
Maricopa County Regional School District #509



2011 Accreditation Presentation



Governing Board and Advisory Council

Superintendent
Ernest Rose

Director of
Financial
Services

Janice
Wheeler

Director of
Special
Services

Corrine
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External
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Facilitator

Nandi
Muhammad

Principal

Debra
Skinner

Student
Information
Coordinator

Lupe Nava

Executive
Assistant

Elyssa Dear

Instructional
Coach

Markchele
Williams

Maricopa County Regional School District #509

Administrative Team

MISSION STATEMENT

**Preparing our students for
their successful transition
into the global community
within an alternative
educational setting.**



VISION STATEMENT

Empowering students to take control of their future by providing an education that inspires and enables them to develop an unshakeable belief in their own potential.

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Goal #1

To increase the number of students receiving Life Skills instruction through the use of the Merging Two Worlds Life Skills curriculum at both Transitional Learning Centers.

| Support Data from Self Study: There has been a previous lack of access and availability in the Life Skills area of instruction for students. This results in the student being relatively unprepared to make functional decisions and choices in real life situations. | | Standardized Assessments: Aims DPA Aims High School Stanford 10 TABE | | Local Assessments: A+ ALS Pre and Post Academic Assessment Instructor developed materials. | | |
|--|--|---|-----------|--|--|---|
| Intervention: The instructional team will provide five (5) hours weekly of direct daily Life Skills instruction utilizing the Merging Two Worlds curriculum for all students. This instruction is to be utilized in conjunction with core academic instruction and aligned with the Arizona State Standards. | | | | Best Practice Sources: Merging Two Worlds Life Skills Curriculum Special Needs Instructional Strategies | | |
| Action Steps: | | Person(s) Responsible | Beginning | End | Resources | Staff Development Activities |
| 1. | Ensure student access to requisite amount of M2W instruction. | 1. Principal 1-6. Instructional staff | 2010 | 2011 | 1. Merging Two Worlds Life Skills Curriculum. 2. A+ pre/post academic assessment 3. TABE | 1. Ensure access to M2W curriculum for all students through scheduling. 2. Train all teachers in the current Cape version of Merging Two Worlds. 3. Introduction of “real life” situational guest speakers. |
| 2. | TABE | | | | | |
| 3. | Provide student instruction in the M2W curriculum and allow time for practice. | | | | | |
| 4. | Enhance learning with guest speakers and demonstrations. | | | | | |
| 5. | Adjust level of instruction for students as needed. | | | | | |
| 6. | Collect data on student development and disperse to instructors/programmers, and insert into student cumulative files. | | | | | |

Goal #2

Increase student mastery in Transitional skills.

| Support Data from Self Study: Based on teacher observation, along with detainee and detention staff input, it has long been determined that few students possess the skills or support required that will allow them to successfully transition to outside vocational and educational opportunities. | | Standardized Assessments: AZCIS – Arizona Career Information System ASSET – Junior College Placement Testing GED Preparatory/Testing ASVAB – Armed Services Vocational Aptitude Battery | | Local Assessments: A+ ALS pre/ post diagnostic testing. A+ College Readiness | |
|--|---|---|------|---|---|
| Intervention: MCRSD staff will provide a variety of both internal and external Transitional interventions to all students in order for them to evaluate and determine options that are available to them. This will allow students to set personal goals and create positive affiliations in four areas: <ul style="list-style-type: none"> • Education and Career • Home and Family • Community and Services • Hobbies and Recreation This will also help to decrease the amount of recidivism which generally occurs in approximately 80% of detainees. | | Best Practice Sources: Community Colleges Armed Forces Representatives Vocational Schools Government Training Agencies Arizona Motor Vehicle Division GED Program Vocational Rehabilitation | | | |
| Action Steps: | Person(s) Responsible | Beginning | End | Resources | Staff Development Activities |
| 1. Survey and determine student needs and interests. 2. Provide the student instruction in the Merging Two Worlds Life Skills Career Program. 3. Provide a variety of interventions for the students to evaluate as options, both vocational, educational. 4. Provide the students with monitored web sites directed at vocational, educational, and military options. 5. Provide the students information and web sites in order to procure personal documentation and other services. 6. Provide reading materials associated with each student's area of interest. 7. Provide opportunities to view assemblies or demonstrations related to vocational areas available to them. 8. Provide Transition students with monthly vocational and aptitude testing. | 1 – 7 All instructional staff, detention staff, programmers, and probation officers are responsible for the implementation of this goal. | 2010 | 2011 | 1. Maricopa County Community Colleges 2. Military Representatives 3. Vocational Schools 4. State Agencies – DES, Motor Vehicles 5. Maricopa County Regional School District 6. Probation Officers 7. Youth Supervisors and Programmers 8. Community Resources Listing 9. ECAP 10. Internet Transition Resource Sites | 1. Implementation of guest speakers and informational assemblies. 2. Training in the Merging Two Worlds Life Skills Curriculum. 3. Continuation of a data collection system - external transition and recidivism rates. 4. Training for full implementation of available resources and computer programs. 5. Training in methodologies and best practices targeted and utilized in order to reduce or prevent recidivism. |

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- **Six week prescribed curriculum:**
 - **Merging Two Worlds**
 - **Cape Life Skills**
 - **Education and Career Action Plan (ECAP)**
 - **Student Portfolios**
 - **Five hours of weekly instruction**
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-

MCRSD 2010 Annual Career Fair



Students develop positive affiliations:

- **Education and Career**
 - **Home and Family**
- **Community and Services**
- **Hobbies and Recreation**

Portfolio Contents - Student Information – Standardized Test Scores

Student Information (Teacher only)

Name: _____ SAIS # _____ File # _____
 Date of Birth _____ Age _____ Grade Level _____
 GED _____ HSD _____ Special Ed Yes _____ No _____ ELL Yes _____ No _____

Student Interest:
 Credit Recovery Yes _____ No _____
 Skills Class Yes _____ No _____
 GED Yes _____ No _____

TABE Test Results:
 Survey Level _____
 Placement Test: Math ▲ Reading ▲ Language Arts ▲

Placement _____

Assigned Courses _____

INTAKE COMPLETES

TEACHER COMPLETES

| | |
|---|---|
| Enrollment Packet | ▲ |
| Locator Test | ▲ |
| Survey Test | ▲ |
| TABE Interest | ▲ |
| Home School Homework Policy | ▲ |
| Character Counts | ▲ |
| ECAP Survey Sheet | ▲ |
| Technology/Computer Contract | ▲ |
| Self-Reading Survey | ▲ |
| It's Me (Self –Assessment 90 questions) | ▲ |
| ECAP Goals on Progress Log | ▲ |
| Progress Logs | ▲ |
| Progress Reports | ▲ |
| Transcript Received | ▲ |
| Transcript Evaluation (if applicable) | ▲ |
| 45 day screen (if applicable) | ▲ |
| AZCIS Log-On/Account | ▲ |
| Writing Sample Scored with 6 Traits | |
| Exit Plan | |

→ AZCIS

| | | | | | |
|---------------------------------|------------|---------------|---------------|---------------|-------|
| STANDARDIZED TEST SCORES | | | | | |
| AIMS | Math _____ | Reading _____ | Writing _____ | Science _____ | |
| SAT SCORES | _____ | ACT SCORES | _____ | ASVAB SCORES | _____ |

Exit Survey

Durango/Mesa Transitional Learning Centers

Exit Survey

Name

P.O.'s Name

Guardian's Name

Email:

Address:

Phone (Home):

Cell:

Other:

MySpace:

Facebook:

Next court date:

What school or program are you going to once you are released?:

Do you need information for a school/GED Program in your area?:

Do you have a Therapist:

Mentor:

Tutor:

Other:

Do you need help finding a Therapist:

Mentor:

Tutor:

Other:

If you have already graduated, or planning to in the next 6 months (GED certificate accepted), please answer the following questions:

I am planning to study:

I plan to enroll at:

I plan to enlist in the military (what branch):

I will not attend school and I will be working at:

What do you need to be successful once you leave?:

30 – 60 – 90 Day Contacts

In order to ensure that students have developed positive affiliations, teachers maintain contact with students who have been released from the program via the following communication methods:

- email**
- website**
- phone calls**

Evidence



Recidivism

2009-2010

Mesa

Total # of Students = 1,076

Total # of Returning Students = 306

Recidivism = 28%

2010-2011

Mesa

Total # of Students = 1,027

Total # Returning Students = 267

Recidivism = 26%

Recidivism

Durango
2009-2010
Durango

Total # of Students = 1,344

Total # of Returning Students = 373

Recidivism = 28%

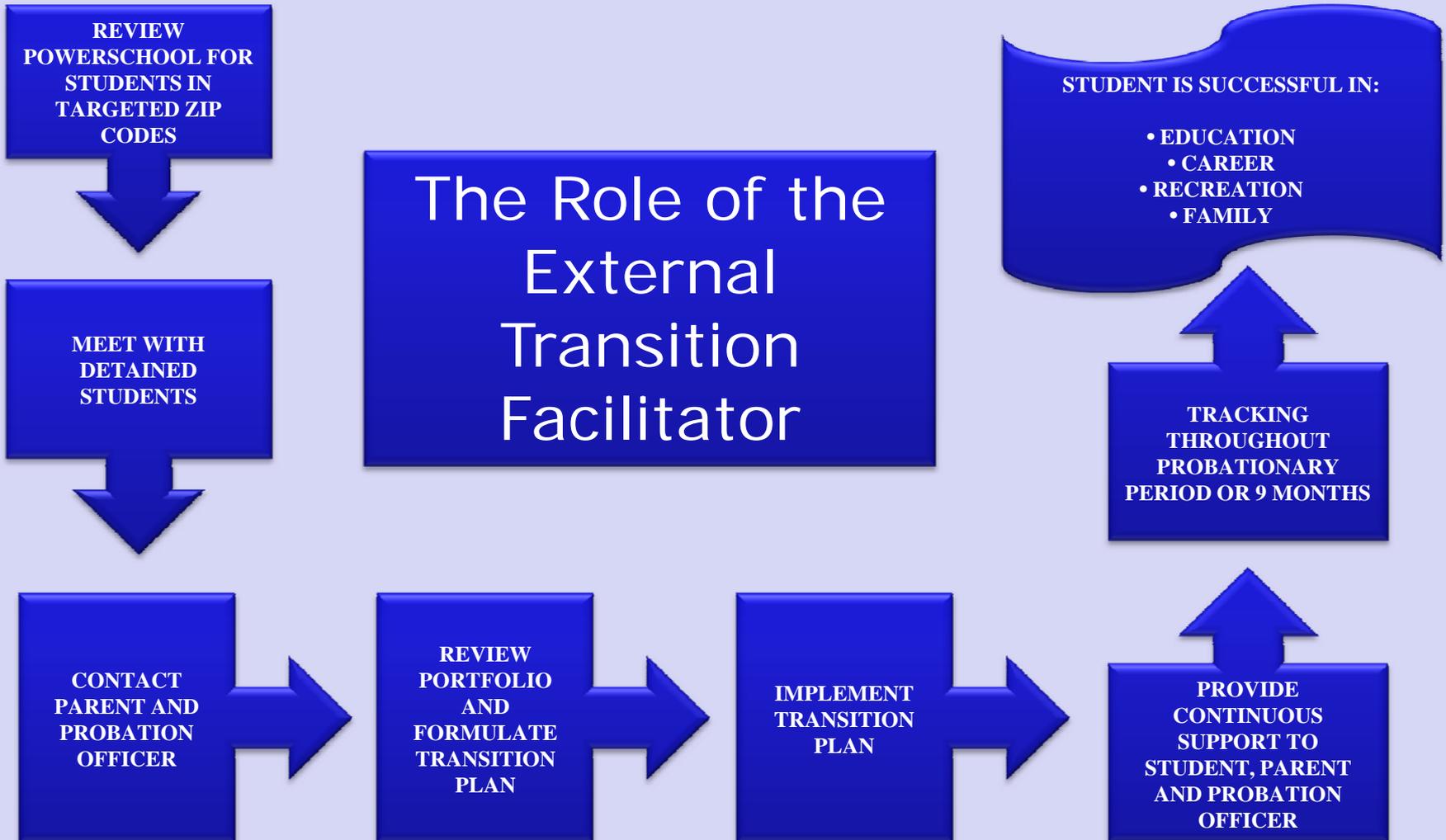
Durango
2010-2011
Durango

Total # of Students = 1,120

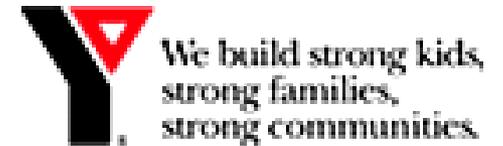
Total # of Returning Students = 308

Recidivism = 27.5%

Ensuring youth have competence and confidence to succeed in school and life. Evidence will be reduced recidivism and positive affiliations in the community.



Community Collaborations



In order for youth to be successful once they leave a detention facility, a linkage must exist among all stakeholders.

Continued Hope High School South

Located at the Boys and Girls Club

548 W. Southern Avenue

Phoenix, AZ 85041

Contact: Nandi Muhammad @ 602-290-3214

Continued Hope High School West

Located at the YMCA

3825 N. 67th Avenue

Phoenix, AZ. 85033

Contact: Nandi Muhammad @ 602-290-3214

Complete A+ Learning System credits for 9th-12th grade

Evidence



External Transition Facilitator

2009-2010

2010-2011

Targeted Area

Targeted Area

Total # of students on caseload = 213

Total # of students on caseload = 234

Students with new charges = 5.6%

Students with new charges = 3%



Arizona Correctional Educators, Inc.

2011

Innovative Program of the Year

“Continued Hope High Schools”

Maricopa County Regional School District #509



Goal #3
Increase student mastery in Reading.

| | | | | | |
|--|--|------------------|--|--|--|
| <p>Support Data from Self Study: Based on national data and assessment results, it has been determined that the average Reading score for students entering detention facilities is 2.4 grades below their cohort grade level.</p> | <p>Standardized Assessments: Aims DPA Aims High School Stanford 10</p> | | <p>Local Assessments: TABE A+ Anywhere Pre and Post Academic Assessment Instructor developed materials.</p> | | |
| <p>Intervention: The instructional team will jointly develop and provide students with a six week prescribed Reading curriculum that will utilize available resources. The instructional team will also be required to acquire an Arizona Department of Education Reading Endorsement. The Intake Coordinator will assign students to Skills Enhancement based upon deficiency levels in Reading assessment results and student need.</p> | | | <p>Best Practice Sources: A+ Anywhere Learning System Decoding of Reading Skills Diagnosis and Remediation of Reading Difficulties Elementary/Primary/Secondary Reading Methods Special Needs Instructional Strategies</p> | | |
| <p>Action Steps:</p> | <p>Person(s) Responsible</p> | <p>Beginning</p> | <p>End</p> | <p>Resources</p> | <p>Staff Development Activities</p> |
| <ol style="list-style-type: none"> 1. Pre test students utilizing the TABE Reading assessment. 2. Re- test students every twenty days utilizing the ALS Reading mastery. 3. Assign students to Remediation as defined by assessment results rubric. 4. Enhance student learning with modeling and reading skill demonstrations. 5. Adjust level of instruction for students as needed. 6. Collect student development data and distribute results to instructors and programmers. 7. Insert assessment student data in student files/portfolio. | <p>1 – 7: Principal Instructional Staff Programming Staff Intake Coordinator</p> | <p>2010</p> | <p>2011</p> | <ol style="list-style-type: none"> 1. TABE Reading Assessment 2. A+ pre/post Reading assessment 3. Transition assessment rubric | <ol style="list-style-type: none"> 1. Provide district sponsored Instruction opportunity for teachers in order to obtain state Reading Endorsement. 2. Reading Curriculum committee to develop six week Reading Curriculum. 3. Reading Curriculum committee to reevaluate and reassess as required. |

- **Six week Prescribed Curriculum**

- **Reading Specialist Endorsement**

 - ❖ **District funded**

- **Diagnostic Reading Test**

 - ❖ **Within 24 hours of enrollment**

 - ❖ **Re-testing every 20 days**

Evidence



Pre & Post Reading Test Results

- 72.5% of all students taking the pre and post reading assessment showed improvement after 20 days of reading instruction.

MCRSD #509

2011-2012

**School Improvement
Plan**

Professional Development Aligned with Goals

Monthly District In-Services

Continuing Education

**Monthly Classroom Observations
Performed by Campus
Administrator**

Curriculum Committees

Conferences

PLC Meetings

Peer Observations

Academic / Instructional Coach

Goal # 1

Increase Student Mastery in Transitional Skills.

| <p>Support Data from Self Study: Research shows that if students maintain positive affiliations in the following areas: Career & Education, Home & Family, Community & Service, and Hobbies & Recreation the likely hood of their recidivating is decreased. Research also indicates that students need to develop educational and career goals.</p> | <p>Standardized Assessments: ASVAB / Armed Services Vocational Aptitude Battery</p> | <p>Local Assessments: AZCIS (AZ Career Information System)</p> | | | |
|--|--|--|------|---|---|
| <p>Intervention: MCRSD staff will assist each student with the development of an individualized ECAP (Educational Career & Action Plan). This will allow students to set personal goals and create positive affiliations in the four areas: This will help to decrease the amount of recidivism which generally occurs for approximately 25% of detainees.</p> | | <p>Best Practice Sources: AZCIS Food Handlers Cards Community Colleges Armed Forces Representatives Vocational Schools GED Program Vocational Rehabilitation</p> | | | |
| Action Steps: | Person(s) Responsible | Beginning | End | Resources | Staff Development Activities |
| <ol style="list-style-type: none"> 1. Survey and determine student needs and interests. 2. Provide the student instruction in the Prescribed Six Week Transition Curriculum. 3. Provide the students with access to AZCIS. 4. Provide reading materials associated with each student's area of interest. 5. Provide opportunities to participate in Career Fairs. | All instructional staff, detention staff, programmers, and probation officers are responsible for the implementation of this goal. | 2011 | 2012 | <ol style="list-style-type: none"> 1. Maricopa County Community Colleges 2. Military Representatives 3. Vocational Schools 4. Maricopa County Regional School District 5. Probation Officers 6. Youth Supervisors and Programmers 7. Community Resources Listing 8. ECAP 9. Internet Transition Resource Sites | <ol style="list-style-type: none"> 1. Training in the six-week prescribed Transition Curriculum. 2. Training in AZCIS 3. Implementation of 30, 60, 90 contacts 4. Implementation of Guest Speakers 5. Implementation of Career Fairs |
| | | | | | |

Goal # 2
Increase Student Mastery in Reading.

| | | | | | |
|--|---|------------------|---|---|--|
| <p>Support Data from Self Study: Based on national data and assessment results, it has been determined that the average Reading score for students entering detention facilities is 2.4 grades below their cohort grade level.</p> | <p>Standardized Assessments: Aims DPA Aims High School Stanford 10</p> | | <p>Local Assessments: TABE A+ Anywhere Pre and Post Academic Assessment</p> | | |
| <p>Intervention: The instructional team will jointly develop and provide students with a six week prescribed Reading curriculum that will utilize available resources. The instructional team will also be required to acquire an Arizona Department of Education Reading Endorsement. The Intake Coordinator will assign students to Skills Enhancement based upon deficiency levels in Reading assessment results and student need. MCRSD will add the position of Academic / Instructional Coach to assist classroom teachers with best practice classroom instructional strategies.</p> | | | <p>Best Practice Sources: A+ Anywhere Learning System Peer Observations Diagnosis and Remediation of Reading Difficulties Special Needs Instructional Strategies</p> | | |
| <p>Action Steps:</p> | <p>Person(s) Responsible</p> | <p>Beginning</p> | <p>End</p> | <p>Resources</p> | <p>Staff Development Activities</p> |
| <ol style="list-style-type: none"> 1. Assign students to Skills Enhancement as defined by assessment results rubric. 2. Pre test students utilizing the A+ Reading assessment. 3. Post test students every thirty days utilizing the A+ Reading mastery. 4. Instruct students utilizing a Prescribed Six Week Reading Curriculum. 5. Enhance student learning with modeling and reading skill demonstrations. 6. Adjust level of instruction for students as needed. 7. Collect student development data and distribute results to instructors and programmers. 8. Utilization of PLCs to guide instruction. | <p>Principal Instructional Staff Intake Coordinator Academic/Instructional Coach</p> | <p>2011</p> | <p>2012</p> | <ol style="list-style-type: none"> 1. TABE Reading Assessment 2. A+ Pre/Post Reading assessment 3. Six Week Prescribed Reading Curriculum 4. Technology | <ol style="list-style-type: none"> 1. Provide district sponsored opportunity for teachers to obtain Reading Endorsement. 2. Assist with development & adjustment of Prescribed Reading Curriculum 3. Guide teachers with the development of Professional Learning Communities to monitor data and adjust instruction. |



Contact Us:

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District #509**

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