School Safety	State Chemical	Prevention	All Students	Safe and Orderly Campus
Certification	SEI Reimbursement	Reimbursement	Teachers	Highly Qualified
Teacher Quality	Title II A	Mentoring	All Teachers	Recruitment of Highly Qualified Teachers
ELL Supplemental	EII Supplemental	EII Supplemental	EII Supplemental	Literacy, etc.
Federal Substance Abuse Prevention	Title IV	Prevention	All Students	Safe & Orderly Campus
Innovative Programs	Title V	School Safety	All Students	Safe & Orderly Campus

Free & Reduced Lunch Program	Federal Funding	Breakfast, Lunch & After School Snacks	Eligible Students	Student Nutrition
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Dual Enrollment	Student & Community College Funding	Academic Enrichment	CTE and Honors Students	College Bound Students
School Resource Officer	School Safety Grant	SRO: Law Related Education	Entire School Community	This program helps parents and students feel safe at school.

**Title I Staff:**

Coordinator: Lindsay Bray

Instructional Aides: Chryss Danielek
Edward Mertens
Catherine Jones
Monette Roberts
Chris Taylor



Job Descriptions:

Title I Coordinator – Local School - Job Description

Coordinator Duties

The Title I coordinator is in large part the core of the Title 1 program.

Coordinates Aides:

- Creates Instructional Aide schedule which coordinates with the needs of Title I students and teachers.
- Schedules aides for the Learning Center, where tutoring transpires before and after school.
- Provides technical and logistical support to local school programs under the Title I umbrella.
- Creates tasks to be completed by aides on days when students are not present.
- Allocates duties to department members.
- Evaluates instructional aides in accordance with district/school job standards.
- Plans, organizes and implements parent contact.
- Processes documents and material for the purpose of disseminating information to appropriate parties.

Coordinates Title I Schoolwide Planning Team:

- Gathers Schoolwide data.
- Plans and facilitates meetings.
- Communicates with members of the planning team.
- Coordinates a variety of activities for the purpose of delivering services in conformance with District objectives and with in budget parameters.
- Develops and updates the Schoolwide plan.

District Contact:

- Attends regular district meetings.
- Advocates for school specific Title I program.
- Writes and implements yearly Title I Schoolwide evaluation in accordance with federal laws.

- Provides evidence of goals met.
- Relays district information received to site principal.
- Reports employee issues.

Manages Title 1 Budget:

- Orders materials and equipment for the purpose of ensuring the availability of items as needed. (i.e. Read 180, supplies, Learning Center needs, etc.)
- Prioritizes needs and requests pertaining to monetary availability.
- Reviews, evaluates, and revises the budget on consumable items.
- Submits requisitions and signs purchase orders.

Instructional Tutors:

There are six instructional tutors that work before and after school in the Learning Center. Five of the tutors follow a six class schedule, attending math and English classes and one tutor attends four classes and works as the Title I office manager. In the classroom the tutors take notes along with the students so that absent students can be informed of what they missed. When the teacher is not giving instruction, the tutors walk around the room assisting students with any questions they might have. Along with tutoring the students in the classroom the tutors are a second set of eyes and ears to help the teacher monitor the classroom. The tutors also make contact with parents to inform them of any problems their child might be having in a particular class.



Math Intervention Specialist Qualifications and Job Description

Minimum Qualifications

- Bachelor's degree; Master's degree preferred
- Three or more years of recent classroom experience at the secondary level teaching mathematics
- Highly Qualified and Appropriately Certified in Mathematics

Job Description

1. Demonstrate exemplary classroom practice and possess a deep understanding of math intervention strategies (20 percent)
 - On-going teaching of students in the target population
 - Extend knowledge regarding intervention through professional development opportunities and networking with other math teachers in Arizona schools

2. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community (60 percent)
 - Provide demonstrations of intervention strategies
 - Observe and coach classroom teachers in effective practices
 - Provide sustained mentoring to classroom teachers
 - Plan and conduct professional team meetings
 - Provide workshops on intervention strategies

3. Manage and evaluate the school's math program to ensure the highest level of quality (10 percent)
 - Collect data, analyze results, and report findings
 - Implement a school-wide assessment system for monitoring student achievement
 - Evaluate student achievement and assist with placing students in appropriate intervention and support services
 - Evaluate effectiveness of the overall math program
 - Address short-comings in the math intervention strategies after the evaluation and provide recommendations and assist in improving the intervention program

- Identify needs and make recommendations for appropriate materials
 - Provide records and research data as requested
 - Understand and apply the Continuous Program Improvement model
4. Provide leadership for mathematical success across the school community (10 percent)
- Meet regularly with the principal and math coordinator to report on progress and plan next steps
 - Network with other math intervention specialists in developing, implementing, and researching intervention strategies
 - Communicate the results of the intervention program



Literacy Coach Qualifications and Job Description

Minimum Qualifications

- Bachelor's degree; Master's degree preferred
- Three or more years of recent classroom experience at the secondary level teaching reading

Job Description

5. Demonstrate exemplary classroom literacy practice and possess a deep understanding of literacy theory (20 percent)
 - On-going teaching of students in a variety of settings
 - Extend literacy competencies through professional development opportunities and networking with other literacy coaches in Arizona schools

6. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community (60 percent)
 - Provide demonstrations of literacy components
 - Observe and coach classroom teachers in effective practices
 - Provide sustained mentoring to classroom teachers
 - Plan and conduct professional literacy team meetings
 - Provide workshops on the literacy framework

7. Manage and evaluate the school's literacy program to ensure the highest level of quality (10 percent)
 - Collect data, analyze results, and report findings
 - Implement a school-wide assessment system for monitoring student achievement
 - Evaluate student achievement and assist with placing students in appropriate intervention and support services
 - Evaluate effectiveness of the overall literacy program

- Address short-comings in the program after the evaluation and provide recommendations and assist in improving the program
 - Identify needs and make recommendations for appropriate reading and writing materials
 - Provide records and research data as requested
8. Provide leadership for literacy across the school community (10 percent)
- Meet regularly with the principal to report on progress and plan next steps
 - Network with other literacy coaches in developing, implementing, and researching the literacy-based program
 - Communicate the results of the literacy program