

1991 FINAL REPORT

=====

JOINT LEGISLATIVE COMMITTEE ON
SCHOOL RESTRUCTURING INCENTIVES

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Presented to:

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Representative Jane Dee Hull, Speaker of the House
Senator Peter Rios, President of the Senate

December, 1991

**JOINT LEGISLATIVE COMMITTEE ON
SCHOOL RESTRUCTURING INCENTIVES**

1991 FINAL REPORT

S.B. 1552 (Chapter 357, Laws 1990) established a Joint Legislative Committee for the purpose of developing and providing oversight to a four-year pilot program (FY 1990-1991 through FY 1993-1994) that would grant 15 participating schools additional monies in order to implement restructuring activities. The information presented in this report depicts the grant reapproval activities of the Committee during their second interim session. The term of the Committee expires on June 30, 1994.

To ensure the schools received this year's funding in a timely manner, it was necessary for the reapproval process to be completed sooner than the December statutory deadline. Requests for reapproval information were mailed to the 15 participating schools on September 16, 1991. The schools replied by September 30, 1991.

The committee met on October 8, 1991 to hear presentations from the 15 schools on their particular programs. After hearing the testimony and reviewing the information provided by the reapproval forms the 15 grants were reapproved for the 1991-1992 school year.

In addition to the individual school presentations, representatives from the Arizona Department of Education, the Institute for Educational Research and Evaluation Studies and the Morrison Institute for Public Policy reviewed the external evaluation, technical assistance and policy support program which they will be responsible for the remainder of the pilot program.

Also, representatives of the Department of Education recommended amending portions of Chapter 357, Laws 1990. The amendment will change the dates of the reapproval process to reflect the school year calendar. Currently, schools must submit for reapproval by November 1. The schools do not discover until December 1 whether or not they may continue to budget for their program. Consequently, the schools have been implementing the restructuring program for four months without funding. This, however, was not the original intent of the current legislation. The original intent was to reapprove grants one year ahead of time to ensure that districts would have the grant monies in their possession by the start of the school year. For example, the November 1, 1991 deadline would be for 1992 funding. This language was inadvertently omitted.

The suggested amendment would require schools to submit reapproval requests for FY 1992-1993 funding by June 1, 1992 and the committee will notify the school on their reapproval status by August 1, 1992. Submission for reapproval for the FY 1993-1994 will be expected on November 1, 1992 and the committee will notify the school by December 1, 1992 on their funding status. The above changes will be offered during the 1992 legislative session.

SELECTED SCHOOLS

SCHOOL NAME	DISTRICT NAME	FY '90-'91	FY '91-'92	FY '92-'93	FY '93-'94
Carminati El.	Tempe El.	\$20,000	\$40,000	\$42,000	\$44,100
Del Rio El.	Chino Valley Unif.	\$25,000	\$50,000	\$52,500	\$55,125
Gilbert El.	Gilbert Unif.	\$25,000	\$50,000	\$52,500	\$55,125
Glendale High	Glendale Union	\$40,000	\$80,000	\$84,000	\$88,200
Jorgensen El.	Roosevelt El.	\$25,000	\$50,000	\$52,500	\$55,125
Kyrene del Sureno	Kyrene El.	\$25,000	\$50,000	\$52,500	\$55,125
Laguna El.	Flowing Wells Unif.	\$20,000	\$40,000	\$42,000	\$44,100
Litchfield El.	Litchfield El.	\$30,000	\$60,000	\$63,000	\$66,150
Mt. View High	Marana Unif.	\$40,000	\$80,000	\$84,000	\$88,200
Palmcroft El.	Yuma El.	\$25,000	\$50,000	\$52,500	\$55,125
Papago El.	Creighton El.	\$35,000	\$70,000	\$73,500	\$77,175
Rancho Viejo El.	Crane El.	\$40,000	\$80,000	\$84,000	\$88,200
Safford High	Safford Unif.	\$30,000	\$60,000	\$63,000	\$66,150
University High	TUSD	\$25,000	\$50,000	\$52,500	\$55,125
Westwood El.	Alhambra El.	\$25,000	\$50,000	\$52,500	\$55,125

ARIZONA HOUSE OF REPRESENTATIVES

MEMO

TO: School Restructuring Pilot Program Directors
FROM: Representative Bev Hermon
DATE: September 16, 1991
RE: FY 1991/92 REAPPROVAL

As co-chair of the Joint Legislative Committee on School Restructuring Incentives, I wish to share with you some important information regarding the pilot program.

First, a meeting of the Joint Legislative Committee On School Restructuring Incentives has been scheduled for **October 8, 1991, (9:30 a.m. - noon; House of Representative's Hearing Room 3)** in order to conduct the reapproval process for FY 1991/92. To ensure the schools receive this year's funding in a timely manner, it is necessary that the reapproval process be completed sooner than the December statutory deadline. It is important that each school have a representative present at the meeting to answer any questions about their program.

Second, as part of the formal reapproval process for FY 1991/92, it is necessary to complete the attached form and return it by no later than **September 30, 1991**. If possible, please fax us the form in addition to mailing it, therefore we can begin compiling your information as soon as possible. Briefly highlight what activities your school was able to initiate during Spring 1991 and summarize your plans for FY 1991/92. I realize that the time frame for the completion of this form is short; however, it is important that the reapproval process occur within the next few weeks.

Third, I would like to formally introduce several people who will become an important part of the pilot process. You will have a chance to meet them at the October 8 meeting and to receive additional information regarding program evaluation, technical assistance, and policy development. **Ms. Keli Branch** has replaced Michelle Blain (now in Harvard Law School) as the House Education Research Analyst and will serve as your contact regarding Joint Legislative Committee reapproval activities. **Dr. Tom Haladyna** and **Dr. Susie Cook** for ASU West will be serving as the external evaluators for the project. **Dr. Louann Bierlein** from the Morrison Institute at ASU will be working on school restructuring legislative/policy development.

Finally, I want to encourage your school personnel to begin thinking about broadening your restructuring efforts. As you may be aware, the Governor's Task Force on Educational Reform is making recommendations regarding radical reform whereby the "school", not the "district" becomes the focal point for reform. Indeed, the Joint Legislative Committee will continue to challenge the pilot schools to "try to think outside the box." This is your opportunity to be creative as well as aggressive. We are all very excited about the potential of this program and we want to encourage you any way we can. We will want to hear from you about real and perceived "barriers" which may be preventing you from making radical changes. We hope to assist in eliminating these barriers to success whether at a legislative level or a district level. These are some of the things that the Joint Legislative Committee and the support team described

above will be working with you on in the future.

Remember communication is the key!! We look forward to speaking with each of you personally on October 8, 1991.

In closing, please place **October 8** on your calendar and return the attached form. If you have questions, please feel free to call Keli Branch (542-1989). I look forward to meeting with you in a few weeks.

MINUTES OF
JOINT LEGISLATIVE COMMITTEE
ON SCHOOL RESTRUCTURING INCENTIVES

DATE: October 8, 1991

TIME: 9:30 a.m.

PLACE: House Hearing Room #3

Representative Hermon called the meeting to order at 9:35 a.m. and the following attendance was noted:

Members Present

Representative Marion Pickens
Senator Stan Furman
Senator Tom Patterson
Marilyn Elgas
Sandra Junck
Barbara Robey
Anne Weissman
Representative Bev Hermon, Co-chairman
Senator Lela Alston, Co-chairman

Members Absent

Representative Lisa Graham
Dr. Reg Barr
Dr. L. Dean Webb
Marilyn Wilson

Representative Hermon asked the members of the Committee to introduce themselves:

Barbara Robey, Director of Governmental Relations for School Boards Association and Mayor of Litchfield Park, AZ.

Sandra Junck, parent of one public elementary school child and one public high school child.

Marilyn Elgas, teacher of English as a second language.

Representative Pickens, representing District 9, teacher.

Senator Alston, (District 20), Senate Education Committee Chairman.

Senator Furman, (District 16), vice-chairman Senate Education Committee.

Senator Patterson, (District 26), member Senate Education Committee.

Annie Weissman, Granada Primary School principal.

Review of the Evaluation Technical Assistance Plan

Tom Cox, representing the Arizona Department of Education (DOE), explained that DOE is legislatively mandated to monitor and evaluate each school participating in the restructuring program, provides technical assistance to the schools and an annual report to the Committee. To fulfill that commitment, DOE has contracted with Arizona State University (ASU) West and the Morrison Institute at ASU to provide assistance to the school pilot projects.

Dr. Louann Bierlein, Assistant Director for the Morrison Institute, distributed the Arizona School Restructuring Pilot Project External Evaluation, Technical Assistance & Policy Support (copy filed with original minutes). She explained there are three key components the external team is hoping to provide: external evaluation; technical assistance; and policy development.

Dr. Tom Haladyna, Institute for Educational Research and Evaluation Studies, ASU West, stated they plan to develop a system of evaluation for the state and they will consider four crucial questions:

- 1) To what extent has the state succeeded in helping schools restructure?
- 2) How can the state do a better job in restructuring its schools?
- 3) Has each school achieved its expected outcome?
- 4) Can we help each school do a better job of restructuring?

Dr. Haladyna said they would like to work with the schools in the pilot project and feels each school should evaluate itself. He pointed out that self-evaluation can be accomplished because many of the schools have data collection systems in place already. He added each participating school will be asked to write a brief evaluation statement on ways for improvement in the future.

Dr. Susie Cook, Institute for Educational Research and Evaluation Studies, ASU West, stated technical assistance to schools should serve two purposes: to help schools develop self-evaluation plans and to understand the direction of restructuring. She added the Institute has the responsibility for assisting the 15 school sites in determining the difference between school reform and school restructuring. It is their goal to gather information nationally regarding restructuring and disseminate that information to the schools. She explained the five ways they hope to accomplish this:

- 1) Visit school sites.
- 2) Be available to the school sites.
- 3) Provide the latest findings regarding restructuring to the schools.
- 4) Provide networking opportunities for schools to interact with each other.
- 5) Provide opportunity for the schools to participate in intensive training provided by ASU West and the Morrison Institute.

Dr. Cook concluded that the key to success is through technical assistance.

Dr. Bierlein stated a crucial area the external team is planning to study is policy development. As more schools become accountable there is a need to look at developing a model of self-evaluation and assessment. She explained two types of reports will be available - individual evaluations of each program and the policy implications and they will also look at the need for developing short and long term legislation.

Presentations by the Grant Schools

*** Each school explained the components of their restructuring program which are contained in the Agenda packet filed with the original minutes. ***

Randall Blecha, Principal, C.J. Jorgensen Elementary School

Mr. Blecha stated he hoped the Committee does not think of restructuring as one model to be followed by all schools and the most significant part of a restructuring process is to develop a wide based decision-making team which Jorgensen School has done. He explained the team is implementing the characteristics identified in the grant and the programs they have instituted have made the teachers more accountable.

In response to Senator Furman, Mr. Blecha explained that the team is comprised of teachers representative of their particular group (i.e. Grades K-2, 3-5 and 6-8) chosen by other teachers and parents. He added that decisions are made by a consensus and if a consensus is not reached, the subject is kept on the table for discussion. He stressed they do not have the autonomy they would like, however, they are making decisions within their power.

Representative Hermon congratulated Mr. Blecha on his program and asked that an invitation be extended to the House and Senate to visit the pilot programs.

In response to Ms. Robey, Mr. Blecha noted that a teacher from his school had recently passed away and the district is assigning them a teacher, on an involuntary transfer. As a result, they may be faced with a teacher who does not buy into the program they are developing. Ms. Robey stated she understood the need for staff cooperation in promoting new programs.

Senator Alston moved the continuation of the Pilot Program for Jorgensen Elementary School for the 1991-92 school year. Mrs. Robey seconded the motion. The motion passed by voice vote.

Dr. Nancy Haugen, Principal, Carminati Elementary School

Dr. Haugen stated she was also the Chairman of the Participatory Management Task Force in Tempe where they are attempting to decide how the school district, as well as the individual schools, can involve more people in the decision making process. She gave a slide presentation on the basic premises they are sharing throughout the district.

In response to Representative Pickens, Dr. Haugen explained their proposed customized discipline plan for students will modify the existing plan to meet an individual child's needs, incorporating strategies more effective for different needs.

Representative Hermon stated the Carminati program did not seem to be as deeply into restructuring as some of the others. Dr. Haugen stated they are inventing as they go along and improvements have begun.

Representative Hermon noted that in her letter to the participating schools she emphasized the Committee would be willing to assist individual schools in the restructuring process.

Senator Alston moved the continuation of the Pilot Program for Carminati Elementary School for the 1991-92 school year. Senator Furman seconded the motion. The motion passed by voice vote.

Nancy Helm, Principal, Del Rio Elementary School

Ms. Helm played a video explaining the programs they have instituted at their school. Del Rio Elementary includes a preschool program designed for at-risk children which was instituted two years ahead of the state mandate. She explained they have a very large special needs population and have instigated their programs with limited resources.

Ms. Helm explained she surveys her staff and leadership team at the end of each year as to what goals they feel should be targeted for the next year and everyone is held accountable for accomplishing those goals.

In response to Representative Pickens, Ms. Helm explained the volunteer leadership team is comprised of one teacher from each grade level selected by their grade level representatives, a representative from their handicapped population, parents, the PTA President and classified personnel.

Senator Alston moved the continuation of the Pilot Program for Del Rio Elementary School for the 1991-92 school year. Senator Furman seconded the motion. The motion passed by voice vote.

Sheila Roberts, Principal, Gilbert Elementary School and Leona Shreve, Assistant Superintendent

Ms. Shreve stated it was exciting to be a centralized person promoting a decentralized concept. She stressed education must be presented better for improvement to begin.

Ms. Roberts stated that in order for any change to occur in education it must come from the ground up and from teachers.

In response to Representative Hermon, Ms. Roberts stated they addressed a 5th and 6th grades discipline problem by instituting an ungraded primary and began

charting their ungraded results in the 1990-91 school year. Ms. Roberts also explained, regarding the social worker, that the Gilbert Police Department contacted the school concerning gang problems and offered the services of a social worker one morning a week through the police department to handle the at-risk groups. She added the program began in January and a difference was noted in April. They have subsequently hired the social worker full time at the school.

In response to Ms. Elgas, Ms. Roberts explained the ungraded primary is an optional program and they have developed an alternative report card based on developmental skills for the ungraded program.

In response to Representative Pickens, Ms. Roberts explained they have established a similar management team as the other schools to help with their decision making process.

Senator Alston moved the continuation of the Pilot Program for Gilbert Elementary School for the 1991-92 school year. Ms. Weissman seconded the motion. The motion passed by voice vote.

Vernon E. Jacobs, Principal, Glendale High School

Mr. Jacobs stated their program contains many of the same characteristics as the other school programs, however, they use a more global approach. They have had a planning team in place for eight years which has worked towards making students more successful. They also have a parent task force committee made up of 16 parents and encourage parent participation on campus.

Mr. Jacobs explained that in investigating ways to help students become more successful, they looked at why Asian students overall do much better in school. One reason they discovered was that Asian parents are more interested in the product the child is developing, rather than the grade they achieve.

Representative Hermon questioned Mr. Jacobs regarding the methods available to meet student needs. He explained they have a learning center open at least three nights per week until 7:00 p.m. and extended classes with mastery learning concepts.

Ms. Weissman noted that when a school goes to site based management, the decisions are not always the decisions the principal or district wants and wanted to commend Mr. Jacobs for listening to his site based management staff.

Senator Alston moved the continuation of the Pilot Program for Glendale High School for the 1991-92 school year. Ms. Robey seconded the motion. The motion passed by voice vote.

Bruce Baker, Principal, Kyrene Del Sureno Elementary School

Mr. Baker stated their program is similar to the other schools in the pilot program and one result they have experienced is a dramatic increase in the PTA

membership and parental involvement. He explained they have moved toward portfolio assessment in the education of the parents and the parent involvement has helped in this area.

In response to Representative Hermon, Mr. Baker explained they are able to track students and identify where mastery occurs and where instruction is needed.

Senator Alston moved the continuation of the Pilot Program for Kyrene Del Sureno Elementary School for the 1991-92 school year. Ms. Junck seconded the motion. The motion passed by voice vote.

Debbie Schreiner, Principal, Laguna Elementary School

Ms. Schreiner stated the major concern in their school is that children go home to an empty home and as a result grant money was used to develop after school programs. Many of the programs are free to the 350 students they serve in the after school programs.

Ms. Schreiner explained grant monies were also used for family services including parent academics and parenting skills and staff development. She noted they have staff and central office support in these areas.

Representative Pickens moved the continuation of the Pilot Program for Laguna Elementary School for the 1991-92 school year. Ms. Junck seconded the motion. The motion passed by voice vote.

Priscilla Lundberg, Litchfield Elementary School

Ms. Lundberg stated her school is conducting a great deal of in service and conducted a week long hands on in-service in June where the teachers were able to choose what topics they wanted to deal with. She added they are undergoing a change from a Kindergarten through 8th grade school to a Kindergarten through 5th grade school and because of this they had more classrooms available and were able to construct a science and technology lab.

In response to Representative Pickens, Ms. Lundberg stated their most resistance to change comes from teachers, however they become more favorable of the changes once they see them in action.

Senator Alston moved the continuation of the Pilot Program for Litchfield Elementary School for the 1991-92 school year. Ms. Elgas seconded the motion. The motion passed by voice vote.

Lynn Edwards, Principal, Mountain View High School

Ms. Edwards stated that not only was the grant money a "shot in the arm" but it allowed schools to transcend the negotiated agreement that they have with their teachers. She explained that if it were not for the restructuring monies in her school, plans they had when they started the school six years ago would still be far in the distance.

She added their goal is for every student to be a part of the renaissance approach they have developed.

Senator Alston moved the continuation of the Pilot Program for Mountain View High School for the 1991-92 school year. Representative Pickens seconded the motion. The motion passed by voice vote.

Jon P. Daugherty, Principal, Palmcroft Elementary School

Mr. Daugherty distributed a folder describing the year-round school system, (copy filed with original minutes) and explained the first year-round school program they have in place at Palmcroft. He explained grant money was used to pay for teachers teaching the two week intersessions offered during the three weeks school is recessed between the six week sessions..

Mr. Daugherty stated they have not encountered any problems relating to the year round schedule.

In response to Senator Furman, Mr. Daugherty explained that the air conditioning costs for the year round program are increased by approximately \$5,000 per year, but the cost will be paid off down the road by the benefit to the children.

Senator Alston moved the continuation of the Pilot Program for Palmcroft Elementary School for the 1991-92 school year. Ms. Weissman seconded the motion. The motion passed by voice vote.

Charlotte Boyle, Principal, Papago Elementary School

Ms. Boyle explained they are in their third year of site based management. Their main focus is on the vision of the school and have restructured the school week to meet the needs of in-servicing and the school.

Ms. Boyle stated they have 300 non-English speaking students and 85% of their student population are participating in the lunch program. They have hired a bilingual social worker to address the needs of the families. She added their parent group is very active and the school translates home written communication into Spanish and English. They also will be adding a head start program to their campus when construction is complete.

Ms. Boyle added that they are in favor of a year round school schedule.

Senator Alston moved the continuation of the Pilot Program for Papago Elementary School for the 1991-92 school year. Representative Pickens seconded the motion. The motion passed by voice vote.

Dan Branin, Principal, Rancho Viejo Elementary School

Mr. Branin stated he was very excited with what is happening with the restructuring programs. He stated they have formed a Pride Team and are

currently in the discussion stage of a year round school program.

Mr. Branin explained his school's program and how they work very hard to gain parent participation in the school.

Senator Alston moved the continuation of the Pilot Program for Rancho Viejo Elementary School for the 1991-92 school year. Ms. Robey seconded the motion. The motion passed by voice vote.

John Bonefas, Principal, Safford High School

Mr. Bonefas stated he endorsed what had been stated by the other schools in attendance and their program emphasizes teachers working as a family. Their restructuring program addresses many areas, including the needs of children from lower economic backgrounds who are not achieving at a high level. They are trying to get parents involved in the school and are working towards getting computers in each classroom. They will be extending the school year in areas like math, English and science to help students reach their outcome levels.

Mr. Bonefas stated they have formed a District Outcome Committee, on a district wide basis, to make and implement criteria the children need to accomplish by the time they graduate.

In response to Senator Furman, Mr. Bonefas stated they feel the letter grade system is not indicative and that the outcome system can hone in very precisely on what skills and level of performance you want to achieve. Representative Hermon requested Mr. Bonefas furnish staff with specific information regarding his proposals.

Senator Alston moved the continuation of the Pilot Program for Safford High School for the 1991-92 school year. Senator Furman seconded the motion. The motion passed by voice vote.

Jack Nolan, History Teacher, University High School

Mr. Nolan stated they started a site based management system four years ago and have proved that they can take care of problems that centralized authority can't. He explained that the grant monies was used to build the team and they spent the year writing their bylaws.

Mr. Nolan stated they have a process that works and their resistance comes from middle level managers who feel their decision making authority is being eroded.

Mr. Nolan concluded that it takes a long time and a great deal of recruitment and education for site based management.

Senator Alston moved the continuation of the Pilot Program for University High School for the 1991-92 school year. Ms. Junck seconded the motion. The motion passed by voice vote.

Martha Braly, Westwood Primary

Ms. Braly stated the goal of their technology grant was to promote parental involvement, improve student achievement and take care of some of the unique needs of the students at Westwood.

Ms. Braly stated they have many at-risk students and in the past five years their black enrollment has increased by 92%; hispanic 93%; and Native American 404%. Because of that they have done a great deal of restructuring and thanked the Committee for the grant monies to do so.

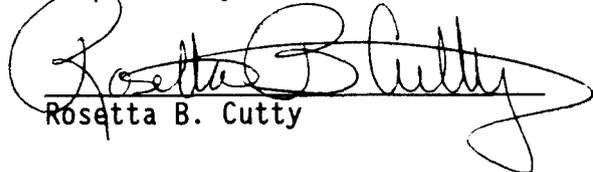
Senator Alston moved the continuation of the Pilot Program for Westwood Primary for the 1991-92 school year. Ms. Robey seconded the motion. The motion passed by voice vote.

Ms. Robey stated she thought it would be very enlightening to visit some of the pilot project schools. Representative Hermon stated she would wait and see what invitations would be extended and then determine the interest level for participation by the House, Senate and Governor's Task Force.

Ms. Robey stated it was gratifying to see so much enthusiasm generated by allocating a small amount of money through this program.

Representative Hermon adjourned the meeting at 1:18 p.m.

Respectfully submitted,


Rosetta B. Cutty

Arizona School Restructuring Pilot Project External Evaluation, Technical Assistance & Policy Support

To fulfill the requirements of S.B. 1552 (1990), the Arizona Department of Education has contracted with the Institute for Educational Research and Evaluation Studies (IERES) at ASU West and the Morrison Institute for Public Policy at ASU to provide assistance for the school restructuring pilot project. These two organizations will be working together to provide evaluation data and policy support for the Legislative Committee on School Restructuring Incentives and to assist the pilot schools in their restructuring efforts. More specific details are presented below.

Evaluation

Accountability for program outcomes has become one of the most important educational reform issues. To that end, the Legislature has required that an external evaluation of the pilot school restructuring programs be completed. Building upon evaluation work completed in a similar state pilot project involving at-risk programs and the recent push to move the authority and responsibility for outcomes to the school level, IERES and Morrison Institute have joined forces to develop an evaluation *model* for Arizona. The goal is not only to provide information on the school restructuring pilot, but also to develop a model which could be used for *future replication* within other educational programs. To that end, the evaluation model will incorporate aspects of the Arizona Student Assessment Program (ASAP) and will provide school personnel with the training necessary to take on the responsibility of program assessment. The ultimate goal is to provide local and state policymakers with appropriate data in a manner that will not overload the schools, nor the state. With these principles in mind, the following general evaluation design is proposed:

Key Evaluation Questions

1. To what extent has the state succeeded in helping schools restructure?
2. How can the state improve its efforts to restructure schools?
3. To what extent has each pilot program succeeded with respect to its stated goals?
4. How can each pilot program improve its efforts to restructure its school?

Evaluation Design

1. An "External Evaluation/Self-Assessment" model of evaluation incorporating the Arizona Student Assessment Program (ASAP) will be utilized in order to collect common data indicators across all programs and empower individual schools to develop their own evaluation skills and reporting.
2. Three unique sources of data will be collected, two of which are common to all pilot programs as collected by the evaluation team -- 1) quantitative data (e.g., attendance, ASAP) and 2) qualitative data (e.g., teacher, parent, and student interviews). The third data source represents individual evaluation information collected by each program as related to its specific program objectives.

3. A process of "triangulation" will occur whereby all three data sources will be analyzed to determine if convergent evidence is available to illustrate program success (generally, do multiple sources of data tell the same story?)
4. Each school will be responsible for completing an evaluation of its own program, but training and on-going technical assistance will be provided.
5. As specific products, two types of evaluation reports will be prepared each year -- 1) individual reports on each of the 15 pilot programs and 2) annual evaluation/policy reports which summarize results from the entire project. These reports will be developed in such a manner as to assist the Joint Legislative Committee in reapproval decisions.
6. Pilot schools will be encouraged to utilize both the external data and their own internal data to make decisions on program improvements.

Technical Assistance

Technical assistance to the pilot sites will include state-level training meetings, on-site visits, and on-going telephone/mail contact to assist schools as necessary. Technology and networking among schools will become two key methods to help schools learn how to help themselves as needed. In summary, two key types of technical assistance will be provided:

- Assistance to help the pilot programs evaluate their programs;
- Assistance to help the pilot programs improve their restructuring efforts.

Policy Development

The final component provided by the Morrison Institute and IERES team will be to help local and state policymakers improve their efforts to understand school restructuring issues and to help the state's schools restructure. To this end, the following key activities will occur:

1. A comprehensive national literature review on school restructuring issues will be prepared.
2. Brief "issue papers" (2-4 pages) will be developed on trends and practices in school restructuring.
3. Linkages will be developed with other reform initiatives (e.g., Governor's Task Force) to ensure that cohesive efforts are occurring.
4. In addition to evaluation findings, each annual project report will contain recommendations regarding potential state policy development for consideration by the Legislature.
5. Assistance will be provided to develop legislative bills as necessary to revise session law as needed during the pilot project and to develop permanent statutes related to school restructuring efforts.

General Time Line

Fall 1991

- develop specific evaluation procedures and instrumentation
- provide evaluation training for pilot programs
- conduct initial site visits
- assess technical assistance needs/ begin to develop school network
- draft legislative changes for 1992 session

Spring 1992

- complete site visits to provide individualized technical assistance
- provide on-going technical assistance as needed
- complete literature review and policy briefs
- collect/analyze common evaluation data
- schools complete self-evaluation report/ external evaluators review these reports
- complete site visits to conduct extensive interviews
- prepare annual evaluation/policy report

Summer/Fall 1992

- review of evaluation data/policy report by Joint Legislative Committee on School Restructuring Incentives
- complete FY 1992/93 reapproval process

- *recycle process for future years*

AGENDA
JOINT LEGISLATIVE COMMITTEE ON RESTRUCTURING INCENTIVES
OCTOBER 8, 1991 AT 9:30 A.M.
HOUSE HEARING ROOM 3

- I. Introduction of Committee Members
- II. Explanation of Reapproval Process
- III. Review of the Evaluation/Technical Assistance Plan
 - ADE
 - Morrison Institute
 - ASU West
- IV. Presentations from the Grant Schools
 - (five minutes/presentation)
- V. Reapproval Discussion/Vote
- VI. Discussion of Possible Technical Changes in Legislation
- VII. Committee Discussion
 - A. Determine need for, and schedule further meetings.
- VIII. Adjournment

**JOINT LEGISLATIVE COMMITTEE
ON SCHOOL RESTRUCTURING INCENTIVES**

THE COMMITTEE SHALL CONSIST OF THE FOLLOWING MEMBERS:

HOUSE MEMBERS

Rep. Hermon

Rep. Graham
Rep. Pickens

Co-Chairs

SENATE MEMBERS

Senator Alston

Senator Furman
Senator Patterson

APPOINTEES:

Annie Weismann: One member who is a principal of a school

Marilyn Wilson: One member who represents either a public school or school district

L. Dean Webb: One member who represents a college of education of one of the universities under the jurisdiction of the Arizona Board of Regents

Barbara Robey: One member who represents a school district governing board

Sandy Junck: One member who is a parent of a child enrolled in a school district in this state.

Reginald Barr: One member of the State Board of Education

**SCHOOL RESTRUCTURING PROGRAM
ADDRESSES, TELEPHONE NUMBERS, CONTACT PERSONS**

- 1) C.J. JORGENSEN ELEMENTARY SCHOOL
1701 W. ROESER ROAD
PHOENIX, AZ 85041
243-4904
CONTACT: RANDALL BLECHA, PRINCIPAL
- 2) CARMINATI ELEMENTARY SCHOOL
4001 MCALLISTER AVENUE
TEMPE, AZ 85282
784-1216
CONTACT: DR. NANCY HAUGEN, PRINCIPAL
- 3) DEL RIO ELEMENTARY
P.O. BOX 225
CHINO VALLEY, AZ 86323
636-4414
CONTACT: NANCY HELM, PRINCIPAL
- 4) GILBERT ELEMENTARY
140 S. GILBERT ROAD
GILBERT, AZ 85234
892-0545
CONTACT: LEONA SHREVE, ASST. SUPERINTENDENT
- 5) GLENDALE HIGH SCHOOL
6216 W. GLENDALE AVENUE
435-6200
GLENDALE, AZ 85301
CONTACT: VERNON E. JACOBS, PRINCIPAL
- 6) KYRENE DEL SURENO ELEMENTARY SCHOOL
8700 S. KYRENE RD
TEMPE, AZ 85284
496-4820
CONTACT: BRUCE BAKER, PRINCIPAL
- 7) LAGUNA ELEMENTARY
1556 W. PRINCE RD
TUCSON, AZ 85705
887-1100
CONTACT: DEBBIE SCHREINER, PRINCIPAL

**SCHOOL RESTRUCTURING PROGRAM
ADDRESSES, TELEPHONE NUMBERS, CONTACT PERSONS CONTINUED**

- 8) LITCHFIELD ELEMENTARY SCHOOL
553 PLAZA CIRCLE, SUITE A
LITCHFIELD PARK, AZ 85340
257-3004
CONTACT: PRISCILLA LUNDBERG
- 9) MOUNTAIN VIEW HIGH SCHOOL
3901 W. LINDA VISTA
TUCSON, AZ 85741
744-0961, FAX: 791-2767
CONTACT: LYNN EDWARDS, PRINCIPAL
- 10) PALMCROFT ELEMENTARY SCHOOL
901 PALMCROFT DRIVE
YUMA, AZ 85364
344-2113
CONTACT: JON P. DAUGHERTY, PRINCIPAL
- 11) PAPAGO ELEMENTARY SCHOOL
2702 E. FLOWER STREET
PHOENIX, AZ 85016
381-6000
CONTACT: PAMELA BURKHARDT
- 12) RANCHO VIEJO ELEMENTARY SCHOOL
930 AVENUE C
YUMA, AZ 85364
783-4500
CONTACT: DAN BRANIN, PRINCIPAL
- 13) SAFFORD HIGH SCHOOL
SAFFORD, AZ 85546
428-2950
CONTACT: JOHN BONEFAS, PRINCIPAL
- 14) UNIVERSITY HIGH SCHOOL
422 N. ARCADIA AVENUE
TUCSON, AZ 85711-8598
745-4769
CONTACT: OSCAR MORALES, PRINCIPAL; JACK NOLAN
- 15) WESTWOOD PRIMARY
2225 W. PIERSON
PHOENIX, AZ 85015
246-5030
CONTACT: MARTHA BRALY

AGENDA
JOINT LEGISLATIVE COMMITTEE ON RESTRUCTURING INCENTIVES
OCTOBER 8, 1991 AT 9:30 A.M.
HOUSE HEARING ROOM 3

- I. Introduction of Committee Members
- II. Explanation of Reapproval Process
- III. Review of the Evaluation/Technical Assistance Plan
 - ADE
 - Morrison Institute
 - ASU West
- IV. Presentations from the Grant Schools
(five minutes/presentation)
- V. Reapproval Discussion/Vote
- VI. Discussion of Possible Technical Changes in Legislation
- VII. Committee Discussion
 - A. Determine need for, and schedule further meetings.
- VIII. Adjournment

**JOINT LEGISLATIVE COMMITTEE
ON SCHOOL RESTRUCTURING INCENTIVES**

THE COMMITTEE SHALL CONSIST OF THE FOLLOWING MEMBERS:

HOUSE MEMBERS

Rep. Hermon

Rep. Graham
Rep. Pickens

Co-Chairs

SENATE MEMBERS

Senator Alston

Senator Furman
Senator Patterson

APPOINTEES:

Annie Weismann: One member who is a principal of a school

Marilyn Wilson: One member who represents either a public school or school district

L. Dean Webb: One member who represents a college of education of one of the universities under the jurisdiction of the Arizona Board of Regents

Barbara Robey: One member who represents a school district governing board

Sandy Junck: One member who is a parent of a child enrolled in a school district in this state.

Reginald Barr: One member of the State Board of Education

SCHOOL RESTRUCTURING PROGRAM
ADDRESSES, TELEPHONE NUMBERS, CONTACT PERSONS

- 1) C.J. JORGENSEN ELEMENTARY SCHOOL
1701 W. ROESER ROAD
PHOENIX, AZ 85041
243-4904
CONTACT: RANDALL BLECHA, PRINCIPAL
- 2) CARMINATI ELEMENTARY SCHOOL
4001 MCALLISTER AVENUE
TEMPE, AZ 85282
784-1216
CONTACT: DR. NANCY HAUGEN, PRINCIPAL
- 3) DEL RIO ELEMENTARY
P.O. BOX 225
CHINO VALLEY, AZ 86323
636-4414
CONTACT: NANCY HELM, PRINCIPAL
- 4) GILBERT ELEMENTARY
140 S. GILBERT ROAD
GILBERT, AZ 85234
892-0545
CONTACT: LEONA SHREVE, ASST. SUPERINTENDENT
- 5) GLENDALE HIGH SCHOOL
6216 W. GLENDALE AVENUE
435-6200
GLENDALE, AZ 85301
CONTACT: VERNON E. JACOBS, PRINCIPAL
- 6) KYRENE DEL SURENO ELEMENTARY SCHOOL
8700 S. KYRENE RD
TEMPE, AZ 85284
496-4820
CONTACT: BRUCE BAKER, PRINCIPAL
- 7) LAGUNA ELEMENTARY
1556 W. PRINCE RD
TUCSON, AZ 85705
887-1100
CONTACT: DEBBIE SCHREINER, PRINCIPAL

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- 8) LITCHFIELD ELEMENTARY SCHOOL
553 PLAZA CIRCLE, SUITE A
LITCHFIELD PARK, AZ 85340
257-3004
CONTACT: PRISCILLA LUNDBERG

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CONTACT: PAMELA BURKHARDT

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745-4769
CONTACT: OSCAR MORALES, PRINCIPAL; JACK NOLAN

- 15) WESTWOOD PRIMARY
2225 W. PIERSON
PHOENIX, AZ 85015
246-5030
CONTACT: MARTHA BRALY

ISSUED BY
JIM SHUMWAY
SECRETARY OF STATE

State of Arizona
Senate
Thirty-ninth Legislature
Second Regular Session
1990

CHAPTER 357
SENATE BILL 1552

AN ACT

RELATING TO EDUCATION; ESTABLISHING THE JOINT LEGISLATIVE COMMITTEE ON SCHOOL RESTRUCTURING INCENTIVES; PRESCRIBING COMMITTEE MEMBERSHIP, STAFF, COMPENSATION AND DUTIES; PRESCRIBING REQUIREMENTS FOR SCHOOLS TO PARTICIPATE IN THE SCHOOL RESTRUCTURING INCENTIVES PROGRAM; PRESCRIBING AUTHORIZED EXPENDITURES FROM SCHOOL RESTRUCTURING INCENTIVES PROGRAM MONIES; ALLOWING PARTICIPATING SCHOOLS TO INCREASE REVENUE CONTROL LIMITS; PROVIDING FOR AN EVALUATION OF THE SCHOOL RESTRUCTURING INCENTIVES PROGRAM; PRESCRIBING TECHNICAL ASSISTANCE TO SCHOOLS NOT IN COMPLIANCE; PRESCRIBING DELAYED REPEAL, AND MAKING AN APPROPRIATION.

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Joint legislative committee on school
3 restructuring incentives; membership;
4 duties; staff; compensation

5 A. The joint legislative committee on school restructuring
6 incentives is established consisting of the following members:

7 1. Three members of the senate education committee who are
8 appointed by the president of the senate. One member senator shall
9 cochair the committee.

10 2. Three members of the house of representatives education
11 committee, who are appointed by the speaker of the house of
12 representatives. One member representative shall cochair the committee.

13 3. One member of the state board of education who is appointed by
14 the president of the senate.

15 4. One member who is a principal of a school and who is appointed
16 by the speaker of the house of representatives.

17 5. One member who is a teacher in a public school and who is
18 appointed by the president of the senate.

19 6. One member who represents either a public school or school
20 district and who is appointed by the speaker of the house of
21 representatives.

1 3. Documentation that the plan was developed in conjunction with
2 the parents of the pupils enrolled in the school and documentation of the
3 extent of support for the program by the school's parents. The
4 documentation required by this paragraph includes, but is not limited to,
5 separate statements submitted and signed by the parents who support and
6 oppose the program. The parents' statements shall include the reasons for
7 supporting and opposing the program and the results of a survey or poll
8 conducted among the parents with respect to the program.

9 4. A statement of objectives and goals that the school intends to
10 achieve through participation in the program, including all of the
11 following:

12 (a) A description of the methods by which the school will seek to
13 increase parental participation in the school. Examples of methods to
14 increase parental participation include, but are not limited to, increased
15 and regular communication between classroom teachers and parents,
16 establishment of advisory committees that include parent representation
17 and participation, increased parental participation in school activities
18 on a volunteer basis and the delivery by the school of weekly academic
19 progress reports to the parents with a provision for parental response.

20 (b) A description of the methods by which the plan is designed to
21 improve academic achievement. Examples of methods to improve academic
22 achievement include, but are not limited to, entrance and exit
23 examinations, improved performance on the measures of achievement designed
24 by the school, improved performance in the essential skills adopted by the
25 state board of education, improved performance on the annual
26 norm-referenced achievement examination, a decrease in the dropout rate,
27 an increase in the number of pupils prepared to enroll in higher education
28 as measured by an increase in the percentage of pupils taking the SAT or
29 ACT examinations and an increase in the average scores on the SAT or ACT
30 examinations, an increase in the number of pupils taking and receiving
31 satisfactory scores on advanced placement examinations and an increase in
32 the amount of homework assigned to and completed by pupils.

33 (c) A description of the methods by which the proposal is designed
34 to improve the school environment. Examples of improvement of the school
35 environment include, but are not limited to, programs to prevent chemical
36 abuse, an increased rate of pupil attendance, a decrease in school
37 vandalism and the adoption of a positive attitude toward the school by its
38 pupils and employees.

39 (d) A description of the methods by which the proposal is designed
40 to meet the unique needs of the school's pupils. Examples include, but
41 are not limited to, an extended school day, an extended school year and
42 increased opportunities for pupil remediation and enrichment.

43 (e) A description of the methods by which the proposal is designed
44 to increase the efficiency and effectiveness of the school. Examples of
45 methods of increased efficiency include, but are not limited to, increased
46 involvement of teachers in site-based decision making, increased staff
47 development and the incorporation of computer technology into the school's
48 daily operations including computerization of daily student records.

1 (f) A description of the methods by which the plan is designed to
2 improve professionalism of and cooperation between the school's teachers.
3 Examples of methods of improved cooperation and professionalism include,
4 but are not limited to, increased opportunities for teachers to develop
5 lesson plans, the establishment of classroom goals and objectives and an
6 increased opportunity for professional interaction between teachers.

7 5. A plan for the incorporation of successful portions of the
8 program into the daily operations of the school at the conclusion of the
9 program.

10 6. A description of the methods by which monies received by the
11 school for the program will be used to supplement and not supplant any
12 other sources of monies for operational or instructional services.

13 7. A proposed budget that specifies the manner in which the school
14 will expend program monies.

15 8. A plan for the periodic review of each portion of the program
16 and an explanation of the procedures used to ensure that the review
17 measures are fair and objective.

18 B. No more than one school per school district may submit a program
19 proposal to the committee, except that no more than two schools from the
20 same school district may submit a program proposal to the committee if one
21 school provides instruction in kindergarten programs and grades one
22 through eight and the other school provides instruction in grades nine
23 through twelve. Schools with a student count of less than two hundred
24 fifty are not eligible to participate in a school site restructuring
25 incentives program.

26 C. For fiscal years 1991-1992 through 1993-1994, a school
27 participating in a school restructuring incentives program may apply for
28 reapproval to the committee by November 1. The committee shall notify the
29 school by December 1 whether it may continue to budget for the program.
30 In determining whether a school may continue to participate in a school
31 restructuring incentives program, the committee may consider the annual
32 evaluation and report conducted by the department of education pursuant to
33 section 5 of this act. If a school is not reapproved by the committee,
34 the committee shall inform the school of the reasons for the denial of its
35 application for reapproval. The committee may allow a school to revise
36 its proposal by January 1. A school which is found by the department of
37 education to be out of compliance with this act shall not be allowed to
38 revise its proposal for reapproval if the school was notified of the areas
39 in which it was out of compliance and did not thereafter make a good faith
40 effort to comply with the provisions of this act. Procedures for
41 reapproval shall be prescribed by the committee.

42 Sec. 3. School restructuring incentives program; fund
43 purposes

44 A. A school that receives approval to participate in a school
45 restructuring incentives program as provided in section 2 of this act may
46 use the program monies for the following purposes:

47 1. To purchase teaching materials including textbooks, audiovisual
48 aids and computer software.

1 2. To purchase and implement advanced technology to increase the
2 effectiveness and efficiency of the school and its classrooms.

3 3. To implement methods to improve parental support of school
4 activities.

5 4. To advance or introduce curricular or instructional
6 improvements.

7 5. To implement other methods to improve the performance of the
8 school or the educational environment of the school.

9 B. During the first year in which a school participates in a school
10 restructuring incentives program, the school shall use the program monies
11 to complete the activities required before the full implementation of the
12 program in the following year. Examples of activities include the
13 gathering of baseline data, staff development and orientation,
14 establishment of committees, purchase of equipment, development of
15 evaluation models and development of surveys and questionnaires.

16 C. The employees of each school, in consultation with the parents
17 of the pupils enrolled in the school, shall determine a plan for the
18 expenditure program monies each year through a selection process of the
19 employees' choice. The employees' plan shall be implemented unless the
20 district governing board rejects the plan within thirty days after
21 delivery of the plan to the governing board. The employees, in
22 consultation with the parents of the pupils enrolled in the school, shall
23 submit a new plan if the governing board rejects the previously submitted
24 plan.

25 D. A school which participates in a school restructuring incentives
26 program shall use the program monies to supplement and not to supplant any
27 other sources of monies for operational or instructional services.

28 Sec. 4. School restructuring incentive program; budgets

29 A. For fiscal year 1990-1991, a school district which contains a
30 school or schools that have received approval to participate in a school
31 restructuring incentives program may revise its budget, after a public
32 hearing, by December 15, 1990 to include the amount allocated for the
33 program.

34 B. A school district which contains a school or schools that have
35 received approval to participate in a school restructuring incentives
36 program as provided in section 2 of this act may increase its base support
37 level by an amount equal to the following for each school:

38 1. For fiscal year 1990-1991, if the school has a student count of:

39 (a) At least two hundred fifty but not more than four hundred,
40 seven thousand five hundred dollars.

41 (b) At least four hundred one but not more than five hundred fifty,
42 twenty thousand dollars.

43 (c) At least five hundred fifty-one but not more than seven
44 hundred, twenty-five thousand dollars.

45 (d) At least seven hundred one but not more than eight hundred
46 fifty, thirty thousand dollars.

47 (e) At least eight hundred fifty-one but not more than one
48 thousand, thirty-five thousand dollars.

- 1 (f) More than one thousand, forty thousand dollars.
- 2 2. For fiscal year 1991-1992, twice the amount for the prior year.
- 3 3. For fiscal years 1992-1993 and 1993-1994, the amount for the
- 4 prior year increased by five per cent.

5 Sec. 5. Program evaluation; technical assistance;
6 submission of annual report

7 A. The department of education shall annually monitor and evaluate
8 each school which participates in a school restructuring incentives
9 program. The department of education shall notify the participating
10 schools of and include information in its annual report to the joint
11 legislative committee on school restructuring incentives established by
12 section 1 of this act concerning exemplary education programs that have
13 been implemented by the participating schools. The department of
14 education shall identify and provide technical assistance to those schools
15 which apply to participate in the program but fail to comply with the
16 provisions of this act.

17 B. The department of education shall submit an annual report to the
18 joint legislative committee for school restructuring incentives to be used
19 in the annual reapproval process and to assist the committee in making
20 recommendations to the legislature for possible legislative action by June
21 30 of fiscal years 1990-1991 through 1993-1994. The report shall include
22 a summary of the evaluation conducted by the department of education
23 pursuant to subsection A of this section.

24 Sec. 6. Appropriation

25 For fiscal year 1990-1991, the sum of one hundred thousand dollars
26 is appropriated from the state general fund to the department of education
27 to allow the department to conduct an evaluation of the school
28 restructuring incentives program as established by this act.

29 Sec. 7. Delayed repeal

30 This act is repealed from and after June 30, 1994.

Approved by the Governor June 26, 1990

Filed in the Office of Secretary of State June 27, 1990

**PROGRAM SUMMARY
C.J. JORGENSEN ELEMENTARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The C.J. Jorgensen Elementary program seeks to incorporate the "school family concept" in an aggressive reform program based upon a redesigned, fully integrated curriculum. The input and support of parents, students, and staff have been solicited and utilized at all levels of the design and implementation of the plan. Components of the C.J. Jorgensen plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Implementation of the "school family concept" in which students from different grades 1 - 8 will be grouped in school "families" of approximately twenty students for one period a day.

-Utilization of an integrated, outcome-based curriculum with an increased emphasis on basic skills as well as additional student evaluation using state and district achievement tests. Further, student progress may be monitored through the establishment of individual student portfolios.

-Acquisition of additional computer, video, and other technological equipment with the goal of placing computers and television monitors in every classroom. Computerization of student records will permit teachers to spend more time on instruction and planning.

-Promotion of an academic atmosphere through additional activities which recognize academic achievement.

Methods to Meet Unique Student Needs

-Development of after-school tutoring programs to assist students gain competency in specific areas of need.

-Improvement of on-campus services for gifted and talented students.

-Utilization of a student evaluation system which recognizes that students learn at different rates.

-Purchasing additional software to ensure that computers may be utilized for the remediation or enrichment of all students.

-Implementation of afterschool programs to meet the needs of

students with working parents.

-Initiation of a Spanish as a Second Language Program.

Methods to Improve Teacher Professionalism and Cooperation

-Increased emphasis on professional development through additional staff training sessions in areas such as outcome-based education, cooperative learning, and thematic units.

-Grade-level teaming of teachers and flexible scheduling to permit common planning time and attendance of training sessions.

Methods to Increase Parental Participation

-Inclusion of parents on school decision-making committees and the formation of a homeroom parent organization.

-Creation of a Parent Hotline which parents may call to obtain daily homework information and individual student messages from teachers. Additionally, the system will be used to inform parents about future school events and activities.

-Increasing use of parent volunteers in a variety of programs.

-Establishment of Parent Academy to train parents in tutoring skills and provide English instruction to Spanish-speaking parents.

Methods to Improve the School Environment

-Creation of a student affairs committee to identify and coordinate activities such as spirit days and an expanded student council which promote a positive school environment.

-Implementation of a Peer Mediation Program to more productively resolve student conflicts and improve interaction skills.

-Design and implementation of a comprehensive substance abuse program to serve all students.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

A) **Name of School & School District** C.J. Jorgensen School
Roosevelt School District No. 66

B) **Grant Amount Received during FY 1990/91** \$25,000.00

C) **Approximate Date Funds Received During Spring 1991** Late Spring '91

D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**

- . Formation of School Management Team consisting of Administration, Teachers, Parents and Community Representatives.
- . Plans developed for implementation of "Family" Concept technology utilization, modified Cologne Model and extended day.
- . Voice Messaging (Homework Hotline) system was purchased.
- . Staff Development for select staff members on technology utilization.

E) **"Bullet" Listing of Key Grant Activities Planned for FY 1991/92**

- . Jorgensen Family Groups have begun
- . Telephones installed in all classrooms
- . Complete video system including satellite reception, VCR and laser disk programming installed with monitors placed in every classroom
- . Spanish instruction for grades 1 and 2 through NAU
- . Spanish instruction for grades 3-5 through school based instruction
- . School Day extended for all students K-8 (8:15-3:15)
- . Implement Modified Cologne Model in K-2, and grades 3-5
- . Initiate Homework Hotline for parent communications

F) **Problems/Barriers to a Successful Program**

- . Finding a qualified Spanish instructor (paid for with District funds) for teaching grades 3-5
- . Limited available time to inservice staff on effective use of technology in the classroom
- . Adequately informing parents and community as to the value of the changes
- . Requires extra preparation on the part of teachers

1. Please fax and mail your completed report to: Kell Branch, Arizona House of Representatives, 1700 W. Washington, Phoenix, AZ 85003; Fax # 542-4511.

**PROGRAM SUMMARY
CARMINATI ELEMENTARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The Carminati Elementary restructuring program seeks to incorporate the specific needs of Carminati School in designing and implementing a Strategic Action Plan with the goal of enhancing student learning through a variety of school reforms and improvements. The plan is based upon parent and staff input and contains opportunities for evaluation and revision. Components of the Carminati plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Utilization of an integrated, competency-based curriculum with a year long focus.

-Providing support of a reading specialist to grades K-3.

-Establishment of a student portfolio system to record student achievement in all classrooms.

-Acquisition of additional math resource materials and staff training. Students will be encouraged to participate in math competitions and their accomplishments will be recognized.

- Creation of a technology committee as well as the acquisition of a laserdisc system and other technological instructional tools.

Methods to Meet Unique Student Needs

-Evaluation and adjustment, if necessary, of the primary curriculum and the school schedule to accommodate individual student needs.

-Establishment of tutoring programs including peers, community volunteers, and middle and high school students.

-Implementation of self esteem programs to promote feelings of self worth in students.

-Provision of district counseling services to students in small group sessions to address particular student concerns.

Methods to Improve Teacher Professionalism and Cooperation

-Scheduling of classes to provide common planning time for

grade level teaching teams.

-Providing extensive opportunities for staff development including inservices and information sharing. Additionally, a committee will be established to review staff proposals for professional development opportunities.

-Limiting staff meetings to allow additional time for team and individual projects.

Methods to Increase Parental Participation

-Incorporation of parental input in designing and implementing and the Carminati Strategic Action Plan. Attendance of at least one parent at ADE Leadership Academies.

-Utilization of a monthly parent newsletter to inform parents of scheduled school events and provide advice to parents as to how best assist their children in learning.

-Parental participation in staff inservice programs to ensure parental understanding of school programs and policies.

-Initiation of a telephone program in which parents are encouraged to communicate with staff to discuss student issues and provide input.

-Use of parent volunteers in a variety of classroom and extracurricular activities.

Methods to Improve the School Environment

-Maintenance of an Open Door policy by the school principal.

-Offering of lunch time enrichment activities to all students.

-Organization of faculty - student sporting events.

-Recognition of student achievements in monthly award assemblies.

* Some items may be applicable to more than one category.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

Student portfolios document achievement in language and math.

An Active Learning Lab has been identified and is being stocked with supplies and equipment.

Young Astronauts Program is being developed.

After school Science clubs have begun.

Laser disc system is acquired and used for instruction.

MacIntosh computer and laser printer are acquired and used by staff.

A group for families with accelerated students was initiated work with teachers to better meet student needs.

A special education class of students with moderate handicaps is fully integrated with a regular third grade.

A time and talents volunteer resource program will be available to all staff

A customized discipline plan for students will be developed.

All students will be recognized at an Awards Assembly at least once a year.

Staff will be involved in planning for a new activities building.

F) Problems/Barriers to a Successful Program

State and district policies limit flexibility in schedules, such as length of day, length of year, and parent conference times.

Money is in short supply for sophisticated technology and hardware, i.e., computer modem, FAX machine, science equipment, updated library management system, lap-top computers.

District delays prevent implementation of Breakfast program, Computer updates, etc.

Emphasis on team building with staff is more difficult during school year; requires time during the work day, which is limited due to district limitations on substitute teachers.

Staff attendance at conferences and workshops is similarly reduced by district cut-backs on travel and substitutes.

While family participation is high for student centered activities, only a few families volunteer at school or serve on leadership teams.

PROGRAM SUMMARY
DEL RIO ELEMENTARY
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM

The Del Rio Elementary program seeks to develop a new educational delivery system through the increased use of technological learning aids in order to more effectively meet the varying needs of all students. Components of the Del Rio restructuring plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Establishment of networked computer mini-labs in each classroom and the acquisition of appropriate software so that teachers may more efficiently tailor instruction to individual needs.

-Development of an on-campus television station with satellite capabilities to provide a variety of educational programming to all classrooms.

-Utilization of on-line information services to make current academic information readily available to students and teachers.

Methods to Meet Unique Student Needs

-Initiation of after-school programs to assist students in need of additional academic assistance.

-Development of individualized thematic units based upon areas of student interest.

-Establishment of an educational video library which students may utilize for home use.

Methods to Improve Teacher Professionalism and Cooperation

-Regular provision of staff training in the use of new technology as an effective instructional tool.

-Offering summer workshops to provide additional opportunities for staff development.

-Scheduling of grade level meetings to encourage information exchange and coordination of teaching methods.

-Development of technological "teacher teams" to design teaching units for all instructors.

-Encouragement of teachers to share successful teaching methods at educational conferences and meetings.

Methods to Increase Parental Participation

-Utilization of parental input in designing and implementing Project B.A.S.I.C.

-Establishment of a parent video library containing tapes explaining teaching techniques and educational terms.

-Creation of classes for parents which demonstrate and explain the use new computers and other technological teaching aids.

-Opening the school Resource Center for community use during non-school hours.

Methods to Improve School Environment

-Increased daily use of computers and other technological devices in order to make students more motivated about school and learning.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) Name of School & School District Del Rio School - Chino Valley Unified S.D.
- B) Grant Amount Received during FY 1990/91 \$25,000
- C) Approximate Date Funds Received During Spring 1991 January 30, 1991
- D) "Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991
1. The grant technology package was put out to bid in January.
 2. The bids were awarded to Inn-Tell in February.
 3. Installation of an in-house television station, 30 - 25 inch televisions, and a satellite dish were installed in April.
 - 4a. In April, a significant number of staff members attended the TUTSI (Teachers Using Technology In Schools Institute) for three days of intensive training.
 - 4b. We also had a staff member attend the week-long National Computer Conference at A.S.U.
 - 4c. An all-day Saturday inservice was held at our school to train staff on the use of Hyperstudio technology.
 5. A well-qualified Television Technician was hired during the summer (at district expense) to run the studio. She received training from Inn-Tell Corporation, KUSK-TV and other sources.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

1. During the summer of 1991, computers, printers and a networking system, called Digicard, were installed in all 3rd, 4th and 5th grade classrooms.
2. In late August the faculty was surveyed to determine their staff development needs in regard to the new technology and staff development for the year was planned.
3. With the arrival of September, the studio was nearly operational. We had a few "glitches" in the system that had to be worked out. Two weeks later we were able to broadcast.
4. The computer mini-labs are up and running smoothly. In late September staff members were inserviced on using their labs. They also previewed available software.
5. Our 1st and 2nd grade classes are now participating in the N.A.U. Foreign Language Initiative being broadcast over satellite.

F) Problems/Barriers to a Successful Program

1. The biggest problem that we encountered was the cut in our funding due to the misunderstanding of what was meant by "student count." I understand that other schools selected made a similar error. This error will cut approximately \$36,000 from our original proposed budget. We felt that we needed this money to successfully meet our objectives. The school district graciously picked up the 1st cut of \$5,000, but the next cut of \$10,000, required us to modify our proposal for the 1991-92 school year. We had to reduce the number of computers per classroom and virtually eliminate the staff development monies. We will be forced to do the same in the coming year.

We were able to go ahead and install the mini-labs with less computers and we are doing staff development on a shoestring. Other than this minor setback, we're moving ahead nicely.

PROGRAM SUMMARY
GILBERT ELEMENTARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM

The Gilbert Elementary School restructuring program seeks to address the individual needs of all students given the increasing social, cultural, and academic disparities among its student body. Components of the Gilbert program include the following.*

Methods to Increase Effectiveness and Academic Achievement

-Purchasing additional computer equipment so that each classroom has at least three terminals linked to the school's primary computer lab.

-Limiting primary classes to twenty-five students and intermediate classes to thirty students as well as adding an additional section of non-graded 1-3.

-Incorporating thematic and integrated units in a curriculum restructured to include increased emphasis on creative arts and manipulative-based science programs. Additionally, more literature books will be available for the basal reading program.

-Implementing a peer tutoring program in which primary students will be paired with intermediate students.

-Establishing a "hot line" and a teacher-on-call to provide homework assignment information and assistance.

Methods to Meet Unique Student Needs

-Utilizing a part-time health professional to provide counseling to students and assist teachers in identifying the unique problems and needs of each student.

-Implementing a mentor program in which targeted students participate in off-campus activities and have daily contact with selected staff members.

-Establishing new before and after-school clubs and programs and expanding existing after-school activities to provide additional basic skills tutoring for borderline students, serve the growing number of "latch key" students, and promote self-esteem and school involvement among all students.

-Offering week-long environmental education classes in a camp setting to assist targeted at-risk students.

Methods to Improve Teacher Professionalism and Cooperation

-Providing extensive opportunities for staff development through a professional library as well as courses in ESL and stress management for teachers and students.

Methods to Increase Parental Participation

-Expanding programs designed to increase parental and familial involvement in school activities as well as programs to enhance the ability of parents to assist students with learning in the home.

-Establishing a "hot line" and a teacher-on-call to provide homework assignment information and assistance.

-Encouraging parental involvement through home visits by the principal.

Methods to Improve the School Environment

-Utilizing an "Artist in Residence" to instruct students in conflict resolution via creative expression such as drama and dance.

-Offering a variety of before and after school programs to increase students' sense of belonging at school.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) **Name of School & School District** Gilbert Elementary School, Gilbert School District
- B) **Grant Amount Received during FY 1990/91** \$25,000
- C) **Approximate Date Funds Received During Spring 1991** February, 1991
- D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**

1. Arranged for collegial planning with entire staff
2. Provided staff development classes in all targeted areas for team leaders and other interested staff members.
3. Purchased part of the technological equipment for the writing lab in order to inservice teachers on the writing process and its relationship to the computer software.
4. Selected a teacher to establish, organize, and teach writing skills in a lab setting.
5. Put out a survey to assess needs and interests of faculty in order to establish committees based on those needs.
6. Organized committees to include mentoring, after school activities for students, staff development in restructuring ideas and concepts, integrated instruction, thematic units, parent involvement, improvement of the math/science program, and development of a skill-based report card that reflects restructuring ideas.
7. Researched, developed, and implemented a flexible scheduling program for the media center.
8. Installation of a planetarium for "hands on" science activities promoting science concepts as well as writing in science in order to promote critical thinking.
9. Developed thematic units for both primary and intermediate students to give teachers ideas in using the planetarium.
10. Developed further the ungraded concept through research and inservice and added a fourth section.
11. Researched the possibility of some type of an ungraded program at the intermediate level.
12. Planned and developed materials for an integrated kindergarten matching special needs students with regular students to provide positive peer models.
This permitted Gilbert Elementary to bring back special education students to their home campus and implement a least-restrictive environment to the fullest degree.
13. Worked with the town of Gilbert in starting an after-school boys and girls club.
14. Interviewed and selected a social worker to assist with at-risk students and families.
15. Offered a class for staff members on Integration of Creative Arts in the classroom.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

Continuation of all key activities that were contained in the planning stage as listed in (D)

In addition:

1. Implementation of the writing lab with a teacher and a full-time aide. As can be noted, the district is supporting the program with additional assistance. Included in the lab are 15 Macintosh LC's with the latest software in the area of writing.
2. Implementation of science units utilizing the planetarium.
3. Implementation of integrated kindergarten.
4. Implementation of a plan of action for the social worker.
Activities include:
 - a. Working in classrooms with whole groups on self-esteem, goal setting, team building, and other problem areas of need.
 - b. Individual and family counseling.
 - c. Implementing small group sessions on specific needs.
 - d. Providing staff development for teachers on ideas for working with challenging students.
 - e. Coordinates supplemental programs complimenting basic areas such as CHAMPS, D.A.R.E., and peer mediation.
 - f. Worked with students that might be possible candidates for "gangs" later on and has involved them in after school sports.
5. In the "mentoring" program, approximately 35 staff members have asked to be mentors and work closely with students on a one-on-one basis. Students have been selected and parents advised. These students will be kept with the same "mentor" throughout their Gilbert Elementary career.
6. Implementation of the flexible scheduling in the library.
7. Continued courses in staff development in all targeted areas.
8. An artist-in-residence is working in the classrooms in promoting creativity and higher level thinking skills and is also teaching classes to teachers so they can provide an extension of these activities.
9. The Boys and Girls Club has a kick-off date of October 17, 1991 and will be an integral part of the restructuring plan. The after school clubs will be included as part of the Boys and Girls Club.
10. Committees, as mentioned in item #6 under Section D are continuing in their assignments.
11. Established a partnership with a district Jr. High School with a one-on-one match between jr. high students and elementary students with an exchange of assignments and enrichment activities.
12. Implemented two sections of integrated kindergarten and one additional section of the ungraded primary.
13. All special education students are now integrated into the regular classroom. No pull-out programs exist.

F) Problems/Barriers to a Successful Program

Barriers to restructuring are most often financially based. There is always so many ideas that seem to move along better with money. Teacher exchanges, consultants, new materials, changes in the organization, etc. are always desirable but have a cost factor.

Another barrier is the need to patiently work through steps of change - taking enough time with teachers to obtain and maintain their ownership. This barrier can be overcome with a constant, methodical analysis of all the steps in the change process and a personable approach.

1. Please fax and mail your completed report to: Kell Branch, Arizona House of Representatives, 1700 W. Washington, Phoenix, AZ 85003; Fax # 542-4511.

PROGRAM SUMMARY
GLENDALE HIGH SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM

The Glendale High School restructuring program seeks to implement the recommendations of the School Effectiveness Team composed of parents, students, teachers, and administrators. The goal of the program is to provide all students with the tools necessary to make the transition from student to successful adult. Components of the Glendale restructuring plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Implementation of a four phase, integrated, outcome based curriculum designed to enable students to transfer skills from one discipline to another. Basic freshman classes will stress the use and improvement of writing, speaking, computation, and computer skills. Students will be required to demonstrate proficiency in these skills in the sophomore, junior, and senior years.

-Instruction in basic computer proficiency for all freshman students. Additional computer equipment and software will facilitate learning in a variety of areas for all students with an emphasis on writing and research skills.

-Computerization to expedite grading, student record keeping, and inter-teacher communication and permit teachers to spend more time on instruction and planning.

-Development of test taking skills seminars for students and the establishment of outcome score goals toward which to work.

Methods to Meet Unique Student Needs

-Provision of after hours, extended day classes to assist students in successfully achieving specified outcomes in deficient areas. Modifications will be made as is necessary and the program will be expanded to include summers.

-Establishment of a before and after-school as well as Saturday morning learning center to assist students with make-up assignments and provide additional assistance for needy students.

Methods to Improve Teacher Professionalism and Cooperation

-Provision of a personal computer to every teacher as well as training and workshops in effective utilization of computers in the

school environment.

-Scheduling of additional planning time for key personnel in order to receive training in new programs, coordinate instruction in common classes, and revise and implement all aspects of the restructuring program as is necessary.

-Offering extensive opportunities for staff development through a variety of instructional workshops and inservices.

Methods to Increase Parental Participation

-Incorporation of parental input in developing the Glendale restructuring plan as well as the establishment of the Parent Involvement Task Force in order to solicit and determine how to best utilize parental support.

-Actively encouraging parental and community use of the school's High Tech Learning Center during non-school hours.

-Establishment of a Home Visit Project to encourage parental participation in their childrens' education via visits to selected homes by district administrators. Expansion of the project to include coaches and instructors in order to promote interest in extracurricular and other school activities.

-Designing and implementing a comprehensive program offering counseling and coping skills seminars to parents.

Methods to Improve the School Environment

-Creation of a Students Out Serving program to promote social awareness and increase self esteem and motivation among students. Students will be required to perform a specified amount of community service and describe their experiences in writing.

-Reduction of campus conflict through the introduction of a Peer Mediation program in which students will be taught to respect the rights of others.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use 'bullets' to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than ~~September 30, 1991~~.

- A) **Name of School & School District** Glendale High School, Glendale Union
High School District
- B) **Grant Amount Received during FY 1990/91** \$40,000
- C) **Approximate Date Funds Received During Spring 1991** February
- D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**

METHODS TO INCREASE PARENT PARTICIPATION: Glendale High School has established a Parent Involvement Task force. They have met twice a month since February and have successfully gone through boundary breaking and teaming training. There are 21 parent members on the committee committed as a unit to recruit other parents to participate in school activities.

METHODS TO INCREASE ACADEMIC ACHIEVEMENT: Freshman teachers in math, science, language arts, reading and physical education have met to develop units which they will integrate into the curriculum. They will use a common theme of ecology and flight on which to build their lessons. During the year when information is relevant to more than one content area, they will coordinate their efforts to deliver the information to the students.

The freshman team also developed a program to train all freshmen to use both the I.B.M. and Macintosh computers during the first six weeks of school.

Nine teachers from language arts, social studies and business have gone through training and planning in the new 68 station computer lab.

METHODS TO IMPROVE THE SCHOOL ENVIRONMENT: A Student Out Serving Coordinator has been selected and a committee has been established. The committee decided to implement the S.O.S. project with freshmen and junior students the first year.

METHODS TO IMPROVE THE PROFESSIONALISM OF AND THE COOPERATION AMONG TEACHERS: Sixty staff members went through 20 hours of training in the high tech center which is equipped with 34 I.B.M. and 34 Macintosh computers. This also gave them more knowledge on how to use their own computers.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

METHODS TO INCREASE PARENTAL PARTICIPATION: At the present time the Parent Involvement Task Force have secured parent members for the Glendale School Effectiveness Team, Students Out Serving Committee, Glendale's home visit team, the High Tech Committee and the Substance Abuse Committee. The committee has developed a P.R. brochure for the school and developed partnerships with a number of companies in the area of technology.

METHODS TO INCREASE ACADEMIC ACHIEVEMENT: Each freshman will spend 19 class hours on these computers learning keyboarding and word processing. Two English, two science and one math teacher were given an additional planning period to develop the integrated material for the freshman team. Teachers will integrate their efforts toward the academic and behavioral needs of individual students. Not only will students be concerned with knowledge as a whole, but teachers will become more aware and concerned about the students as a whole.

METHODS TO IMPROVE SCHOOL ENVIRONMENT: The freshman Students Out Serving has developed a project for all freshmen to participate in which involves environmental issues. They will do a schoolwide paper recycling project. The juniors will meet their required hours by working individually with community agencies. In some instances a class will work with community agencies.

METHODS TO MEET THE UNIQUE NEEDS OF STUDENTS: Second semester, in some required classes, students who were not academically successful first semester will have an opportunity to attend an extended day class.

Glendale High School will offer an a.m./p.m. learning center. It will be open from 7:15 a.m. to 8:00 a.m. in the morning five days a week and from 2:35 p.m. to 8:00 p.m. in the evening Monday through Thursday.

METHODS TO IMPROVE THE EFFICIENCY AND EFFECTIVENESS OF THE SCHOOL: Each teacher at Glendale has been given either an I.B.M. or Macintosh computer for his or her use in the classroom. Cabling has been installed in each classroom in order to network all computers by the 1992-93 school year. The teachers are to use the computers this year to improve their own classroom management skills in the areas of grades, development of assignments and tests, and communications with the parents. Once we have reached a level of expertise in the use of the computer, we will network the entire school.

F) Problems/Barriers to a Successful Program

METHODS TO INCREASE PARENTAL PARTICIPATION: In trying to keep a wide range of parents involved, it is difficult to find and keep involved the parents of students who are having problems with school.

METHODS TO INCREASE ACADEMIC ACHIEVEMENT: The planning of content between departments is very new. Therefore, the process of learning each others content areas and teaching objectives from other subjects is challenging.

METHODS TO IMPROVE SCHOOL ENVIRONMENT: This has been of some concern for a few parents about requiring students to do service activities.

The staff decided to postpone the peer mediation program to a later date. The cost and time to implement the program was questioned.

OTHERS: During districtwide 1991-92 school year staffing in March, Glendale received 10 new staff members. This caused some delays in some of the program to allow for new staff supported training.

**PROGRAM SUMMARY
KYRENE DEL SURENO ELEMENTARY
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The primary goal of the Kyrene del Sureno pilot program is to increase student achievement through the implementation of a variety of school reforms. A diverse coalition consisting of school staff, parents, and other community members will cooperate in designing and implementing a comprehensive reform plan. Components of the Kyrene proposal include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Initiation of a shared decision making model in which teachers are empowered to provide direct input in all matters of daily school operations.

-Development of curriculum-based assessment measures in order to more accurately monitor student achievement and make necessary adjustments in instructional techniques.

-Increased emphasis on study skills including activities for study skill development in the home.

-Utilization of "Study Buddies" to provide peer support and encourage and recognize academic achievement.

-Expanding library hours and increasing library usage.

-Utilization of computer technology and automation to permit teachers to more easily gather and share student information.

Methods to Meet Unique Student Needs

-Extension of special education program instructional methods to all students.

-Utilizing flexible staff configurations to develop classroom groupings with continuous review.

-Using cooperative learning strategies, peer assistance, and parent volunteers to more adequately serve unique student needs.

Methods to Improve Teacher Professionalism and Cooperation

-Provision of common planning time for each grade level so that teachers may cooperatively plan and coordinate services.

-Promotion of teacher interaction and accountability through the use of site-based decision making.

-Continuation of a teacher mentor program and encouragement of positive feedback and recognition among teachers.

Methods to Increase Parental Participation

-Establishment of community council including a parent representative from each grade level to provide input in the design and implementation of the Kyrene restructuring plan. Additionally, the council will be involved in shared decision making in all matters of school operation.

-Expansion of the school volunteer program through the recruitment of parents to assist in a variety of functions such as classroom support, homework assistance, and special projects.

Methods to Improve School Environment

-Promotion of student self-esteem and personal responsibility.

-Encouragement of all students to excel in areas of skill and seek assistance in those areas in which they are deficient.

-Improvement of student conduct by establishing clear standards for behavior and providing opportunities for students to be involved in conduct resolution.

-Initiation of reinforcement programs to encourage student punctuality and attendance as well as public recognition of positive actions.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than ~~September 30, 1991~~.

Kyrene del Sureno
Kyrene Elementary District#28

- A) Name of School & School District _____
- B) Grant Amount Received during FY 1990/91 \$25,000
- C) Approximate Date Funds Received During Spring 1991 July 1991
- D) "Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991

- A Community Council to provide feedback and involvement
- Teacher Task Force designed to develop specific outcomes for the following areas:
 - Student recognition projects
 - School-wide behavior management refinement
 - Portfolio development
 - Continuous progress report card
 - Parent communication
- Staff & Parents design, orientation, decision to create 5 sections of multi-age programming
- Decision on appropriate format of software to assist teachers in recordkeeping systems to record and report student progress
- Begin purchases of computer and software
- Consultants for reading and writing program
- Consultant for portfolio development and refinement
- Student climate survey
- Parent survey
- Training & orientation on increasing parent involvement through volunteers

E) "Bulter" Listing of Key Grant Activities Planned for FY 1991/92

- School Environment - Learning climate, developing a love for learning through literature studies, open writing process and hands on math program
- Increase the use of technology and volunteers to support classroom effectiveness and time with students
- Planned release time to plan core curriculum topic and objectives, thus increase collegiality and self analysis opportunities
- Peer coaching opportunities to increase effective teaching strategies
- Continue to purchase technology, computers, software and training to increase data collection and reporting
- Continue to collect survey information from students, parents, staff to establish trend data of progress
- Implementation of cooperative babysitting to enable parents to participate at school
- Establishing flexible ability groups to involve all staff; resource, regular teachers, and classroom aides to work with students to reduce class size impact.
- Continue discussion with staff and community for alternate time schedule to increase staff planning and collaboration

F) Problems/Barriers to a Successful Program

- Class size
- Special interest
- Professional time
- Assessment tools to determine progress
- Student readiness
- Teacher involvement in non-instructional activities such as committees, duty, discipline, social skill training
- Lack of technology: Computers, outreach library, phones, connection with a changing world, inter/intra school communication
- Time and energy spent in startup and closing of school such as orientation to new class, assessment of needs, expectations, routines

1. Please fax and mail your completed report to: Kell Branch, Arizona House of Representatives, 1700 W. Washington, Phoenix, AZ 85003; Fax # 542-4511.

**PROGRAM SUMMARY
LAGUNA ELEMENTARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The Laguna Elementary School restructuring program seeks to address the unique needs of an at-risk student population through a complete revision of the traditional school environment. The plan utilizes the concept of "set time" and proposes to provide services not only to students but to the entire school community. Components of the plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Implementation of the "Set Time" concept as the basis for instruction with an emphasis on cooperative learning, problem solving skills, and social interaction. Remaining with the same teacher for several grades will provide stability and promote academic progress.

-Utilization of team planning and curriculum integration in order to maximize the daily amount of time available for classroom instruction.

-Design and implementation of programs to provide homework strategies and skills to students and parents.

Methods to Meet Unique Student Needs

-Designing all aspects of the restructuring program in order to provide a safe and stable learning environment with consistent adult role models.

-Utilization of multi-age grouping patterns to promote social interaction in students.

-Provision of after-school enrichment and extension programs in order to broaden students' experiential backgrounds and provide a setting for the practice of necessary social skills.

Methods to Improve Teacher Professionalism and Cooperation

-Provision of opportunities for staff development and team planning in order to empower teachers, provide opportunities for interaction, and encourage professional development.

-Increased communication and the reduction of teacher isolation as the "set" concept is fully implemented.

-Use of teachers as presenters at the "Parent Academy" to foster professionalism and expertise.

Methods to Increase Parental Participation

-Active participation and utilization of parental input in developing and implementing the Laguna reform program.

-Establishment of a campus Family Outreach Center to be directed by parents and to provide information regarding community programs available to aid parents.

-Sponsoring of a series of Parent Academies to increase parental skills in pre-school training, child care, and assisting their children in school.

-Involvement of parents in staff development sessions as well as holding volunteer training sessions for parents.

Methods to Improve the School Environment

-All facets of the Laguna restructuring program are designed to promote an atmosphere of stability and openness in order to foster learning and promote cooperation among students, parents, and staff.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) Name of School & School District Laguna Elementary, Flowing Wells District
- B) Grant Amount Received during FY 1990/91 \$20,000
- C) Approximate Date Funds Received During Spring 1991 Funds were received as a part of the state equalization payments beginning 9/90. There is no specific date on which funds were received.
- D) "Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991

Curriculum Integration Staff Development and Project Planning

- Contracted with Consultant Debra Pickering from Mid-Continent Regional Educational Laboratory for 2 day Tactics for Thinking workshop, May 28-29, 1991.
- Provided 25 teachers with 9 days for above workshop training and follow-up planning with team members and specialists.
- Ordered Tactics for Thinking teachers manual for all workshop participants.
- Ordered Tactics for Thinking, Learning-to-Learn Skills.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

- ° Community Outreach Center housed on our elementary school campus.
- ° Outreach Coordinator hired to serve as liason between social service agencies and the community. Food, clothing, temporary shelter and emergency medical referrals are examples of the services being made more accessible to families in need. Paperwork can often be completed on campus with assistance from the Outreach Coordinator.
- ° Free Parent workshops and academies are offered. Babysitting services are provided so parents can participate without interruptions. FAMILY MATH nights and low-cost holiday gift giving ideas are planned for fall.
- ° Free after-school programs and activities are being offered to students who might otherwise go home alone. Sewing, chorus, dance, photography, jump rope, basketball, study hall, and bicycle maintenance are the first semester offerings.

F) Problems/Barriers to a Successful Program

- ° How to employ the Community Outreach Coordinator on a longer contract than the school year.
- ° Providing facilities for the growing Community Outreach Center to ensure confidentiality and comfort.
- ° How to meet the increasing number and severity of needs for families in crisis.
- ° How to accomodate 400+ responses for the after-school programs.

1. Please fax and mail your completed report to: Kell Branch, Arizona House of Representatives, 1700 W. Washington, Phoenix, AZ 85003; Fax # 542-4511.

**PROGRAM SUMMARY
LITCHFIELD ELEMENTARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The Litchfield Elementary program seeks to implement an integrated, competency-based curriculum with an emphasis in applied mathematics and science. The program will be designed and implemented by a diverse committee including parents and educators and will incorporate the joint resources of Estrella Mountain Community College, Agua Fria High School District, and Luke Air Force Base. Components of the Litchfield plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Development of desired competency levels for various grade levels as well as specific instructional methods, curriculum modifications, and evaluation procedures to ensure attainment of such goals.

-Utilization of EMCC and AFHSD teaching resources and facilities on a weekly basis.

-Development of a mobile science and technology laboratory.

-Creation of an interactive satellite television network as well as a parallel computer link-up for media and classroom production.

Methods to Meet Unique Student Needs

-Provision of a wider range of services to gifted and talented students through the use of community college facilities and the Sci-Tec Lab.

-Implementation of after-school, Saturday, and extended-day classes.

-Provision of positive role models for minority and other students through the Local Speakers' Bureau.

Methods to Improve Teacher Professionalism and Cooperation

-Development of a plan that encourages and facilitates the exchange of ideas and teaching techniques between all staff members.

-Sharing of facilities and joint teaching permits teachers to

directly observe other teaching methods.

-Cooperation among all teachers in coordinating and implementing applied science and mathematics curricula.

Methods to Increase Parental Participation

-Parental participation in designing, implementing, monitoring, and evaluating the restructuring program including the establishment of competency standards.

-Opportunity for direct parental participation in school activities through after-school programs such as the Sci-Tec Lab.

Methods to Improve the School Environment

-Utilization of an Information Resource Center, the Speakers' Bureau, field trips, and other non-traditional learning tools to provide a desirable learning environment for all students.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use 'bullet' to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

Litchfield School
Litchfield Elementary School Dist. #79
553 Plaza Circle, Suite A
Litchfield Park, AZ 85340

- A) **Name of School & School District**
- B) **Grant Amount Received during FY 1990/91** \$30,000
- C) **Approximate Date Funds Received During Spring 1991** January 1991
- D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**

- January 1991 - Interim Input Speculation Committee tour and evaluation of media facilities of Scottsdale School District.
- February 1991 - Interim Input Speculation Committee tour and evaluation of media facilities of Mesa School District.
- February 1991 - Information evening meeting to bring business, high school and parents up to date.
- February/March 1991 - meeting with Science consultant regarding the possible needs of Litchfield Elementary future Science/Technology Center.
- March 1991 - Interim Input Speculation Committee formulation of job description for Science/ Technology Advisor.
- April 1991 - Position advertised in local and educational papers.
- April 1991 - Technology/curriculum connection demonstration for Interim Input Speculation Committee.
- May 1991 - Hiring of Science/ Technology Advisor (Priscilla Lundberg).
- May 1991 - Visit to Science Center with the Mesa School District with tour of facilities with JoAnne Wolfe.
- May 1991 - Plan, organize, and notify teachers of Inservice Science Academy Activities for the week of June 10-13th.
- June 4, 1991 - Formal Input Speculation Committee introduced and sub-committees formulated through the process of evaluation and interest surveys. (7 committees formed) Ref. Appendix A & B.
- June 10 through June 13, 1991 - 24 teachers and the Science / Technology Advisor participated in Science Academy Activities under the direction of JoAnn Wolfe, Science Coordinator, Mesa School District.
- August 12, 1991 - Purchase of equipment, software, and Science Kits
- August 15, 1991 - organization of STROBE Committees (Science/Technology Restructuring Organization Benefiting Education)
- September 1991 - Organization of Computer Lab/Science Lab
- September 1991 - Inservice training for computer usage - on-going.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

- Installation of satellite and video network.
- Create a student centered environment in a Science/Technology resource center with emphasis on Hi-Tech and High Touch objects and collections.
- Inservice support for both science resource center and technology lab.
- Creation and support from community for science units of study tailored for the environment and community at Litchfield Park (i.e. Aviation, agriculture, environment, desert).
- Establish a Speakers Bureau and Field Trip Resource information collection.

F) Problems/Barriers to a Successful Program

- Limited resources outside of grant dollars.
- Resistance to change

1. Please fax and mail your completed report to: Kell Branch, Arizona House of Representatives, 1700 W. Washington, Phoenix, AZ 85003; Fax # 542-4511.

**PROGRAM SUMMARY
MOUNTAIN VIEW HIGH SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The Mountain View High School program seeks to implement an integrated educational delivery system with the goal of increasing the ability of students to transfer and retain skills learned in the classroom beyond the school environment into practical situations. The input of parents and staff were actively solicited and incorporated in devising a restructuring plan which includes, but is not limited to, the following components.*

Methods to Increase Effectiveness and Academic Achievement

-Development of methods to assist students in synthesizing information and concepts from a variety of subject areas into a practical knowledge base.

-Increased utilization of diagnostic, state, district, and college-entrance standardized tests to identify areas in need of improvement.

-Instruction in problem solving skills and emphasis on applying knowledge learned in one subject area to problems in other subject areas.

-Establishment of a basic skills support lab and lower student-teacher ratios to assist students with skill deficits.

-Effective utilization of computer and other technology to expedite, facilitate, and expand student learning.

Methods to Meet Unique Student Needs

-Provision of a specialist to assist remedial students in achieving their full potential.

-Development of four-year programs with increased opportunities for summer and other special services for students in need of additional instruction or credit.

-Offering enrichment opportunities such as internships, advanced courses, and early graduation for gifted students.

-Increasing peer tutoring and offering student inservices on pertinent issues.

Methods to Improve Teacher Professionalism and Cooperation

-Offering a variety of professional development opportunities in areas such as cognitive learning strategies.

-Requesting the input and opinions of all teachers in utilizing the principles of an effective partnership for decision-making.

-Utilization of core coordinators (teachers) in the design and implementation of an integrated curriculum.

-Promotion of a collegial spirit among all staff members.

Methods to Increase Parental Participation

-Establishment of an eight-member Parent Advisory Council representative of a variety of students.

-Sponsoring of a parent newsletter to provide information on school-related issues to all parents.

-Recognition of parental input in implementing the restructuring program.

-Initiation of a "Parents' Back to School Days" and other activities to familiarize parents with teachers and involve them in the educational process.

-Implementing a weekly student progress report to be provided to parents.

Methods to Improve School Environment

-Creation of a cooperative spirit among students, teachers, and parents.

-Increased utilization of parent volunteers as classroom assistants and extracurricular activity advisors.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

A) Name of School & School District

Mountain View High School
Marana Unified School District

B) Grant Amount Received during FY 1990/91

\$40,000

C) Approximate Date Funds Received during Spring 1991

January, 1991

D) "Bullet" Listing of Key Grant Activities Initiated during Spring/Summer 1991

- The principal and administrators hired four core coordinators from the English, science, social sciences, and math departments to plan the restructuring efforts.
- The principal and administrators hired a coordinator to create a Basic Skills Lab. The lab was furnished and software was purchased.
- The principal purchased seven computers for department use in implementing restructuring plans.

Core coordinators

- began networking with schools around the country to gather information on restructuring efforts.
- and the principal attended a curriculum integration workshop in Mesa sponsored by the Arizona Dept. of Education.
- and the principal visited three member schools of the Coalition of Essential Schools in New York.
- spent one week during the summer planning the implementation of the restructuring grant and learning how to use the computer.
- and the principal identified a "Renaissance" student as the desired outcome of four years at Mountain View High School.
- developed guiding principles and an action plan that details a three-strand approach to restructuring and producing "Renaissance" students. (See attached copy of guiding principles.)
- worked with the Melody S. Robidoux Foundation to help design restructuring marketing tools.
- designed and purchased a banner to announce our Renaissance efforts.
- purchased resources concerning restructuring.
- met with department chairs for input.
- attended a grant-writing workshop and researched possible funding sources.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

- Basic Skills Lab Coordinator instructed all faculty on the services provided by the lab and were given a listing of available software. The lab is being actively used.
- Renaissance banner was introduced at a school-wide assembly and hung at the school entrance.

Core coordinators

- shared Renaissance theme with faculty and student body at faculty meetings, department chair meetings, and school-wide assembly.
- are collecting information regarding course topics to facilitate thematic integration.
- are soliciting faculty input on weekly progress reports and school change.
- are planning a Chautauqua series of enrichment events presented by members of the community.
- are working with students in the marketing class to develop brochures.
- are working with students in the art classes to produce posters.
- are working with Student Council members to produce an informational video.
- are working with students on the school newspaper staff to inform students about our restructuring efforts.
- will be conducting a district-wide inservice on restructuring.
- are planning to implement an integrated approach to teaching British literature.
- will attend a national restructuring conference in Atlanta in November.
- will visit South Mountain High School and Amphitheater High School to investigate their scheduling plans.
- are soliciting members for a Parent Advisory Council through the Parent Resource Organization newsletter.
- are planning to solicit parent input for the Chautauqua through the Parent Resource Organization.
- are planning a Renaissance festival in the spring to showcase student projects, emphasizing an integrated approach.
- are developing an integrated American Literature/American History class for next school year.
- are continuing to expand networking with stationery designed for this purpose.
- are pursuing information on the America 2000 grant program and other grant programs.
- are exploring alternative scheduling options.
- are furnishing a professional conference room.

F) Problems/Barriers to a Successful Program

- Some teachers are resistant to change.
- Core coordinators are experiencing some frustration with the slow pace of change.
- Core coordinators find USFR and school district guidelines for expending the grant moneys cumbersome and inhibiting.
- Core coordinators are having difficulty focusing on many small parts of a large project.

**PROGRAM SUMMARY
PALMCROFT ELEMENTARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The Palmcroft Elementary program seeks to create a more productive learning environment in which student achievement and attitude will improve by implementing a year-round, multi-track school year. Components of the Palmcroft plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Implementation of a year-round school calendar in order to eliminate summer learning loss, reduce time spent on review, and most efficiently utilize available school facilities and resources.

-Establishment of intersessions during which all students may continue learning through remediation and enrichment activities.

-Utilization of teacher-designed pre/post diagnostic tests in order to more accurately assess student needs and progress.

-Promotion of academic competition through activities such as Academic Bowls.

Methods to Meet Unique Student Needs

-Initiation of before and afterschool programs with structured academic activities to provide additional learning opportunities and a positive environment for latch key, at-risk, and other needy students.

-Continuation of kindergarten academic screening programs to ensure the timely recognition of individual student needs.

Methods to Improve Teacher Professionalism and Cooperation

-Institution of site-based management teams based upon teacher input.

-Creation of grade-level teaching strategies to facilitate the sharing of information, materials, and resources.

-Initiation of individual track staff meetings to encourage interaction and the creation of a track teaming procedure to design a consistent academic and disciplinary and policies.

-Provision of opportunities for teachers to increase annual compensation.

Methods to Increase Parental Participation

-Expansion of the Parent-Teacher Organization Newsletter to include separate issues for each track and keep parents advised of school-related issues and future events.

-Establishment of a standing parent advisory committee to provide parental input in implementing and revising, where necessary, the year-round restructuring program.

-Providing parents with weekly academic progress reports.

-Initiation of an electronic mailbox answering machine to provide homework and other student information.

Methods to Improve the School Environment

-Implementation of the Drug Awareness Resistance Education (DARE) program.

-Utilization of programs to reduce vandalism and provide a secure learning environment.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use 'bullets' to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) **Name of School & School District** Palmcroft School, Yuma School District One
- B) **Grant Amount Received during FY 1990/91** \$25,000.00
- C) **Approximate Date Funds Received During Spring 1991** received in equalization payments last spring
- D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**

- * Sent administrators, teachers and parents to the National Association of Year-round Education conference in San Diego, California. These teachers represented every grade level at Palmcroft as well as special areas of instruction. Many questions were answered at the conference, and the concept of implementing year-round program in the fall of 1991 gained enthusiastic support.
- * As requested by staff, a director was "hired" to co-ordinate the intersession program. The director of the intersession is in charge of programming and staffing the intersession. The director also wrote letters to various business, for financial support.
- * Grant monies were used to mail every parent, of a child now attending or coming to Palmcroft, a survey. This survey was used to find the level of support for Year-Round Education.
- * Purchased nine additional drinking fountains, sunshade and seventy ceiling fans for school. Summer heat is perceived to be a drawback for Year-Round Education. These purchases were made to combat the heat issue.
- * P.E. supplies were also purchased with grant monies. These supplies were in the form of indoor recreation merchandise to be used in the summer temperatures.
- * In order to insure a successful implementation of Year-Round Education at Palmcroft School, the following committees were formed: Budget, Operations Communications, Intersessions, AM-PM Program, Personnel, Facilities, Parent Liaison. Every staff member was on one or more of these committees. These committees are still in effect and have been the catalyst for our movement into site-based decision making. I feel the grant and the Year-Round program have put our school in the forefront of site-based management, which is the direction our district is heading.

PROGRAM SUMMARY
PAPAGO ELEMENTARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM

The Papago Elementary program seeks to more adequately meet the needs of a student population with a high percentage of at-risk students. The input of parents and teachers has been incorporated in designing Project Pride, a K-3 restructuring plan which is to be implemented and revised by a site-based management team. Components of the Project Pride include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Review and revision of the current K-3 curriculum and instructional methods. New curriculum will evidence more clear goals and objectives.

-Annual evaluation and modification, where necessary, of all school functions by a site-based management team (SBMT) to ensure efficient utilization of available resources

-Reduction of student-teacher ratios in all K-3 classrooms.

-Maintenance of higher expectations for both student achievement and instructional quality.

-Intense monitoring of student progress and the utilization of incentives and rewards to promote academic excellence.

Methods to Meet Unique Student Needs

-Utilization of a social worker to increase student self esteem and assist teachers in assessing the particular needs of a diverse student population.

-Provision of training to staff with an emphasis on adapting instructional methods to accommodate the individual learning styles of all students.

Methods to Improve Teacher Professionalism and Cooperation

-Placement of teachers on the SBMT.

-Utilization of senior teachers as mentors for new staff members.

-Encouragement all staff members to assist one another in

devising improved teaching methods.

- Provision of timely and appropriate professional development inservices.

- Inclusion of all staff members in discussion of school issues as well as decision-making.

Methods to Increase Parental Participation

- Additional teacher-parent contact through notes, weekly progress reports, phone calls, and informal parent-teacher conferences.

- Solicitation and incorporation of parental input in devising the Project Pride program.

- Inclusion of parents on the SBMT as well consultation with all parents in making important program decisions. Additionally, parents will be apprised in writing of the programs progress on a quarterly basis.

- Training of parents in assisting in their child's education. Instructional aids will be provided for home use.

Methods to Improve School Environment

- Implementation of programs to reduce vandalism and decrease absenteeism.

- Establishment of clear expectations for student behavior in a student handbook and the communication of these standards to all parents.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) **Name of School & School District** Papago School/Creighton Elementary No. 14
- B) **Grant Amount Received during FY 1990/91** \$35,000.
- C) **Approximate Date Funds Received During Spring 1991** 02-28-90
- D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**

See Attached

D) Bullet Listing of Key Grant Activities Initiated During Spring/Summer 1991.

Papago School's Restructuring Grant for 1990-91 focused its activities on four primary areas. Restructuring funds were used in conjunction with other external funds to accomplish the following.

Improvement in the school environment through the utilization of a social worker to provide assessment, intervention and consultation regarding students' behavioral, social and emotional needs.

- A social worker was employed on a half-time basis during the spring of 1991.
- Individual and group counseling sessions for students were held.
- The social worker met with parents at school and in the home.
- Staff was inserviced on strategies to more effectively serve At Risk students.

Improvement of efforts to assist parents in becoming involved in school and to perceive school as an extension of the home environment, as non-threatening, helpful and supportive.

- Parenting classes began in the spring. They included: presentation of techniques to help students at home coupled with ESL (English as Second Language) and GED classes for adults.
- PTA provided parent training classes on self-esteem.
- All Classes were provided in both English and Spanish and child care was provided.
- Parent contact was increased through: *Home Visits and *Weekly/Monthly newsletters from classroom teachers. *Logs were kept on parent contact.

Improvement in instructional procedures and practices designed to meet the unique needs and increase academic achievement levels of second and third grade students.

- Inservice to staff was provided in the following areas: *Cooperative Learning; a of six classes on *Parent Involvement Techniques for Teachers; *K-3 Academy—Whole Brain, Whole Child, Whole Language and Math with Manipulatives (materials provided).
- Peer Mediation (teachers and students).
- Bilingual materials were purchased for the library.
- Summer school was provided for students needing additional help in reading, math, and English as a Second Language.
- Improvement of the efficiency and effectiveness of the school through the use of a site-based management team comprised parents and teachers. Surveys and meetings assisted with joint decision-making on the focus activities.

E) "Bullet Listing of Key Grant Activities Planned for FY 1991-92.

- Social Worker employed on a full-time basis to expand individual and group counseling with students, interaction with parents in counseling efforts, linkage of families to social services.
- Continued ESL and GED classes for parents.
- Expanded parent training which will include *Self-esteem classes and *Parent involvement in reading to children at home and assisting with homework.
- Restructured school week for inservice. All grade levels will have four long and one short day to accommodate teacher inservice needs.
- Continued inservice, including: *Discipline with Dignity, *Whole Brain, Whole Child follow-up training, *Integrated Curriculum, *Math with Manipulatives and *Alternate Assessments.
- Increased parent communication in both English and Spanish through *Weekly/Monthly newsletters, *Home Visits and *Phone calls.
- Materials purchased for a print-rich environment in both English and Spanish.
- Increased technology in the classroom through the purchase of computers and software for student use.
- Summer School 1992.

F) Problems/Barriers to a Successful Program

- * Following are problems and barriers experienced last year and strategies used to overcome the barriers (in parentheses)
- *Time Constraints
- * Translation from English into Spanish of materials for parent communication. (Part-time clerical employed)
- * Inservice of teachers (restructured school day with Wednesday afternoons for staff development).
- *Parent Involvement/Training
- * Child care concerns during classes and workshops (Club Creighton and other means of on-campus child care during these activities).
- * Parent Reluctancy to come on school campus (home visits, newsletters, teacher contacts social worker intervention).
- * Transportation Issues (District transportation provided when possible).
- Language Barrier (translation of materials, ESL classes, employed Bilingual Social Worker, conducted workshops, classes and parent training in both English and Spanish).

E) **"Bullet" Listing of Key Grant Activities Planned for FY 1991/92**

- * **Intersession:** Intersessions are the three week breaks during the school. During two weeks of the fall and spring intersession we will be offering what is essentially summer school. The intersession will target "at risk" students with academic support classes, as well as enrichment classes for other students. At this time over 25% of Palmcroft's student population is enrolled in the first intersession program (October 7-18). The bulk of the grant monies this year will be used for the intersession program.
- * **Site base management:** Although no grant monies will be budgeted for this process it is still an important part of our restructuring.
- * **National Year-Round Education Conference:** In order to fine tune our program and to illicit parent support and input, we plan to send additional teachers and parents to the conference next year.

F) **Problems/Barriers to a Successful Program**

- * **The Inertia of Tradition:** Changing the traditional school calendar is a highly charged political issue. Careful planning and the preparation of the community is a must before a Year-Round Program can be put in effect.

1. Please fax and mail your completed report to: Kell Branch, Arizona House of Representatives, 1700 W. Washington, Phoenix, AZ 85003; Fax # 542-4511.

**PROGRAM SUMMARY
RANCHO VIEJO ELEMENTARY
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The Rancho Viejo Elementary plan seeks to better serve its students and the community through the creation of a "Neighborhood Educational Center" where students, teachers, and parents may jointly participate in the educational process. The program will be designed and implemented by an Executive Board consisting of elected teachers, parents, and community citizens. Components of the Rancho Viejo restructuring program include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Establishing a Neighborhood Educational Center with a variety of before and after-school programs in order to significantly increase the amount of time in which students are involved in learning.

-Offering programs providing assistance to families will remove emotional burdens and other distractions and create a more stable learning environment for all students.

-Initiation of a community incentives program to motivate students and award academic progress.

-Acquisition of additional computer and technological resources.

-Development of home activity kits to ensure that the learning process continues in the home and involves parents.

Methods to Meet Unique Student Needs

-Provision of educational services to low-income parents.

-Offering English as a Foreign Language classes to meet the needs of a large native-Spanish speaking population.

-Offering additional supervised study opportunities for students from highly mobile or migrant families.

-Establishment of programs to serve single-parent families.

Methods to Improve Teacher Professionalism and Cooperation

-Continuation of a variety of steering and improvement committees on which teachers sit including the School Improvement

Committee.

-Service of teachers on the Executive Board.

Methods to Increase Parental Participation

-Inclusion of parents on the Executive Committee which will design and implement the restructuring program.

-Offering of a variety of educational and support programs to serve parents, as well as corresponding programs for students to enable parents to attend such programs.

-Provision of incentives to parents to encourage parents to assist their children in completing home activity kits.

Methods to Improve School Environment

-Establishment of the school as a neighborhood center with an open and inviting atmosphere.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use 'bullets' to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) **Name of School & School District** Rancho Viejo Elementary-Crane District
- B) **Grant Amount Received during FY 1990/91** \$40,000
- C) **Approximate Date Funds Received During Spring 1991** Spring 1991
- D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**
- 1) Hired project coordinator (Cecilia Roll)
 - 2) Established grant committee--P.R.I.D.E.--consisting of teachers, parents, and community members
 - 3) Conducted survey of courses to be offered to adults for evening classes.
 - 4) Created class for pre-kindergarten students & parents
 - 5) Created evening classes for adults and provided free child care for those attending.
 - 6) Established brown bag lunch affairs where parents were invited to come in and have lunch with the principals.
 - 7) Held numerous meetings with parents regarding the issue of year-round education.
 - 8) Expanded upon the parent volunteer program.
 - 9) Visited Linda Vista Elementary School in San Diego, CA (recipient of Next Century School)
 - 10) Established an in-school GEARS⁴ committee which will focus on school restructuring.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

- 1) Establish evening classes for adult education (GED preparation, ESL, job application skills, How to help your child with homework, Active parenting, Arts & crafts for parent and child, father-son & father-daughter basketball, exercise, etc.
- 2) After-school enrichment classes for extended day schooling.
- 3) Consideration of Year Round Schooling.
- 4) Follow through of CEARS⁴ committee goals & objectives.
- 5) Continuation & improvement of PAL volunteer program.
- 6) Establish a 30-minute Rancho Viejo informational t.v. program to be broadcast weekly over local cable network.
- 7) DES liaison person on campus once a week and speaks with personnel to inform and give advice.
- 8) Head Start on campus for the first time.
- 9) Jump Start pre-school on campus for the first time. Will focus on At-Risk students.
- 10) Cross age tutoring, and cross grade assemblies.

F) Problems/Barriers to a Successful Program

- 1) Language barriers between school and community members.
- 2) Patience and time frames.
- 3) Getting parents to accept ideas that are not the norm.

PROGRAM SUMMARY
SAFFORD HIGH SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM

The Safford High School restructuring program seeks to develop and implement a comprehensive "Master Plan" incorporating technology and the principles of site-based management with the goal of creating a competency-based instructional program. Components of the Safford "Master Plan" include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Development and utilization of pre- and post-criterion referenced tests based upon state and district essential skills.

-Incorporation of technology in the restructuring plan with the goal of a fully integrated, school-wide computer system to facilitate student learning, tracking student progress, and all forms or recordkeeping.

-Implementation of a career ladder to encourage and compensate quality instruction.

-Improvement in the overall quality of homework assignments.

-Establishment of definitive goals and improvements for student achievement testing, graduation rates, and absenteeism.

-Design and implementation of an outcomes-based transcript.

Methods to Meet Unique Student Needs

-Exploration and establishment of programs to increase school time available to all students including flexible schedules, extended days, and longer school years.

-Modification of Academic Decathlon program to include more students.

-Implementation of a staff advisor program to counsel and assist incoming freshman.

-Establishment of a public service program to increase students' social awareness.

Methods to Improve Teacher Professionalism and Cooperation

-Revision of daily schedules to include time for additional teacher interaction and common planning time. Additionally, staff interaction will be further encouraged through periodic staff breakfasts and other professional and social activities.

-Provision of additional staff training in areas to include mastery and cooperative learning.

-Implementation of a peer observation and coaching program to promote collegiality among teachers and increase professionalism.

-Involvement of all staff members in decision-making processes.

Methods to Increase Parental Participation

-Active solicitation and inclusion of parental input in all phases of the design and implementation of the Safford Master Plan.

-Regular distribution of student progress reports to parents.

-Installation of additional phone lines to facilitate direct parent - teacher communication.

Methods to Improve the School Environment

-Pilot implementation of the DARE program as a component of freshman physical education.

-Determination of the feasibility of establishing a campus "silent witness" program.

-Gathering of data to revise current substance abuse programs and curriculum.

-Implementing a variety of programs designed to reduce vandalism and generally improve the school atmosphere. Proposals include hosting socials for new students and their parents and school barbecues for students and staff.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) **Name of School & School District** Safford High School/Safford Unified #1
- B) **Grant Amount Received during FY 1990/91** 30,000
- C) **Approximate Date Funds Received During Spring 1991** March 91
- D) **"Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991**

- Held three (3) public meetings to provide information and receive input.
- Spent approximately 500 hours aligning and restructuring curriculum to deliver as an outcome format.
- Held two faculty discussions of processes/procedures to broaden the restructuring effort.
- Extensively explored how technology can and should be used to facilitate restructuring.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

- Provide of a computer for every teacher to facilitate the frequency of reporting student progress to students and parents.
- Research and possibly install a technologically advanced phone system to enhance communication of student progress, homework hotline, etc.
- Continue extensive development of a high expectation outcomes based curriculum.
- Research, for possible 1992/93 implementation, innovative alternate means of scheduling.
- Begin development of an outcomes vs traditional grades/transcript.

F) Problems/Barriers to a Successful Program

- Availability of bus students; long term financial resources are not sufficient to provide additional transportation runs to extend learning time during and beyond the normal school year.
- Insufficient resources to finance extending teacher contracts for providing extended learning time for students, outcomes development, etc.
- Lack of acceptance of outcomes vs traditional grades/transcript by universities
- State funding formula is based on membership and attendance instead of learning outcomes or other accountability criteria.

1. Please fax and mail your completed report to: Kell Branch, Arizona House of Representatives, 1700 W. Washington, Phoenix, AZ 85003; Fax # 542-4511.

**PROGRAM SUMMARY
UNIVERSITY HIGH SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The University High School pilot plan seeks to implement a site-based management system with the goals of improving academic achievement, enhancing minority retention, increasing parental participation, and improving the overall school environment. Components of the University High restructuring program include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Evaluation and revision of curriculum to promote accelerated progress while maintaining a broadly based core curriculum.

-Improvement and modernization of science and other laboratory facilities.

-Acquisition and increased utilization of computers throughout the curriculum.

-Increased use of individual and small group study projects in order to provide appropriate learning opportunities for all students.

Methods to Meet Unique Student Needs

-Initiation of "BOOST" program to address the needs of gifted students who are unprepared for a rigorous academic regimen.

-Provision of additional mentoring/tutoring services for at-risk students by both faculty members and senior students.

-Expansion of extended-day programs and individual study programs to better meet the unique needs of all students.

-Establishment of a computerized system to provide students with course and career opportunity recommendations.

Methods to Improve Teacher Professionalism and Cooperation

-Implementation of a site-based management system in which teachers will have direct input in the decision-making process.

-Additional computer training for all instructional staff and the possible establishment of a computer network system for all school staff and students.

-Provision of additional staff development opportunities in areas such as group decision making as well as individual fields of interest.

Methods to Increase Parental Participation

-Utilization of parental input as a component of a site-based management system in areas including curriculum development and personnel selection.

-Providing parents, particularly those of minority students, with opportunities to visit the school and become familiar with its curricular and extra-curricular activities.

Methods to Improve School Environment

-Expansion of extra-curricular activities and additional emphasis on community service programs such as Hunger Action and Minority Council.

-Possible establishment of a student monitoring system in which students are vested with limited disciplinary powers.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use 'bullets' to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) Name of School & School District UNIVERSITY HIGH SCHOOL / T.U.S.D.
- B) Grant Amount Received during FY 1990/91 \$25,000.00
- C) Approximate Date Funds Received During Spring 1991 January 1991
- D) "Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991

** Development of our three-year-old, District-wide Site-Based Decision-Making Pilot program, its 19-member Exec. Comm. and standing sub-committees.

** Employment of a part-time secretary for SBDM activities. Founding of a separate SBDM office/conference room and file system.

** In-town retreat at Plaza Conference Center to brainstorm off-school-time regarding Grant Priorities.

** A four-week, half-day summer program for 53 disadvantaged students (partially funded by 90-91 funds). BOOST had an attendance rate of 96% and is expected to impact retention of targeted students in our college-preparatory, public high school.

** Registration for a grant-writing workshop in Mesa.

** Development of a School Profile/Data-Base.

** Development and administration of an exhaustive (27-page) client-satisfaction "Exit Interview" for graduating seniors.

** Systematic curriculum review of our specialized program (year-one has been "science")

** Establishment of a District Pilot at UHS in "Individualized" (personal-contract) Physical Education.

** Creation of a "visiting teachers" program for University professors to work with seminars of highly gifted youngsters.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

** On-going commitment to seeing SBDM succeed and be made permanent as our lasting contribution to the School Restructuring Movement.

** BOOST program for summer of 1992 and tracking of BOOST graduates against a control group to measure benefit or lack thereof.

** Planning retreat held in Rio Rico, Arizona, September 6-7, 1991 for 21 SBDM participants to plan Grant Priorities, SBDM organization/strategies and an expanded School Improvement Plan (to be used as an in-house steering instrument).

** Continued funding for SBDM office and part-time secretary.

** Continued funding for Curriculum Review, Senior Client-satisfaction Questionnaire and manipulation and for grant-writing activities.

F) Problems/Barriers to a Successful Program

** Direct communications -- ADE to School -- regarding Restructuring Grant monies. We feel out-of-touch with those who are funding us, fumbling for all kinds of information through District conduits.

** Denial that schools need to be freed from top-down, centralized, minimalist and exhaustive bureaucratic control if they are to improve. Both administrative and political factions are capable of such denial.

** Lack of active support on the part of off-site, middle-level administrators for site-based schools to get "outside the box".

**PROGRAM SUMMARY
WESTWOOD PRIMARY SCHOOL
SCHOOL RESTRUCTURING INCENTIVES
PILOT PROGRAM**

The Westwood pilot plan seeks to incorporate a variety of technological educational aids in a reorganization of the traditional school day in order to more adequately meet the individual needs of an increasingly diverse student population. The restructuring plan is to be designed and implemented by a coalition of administrators, teachers, and parents. Components of the plan include, but are not limited to, the following.*

Methods to Increase Effectiveness and Academic Achievement

-Implementation of an integrated, outcome-based, technology model curriculum in which existing programs in areas such as math, composition, and reading will be enhanced through the use of computerized instructional tools and courseware.

-Initiation of computer-assisted foreign language instruction.

-Increased testing and evaluation of student progress in order to design more effective instructional programs for each student.

-Computerization of student data files and enhancement of all media center services through technological modernization.

Methods to Meet Unique Student Needs

-Utilization of technological resources to ensure that students receive coordinated instruction designed to meet their individual needs.

-Integration of special programs into the regular classroom environment for students with unique needs.

-Provision of additional resources to classroom teachers by special education instructors.

-Implementing additional programs in areas such as problem solving and critical thinking skills to better serve students working above their grade level.

Methods to Improve Teacher Professionalism and Cooperation

-Increased interaction between teachers during development and use of student data files.

-Implementation of the Trainer-of-Trainers model in which teachers receive specialized training and convey this knowledge to fellow teachers.

-Establishment of a teacher mentor program.

-Provision of a variety of professional development opportunities for all staff members.

Methods to Increase Parental Participation

-Formation of a Parent Advisory Committee to provide input in the design, implementation, and evaluation of the restructuring plan.

-Training of parent volunteers in the use of school computer equipment as well as in classroom assistance skills.

-Utilizing school facilities to offer evening classes to parents and other community members in computer skills, reading literacy and G.E.D. preparation.

Methods to Improve School Environment

-Improved public relations through grade-level newsletters and student newspapers.

-Issuance of weekly progress reports to ensure that students and parents are aware of student progress and requirements.

* Some items may be applicable to more than one category.

**School Restructuring Pilot Project
FY 1991/92 Reapproval Information**

Directions: As part of your reapproval process for FY 1991/92, the following information is being requested by the Joint Legislative Committee on School Restructuring Incentives. Please use the following form to prepare a brief summary of your program activities (use "bullets" to summarize your activities). The Committee is aware that funding was not received until Spring 1991, so do not be concerned if few activities were initiated during that time. Please return one copy of this form by no later than September 30, 1991.

- A) Name of School & School District WESTWOOD / ALHAMBRA SCHOOL DISTRICT
- B) Grant Amount Received during FY 1990/91 \$25,000.00
- C) Approximate Date Funds Received During Spring 1991 2-91
- D) "Bullet" Listing of Key Grant Activities Initiated During Spring/Summer 1991

See attached information on what was accomplished during the Spring/Summer 1991.

E) "Bullet" Listing of Key Grant Activities Planned for FY 1991/92

- Computer literacy training at night for parents
- Continue training of ten more teachers
- Portfolio implementation
- Classroom newsletters
- Summer school enrichment
- Increase parent volunteers
- Continue to preview and select courseware

F) Problems/Barriers to a Successful Program

None at this time

June 6, 1991

THE WESTWOOD RESTRUCTURING GRANT

The teachers met for 11 weeks starting on March 5 from 2:30-5:00. In addition, they met one Saturday in April for 8 hours. The all day meeting and half of the after school meetings concentrated on how to use particular pieces of software. At the other meetings, discussions were held on the implications of the grant, how to implement the grant, how to use computers to help students be more successful on the ASAP Assessment, portfolios and writing in math. At every meeting teachers were asked to share things they were doing with the computer in their classes. At the first meeting, I explained to the teachers that I believe my role in the project was to facilitate what they wanted to do. From the very start, the needs of the teachers drove the direction of the inservice. I believe this is one reason the teachers have been so enthusiastic about the project.

The computers arrived the middle of March and on March 20th the teachers learned how to put the computer together and use some of the programs. They took the computers home to play with for the Spring Break. Microsoft Word, Superpaint, and Publish It were purchased so the teachers could use the computers for newsletters and other administrative tasks. A variety of software packages were purchased so that the teachers could use the computers with their students. These included software for math, writing and

publishing, letter and number recognition, vocabulary, and problem solving.

The teachers were never required to put the computers in their classrooms this year but each teacher decided to do so without any prompting. By the middle of April all the teachers were using the computers in their classes with their students. All of the teachers were positive about being involved with the grant. The following is a report written by the teachers about the project.

The staff development has not only taught computer literacy to the participants but has brought this group closer together as a supportive faculty. The teachers have learned through this project to take risks that perhaps they would not have taken otherwise. They have learned the meaning of the buddy system. The computers have started to help bridge the gap from the teachers being dispensers of knowledge to facilitators of learning.

The children are loving it. The students are becoming very excited and enthusiastic about learning. So are the teachers. The students want to know if the next activity is going to include computers. Students are coming in from other rooms to use the computer. They would rather play with the computer than play in the sandbox. They will stand and watch the computer rather than choose a game or other activity in the classroom.

The computer is on from the time the teacher walks into the classroom until the students leave and then the teacher gets a turn. Then the teacher goes and stands in the very long line for the printer.

The after school class students are really enjoying using the computer. Children from other classes hang around doors hoping to be invited in so they can have a turn.

Cooperation skills have improved dramatically. Peer tutoring is the order of the day. One child learns the program and then teaches it to the next and then finally reteaches it to the TEACHER. Study buddies teach each other programs and trouble shoot for each other. Upper grade tutors come into kindergarten and learn the programs and teach it to the children.

The kindergarteners have learned to tell time and read charts and graphs because they want to know if it is their day and time to work on the computer. Kids go to the chair and ask if they are the "teacher or the student".

Older children are learning the keyboard by writing and publishing rough drafts at the computer. The use of the computer as a tool in teaching has increased motivation, participation, on-task time, self-esteem and achievement in all subject areas. The desire to write has increased because the computer makes the children's writing look like it does in a book.

The amount of incidental learning is wonderful. The journal writing has improved because children want stories to be published. Vocabulary has increased because they want to create stories pertaining to pictures they have developed. One child dictated a story to a kindergarten teacher and the vocabulary was unbelievable.

Kindergarteners have learned to add and subtract with beans so that they can play the math games. This is real hands on math!! Other grades have improved their multiplication and division facts so that they can earn enough money to buy a big fast car for the race.

The assistants are expanding their comfort zone with learning to use the computer programs and the printer. One assistant even talked her husband into buying a computer!

Parent involvement has increased. Children bring in parents to show them what they are doing on the computer and teach them how to use it. It has really gotten the parents interested in the project and their child's education.