

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Randy Lazar
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pima Butte Elementary School
(As it should appear in the official records)

School Mailing Address 42202 W. Rancho El Dorado Parkway
(If address is P.O. Box, also include street address.)

City Maricopa State AZ Zip Code+4 (9 digits total) 85138-1904

County Pinal

Telephone (520) 568-7150 Fax (520) 568-7155

Web site/URL https://www.musd20.org/Domain/13 E-mail eallison@musd20.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Tracey Lopeman E-mail tlopeman@musd20.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Maricopa Unified School District Tel. (520) 568-5100

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. AnnaMarie Knorr
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	26	54
1	34	39	73
2	39	38	77
3	39	48	87
4	49	38	87
5	45	38	83
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	234	227	461

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.5 % American Indian or Alaska Native
 - 1.5 % Asian
 - 13.9 % Black or African American
 - 31.2 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 7.5 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 18%

If the mobility rate is above 15%, please explain:

The City of Maricopa has grown tremendously since the year 2000. For example, the population of Maricopa was 4,831 in the year 2000. At the beginning of 2020, the population of Maricopa had grown to over 54,000 people.....that is a huge increase over a twenty-year period of time. Since the economy recently rebounded after the Great Recession, Maricopa has been going through another growth spurt over the past couple of years. At Pima Butte, we have seen new families move to our area, and to a lesser extent, we have seen some of our families move out of Maricopa (to other cities in Arizona or to other states - mainly due to new job opportunities). Our student enrollment has also fluctuated with the number of foster students who have been assigned, then reassigned to different foster families in the metro-Phoenix area and the metro-Tucson area. From time to time, we also have some families that need to temporarily share residency for various reasons with relatives or close friends who live within our attendance area. For the above reasons, our mobility rate has been higher than 15%.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	51
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	81
(4) Total number of students in the school as of October 1, 2018	458
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese, Marshallese

English Language Learners (ELL) in the school: 3 %
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %
Total number students who qualify: 190

8. Students receiving special education services: 12 %

55 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>20</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	94%	94%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to ensure all students achieve excellence by preparing them to be lifelong learners and responsible citizens who value innovation and global diversity.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Maricopa was established long before Arizona became a state in the early 1900s. However, the population remained relatively small over the years. At the turn of the 21st century, Maricopa started to see exponential growth over a twenty-year period of time, but even though Maricopa has grown dramatically, it has not lost its identity or small-town charm. That is what attracts families to move to this suburb of the Phoenix area. In the year 2000, the population of Maricopa was 4,831. By the beginning of 2020, Maricopa had grown to approximately 54,000 people. According to Niche.com (2020), Maricopa Unified School District is rated number one as the most diverse school district in the Phoenix area. In 2020, HomeSnacks.net ranked Maricopa number two as the best city in Arizona to raise a family. Enrollment in the Maricopa Unified School District grew from 1,078 students in the 2000-2001 school year to over 7,600 students in the 2019-2020 school year. The City of Maricopa and the Maricopa Unified School District have collaborated together in becoming a "destination city" and a "destination district."

Pima Butte Elementary School, home of the Mustangs, opened in the fall of 2005 and is one of nine schools that make up the Maricopa Unified School District. The District has six elementary schools, two middle schools, and one high school. Pima Butte is a Title I School-Wide School. Forty-one percent of our students qualify for Free or Reduced Lunches. Forty-four percent of our students are White; 31.2% of our students are Latino; 13.9% of our students are African-American; 7.5% of our students are Two or More Races; 1.5% of our students are Asian; 1.5% of our students are American Indian or Alaska Native; and 0.4% of our students are Native Hawaiian or Other Pacific Islander.

At Pima Butte, the retention rate among staff and families helps increase the longevity and consistency, which also builds a more cohesive family feel. Many of our students have started kindergarten and remain here through 5th grade. As a result, our teachers truly know most students, and are able to help support not only students in their own class, but others as well. Pima Butte has been a school of excellence for a number of years. Teachers have high expectations for ALL students. Our teachers spend whatever time is needed to help bring their students to mastery. In the spring of 2019, Pima Butte was designated an A+ School of Excellence by the Arizona Educational Foundation. This designation did not come easy. It took years and years of hard work not only by our teachers and staff, but also by our students, families, and community....it was truly a collaborative effort.

Pima Butte has a long tradition of offering our students a strong core curriculum. Our teachers are very mindful of the curriculum, instruction, and assessment cycle. Data-driven decision-making is carried out with automaticity among our instructional staff. Formative and summative assessments provide the necessary information teachers need to determine the pace and depth of daily lessons.

Pima Butte would not be at the present level of success if it wasn't for the supportive and involved families that we have in our community. In addition, the Maricopa community has played a key role in our school as well. The Pima Butte Parent-Teacher Organization (PTO) conducts various fundraising activities at the school in order to provide our school and our teachers with the resources we need for our students. Pima Butte has a partnership with the City of Maricopa – Recreation Department. Every other Thursday, Recreation staff come to our campus to work with our students during lunch recesses. The Maricopa Fire Department sends firefighters to our school to work with our students on fire safety. The Maricopa Police Department sponsors an annual Shop with a Cop program during the holiday season. Our Physical Education (PE) teacher has an arrangement with the American Heart Association (AHA) to conduct the annual Kids Heart Challenge to promote healthy hearts and to raise money for the AHA. Treasured Smiles Children's Dentistry conducts an annual food drive at the schools in Maricopa to support the Maricopa Food Bank.

Every month, teachers and/or students nominate Students of the Month. This tradition goes back to the opening of the school in 2005. As you walk the hallways of Pima Butte, you see colorful hand prints on the walls of students over the past fifteen school years. Each morning, one of our teachers delivers the morning announcements. During this time, important school news and upcoming events are mentioned as well as any student or staff birthdays. The announcements also include the "Staff Star" of the week, a "Think about

it Thursday" riddle, and a "Fun Fact Friday."

Students enjoy attending Pima Butte. The students know that they are in a safe, welcoming, and encouraging environment. As noted above, the educational environment is not only rigorous, but it is also fun and engaging.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The core curriculum at Pima Butte consists of English Language Arts (ELA), math, science, and social studies. The Maricopa Unified School District (MUSD) supports Pima Butte teachers as they develop instructional units and plan lessons through the scope and sequence curriculum maps which were created, reviewed, and updated by a team of MUSD teachers and other professional staff. Each day, teachers dedicate a block of instructional time as specified by the Arizona Department of Education for ELA and math activities. As part of the dedicated instructional time, Pima Butte conducts Walk to Read (as an ELA intervention program) and Response to Intervention for math. Science and social studies lessons are either conducted as stand-alone units or are embedded within ELA and math.

MUSD provides benchmark testing through SchoolCity, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and a district-developed writing benchmark that is administered throughout the year. A strict testing window sets aside three times a year to administer both the SchoolCity and DIBELS benchmark assessments to ensure that every student at Pima Butte is assessed and monitored throughout the school year. After each assessment period, grade level teams review and analyze the data results and adjust instruction based on the students' strengths and weaknesses. Teachers are also able to create formative assessments through the SchoolCity platform that are aligned to the Arizona College and Career Readiness Standards (AZCCRS). A five-question quiz on specific standards being taught for a particular unit can be created and accessed through the SchoolCity platform. Teachers also take advantage of exit tickets, quick checks, collaborative conversations, anecdotal evidence, and guided practice opportunities to continuously evaluate student progress and provide feedback. Pima Butte teachers are committed to continually analyzing the data and enriching the curriculum to ensure that their students reach their optimal learning potential.

1b. Reading/English language arts

Pima Butte is completing its second academic year of full implementation of our current English Language Arts (ELA) curriculum, Wonders (by McGraw-Hill). The curriculum provides teachers with access to systematic support for the explicit teaching of reading comprehension, vocabulary, reading fluency, writing, phonics and phonemic awareness. Teachers use the scope and sequence curriculum map that outlines specific Arizona College and Career Readiness Standards (AZCCRS) and align it to the unit within the adopted curriculum.

After identification of the standard and unit, teachers look at a combination of DIBELS data, Teaching Reading Effectively (TRE) screener data, and formative and summative data on specific standards to identify student gaps, misconceptions, and potential groupings for the upcoming unit. The curriculum takes on a balanced literacy approach, integrating aspects of writing and phonics into the given lessons.

Within the classroom, teachers utilize the instructional environment to help engage students in their learning. Through the use of focus walls, teachers provide students with rich text, common vocabulary, learning objectives, and essential questions for students to use as reference for their learning. Teachers regularly refer to these components within their classroom as part of their instructional process.

Many instructional units begin with the explicit instruction of unit-based vocabulary and phonics skills. Younger grades will also work on the explicit teaching of phonemic awareness skills with students. Students then engage in opportunities to preview and discuss the anchor text for the upcoming week. Through the use of Thinking Maps and collaborative exchanges, students explore the rich and engaging text along with supplemental text that will later be used for support within the given lesson.

Students exchange predictions about what the story may be about using prior knowledge, vocabulary strategies, context clues, and illustrations. Students regularly collaborate about their predictions using Kagan

engagement strategies. These strategies invite students to actively participate in their learning while engaging with their peers. This process of engagement supports students so that they can build their skills in speaking and listening.

After previewing the anchor text, students may work in a variety of different settings based on their level of ability to work through the essential elements of the story. This may be done by the whole group through the explicit teaching of close reading strategies, small groups, or independently based on the needs of the students. Through the use of intentional questioning, teachers provide guided instruction supporting students' learning as well as an opportunity to expand students' thinking about a particular element or concept.

At times, teachers may pull small groups based on observations, anecdotal notes, or the teachers' understanding of students' skills and deficits in order to continue practicing the strategies and skills with comparative texts. Toward the end of a unit, students are given a final formative assessment. Students who score lower than proficient on a given skill are placed into smaller intervention groups during Walk to Read and later reassessed on that skill.

1c. Mathematics

MUSD also recently adopted a new math curriculum. The curriculum chosen by the district, enVision (Pearson), is aligned to the grade level standards outlined in the AZCCRS, and provides teachers with a variety of resources from planning of instruction and assessing students' understanding, to intervention support, and extension.

After the initial pretest assessment has occurred, teachers analyze and evaluate students' strengths and weaknesses in order to plan instruction. Teachers also use this data to identify areas for explicit instruction, small group, and/or inquiry-based lessons. Once data has been analyzed and evaluated, teachers break down the standards to identify lesson objectives, key academic vocabulary, and foundational skills needed to lend support to the essential skill. These concepts can be found on focus walls within the classroom.

The lesson objectives drive the instructional approach. Based on the standards, teachers determine the best instructional strategies to present the content. Many times, teachers prefer an "I do, We do, You do" approach or a gradual release model of instruction. This allows teachers to explicitly teach content that is either new or should be processed in a specific progression. At other times, you can see teachers providing students opportunities for self-discovery through inquiry-based instruction. The math standards and the math scope and sequence curriculum map allow teachers the opportunity to regularly spiral instruction in order for students to continue practicing essential skills.

Teachers from kindergarten to fifth grade use a variety of informative approaches in order to gather data on student learning. Through the use of intentional and thoughtful questioning techniques, teachers are able to gather anecdotal evidence of students' understanding and processing of the skill. During whole group instruction, students can be seen using whiteboards to display their knowledge and demonstrate skills. Along with observable evidence, teachers rely on quick checks - a built in assessment, provided through Pearson. These quick checks are designed for students and teachers to be able to get a snapshot of students' learning, by providing immediate feedback on student knowledge allowing teachers to be flexible in their upcoming instruction. Collaborative projects, teacher-made formative and summative assessments, are also used to determine mastery of standards. It also provides additional data to drive small group instruction in determining intervention and extension groups in order to better individualize Tier 2 instruction. In many cases, students who score lower than 75% in formal classroom assessments are assigned to smaller intervention groups to reteach skills missed and gaps in knowledge.

Technology plays a vital role in the teaching and learning within math instruction. Through the use of student computers throughout the grade levels, teachers support their core instruction through the use of specifically designed videos to model student learning and to break apart concepts. Teachers also are able to provide students with independent practice and differentiated instruction based on students' progression within the standards. As part of a dynamic core instruction, teachers also try to provide learning

opportunities for students through the different modalities. The use of the document camera and projector allow students to physically demonstrate their learning while others have the opportunity to visually see the demonstration.

1d. Science

Science is taught using the Arizona K-12 Science Standards. These standards provide the framework for student mastery of the essential skills found within Life, Earth, and Physical Science. Many teachers integrate these standards within the ELA and Math curriculum using informational text and interactive assignments to support their knowledge of the current standards.

To teach science, we primarily use the Mystery Science curriculum. This technology-based curriculum has created a crosswalk which matches the newly adopted Arizona Science Standards to specific Mystery Science lessons. Many of the lessons are found in other grade levels (mostly 4th), but are easily modified to meet the needs and levels of all students.

Mystery Science provides pre-existing lessons and unit assessments. However, the Mystery Science assessments can be downloaded and modified based on how the lesson was taught or what teachers want their students to know and be able to do as a result of the lessons. Teachers also incorporate various collaborative and cooperative learning tools which engage students in conversation and questioning centered on scientific and historical principles.

Along with the integration of these standards into ELA and Math, Pima Butte has provided a vast selection of different Science, Technology, Engineering, and Math (STEM) activities and curriculum to support teachers in planning STEM instruction. An example of a STEM activity performed recently included a second grade class who read about gravity. The class did a test by dropping objects and recording them falling in slow motion to see if the weight of an object affects how quickly it falls. Pima Butte also has a robotics club where students have an opportunity to create robots and have them perform tasks such as pushing objects or picking up objects. This club is sponsored by one of our fifth grade teachers and is a unique opportunity for our older students.

1e. Social studies/history/civic learning and engagement

Social Studies instruction is driven by the Arizona Social Studies Standards. Teachers plan instruction through the integration of ELA, and at times, Math. Students explore their knowledge of Social Studies through the use of nonfiction text and supplemental resources. Teachers also take advantage of a subscription to Scholastic News, which provides the four anchors within the Arizona Social Studies Standards: civics, geography, history, and economics. Teachers have opportunities to have rich discussions on current events while providing students with an engaging format.

Due to the current transition of Arizona Social Studies standards, many teachers utilize the district-provided Arizona Social Studies curriculum, field trips, teacher created resources, such as Teachers Pay Teachers (TpT), and other online resources to meet the vast range of content currently outlined within the standards.

One teacher describes her instructional process by identifying the over-reaching central standard and/or event and then supports it through a variety of different digital and hard copy resources. Through a gradual release of instruction, teachers introduce concepts through videos, PowerPoint presentations, and rich, engaging text. Students utilize technology to research and expand their knowledge of geographical, historical, economic, and civic content strengthening their research and writing skills. Some of the digital resources utilized by teachers include BrainPop, The History Channel, and National Geographic.

Pima Butte students participated in a school-wide study of countries around the world. Each class identified a country, conducted research, and completed projects to demonstrate their knowledge of the country and different cultural components such as dances, food, currency, holidays, traditional costumes, language, geographical location, and its geographical features. Students presented their research as a class at a

Multicultural Night where families were able to "visit" the different countries around the world. Students and staff were also encouraged to create displays and present on their own culture.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Pima Butte currently offers four additional curricular areas covered throughout the year for all students, grades K-5. Physical Education (PE) is taught twice a week (30 minutes per session) for the full length of the year, while Dance and Art are both semester-long classes that rotate per semester. Both Art and Dance are offered to students twice a week for 30 minutes. Students at Pima Butte also have access to the Library one time a week for 30 minutes for the full length of the academic year. Each curricular area has specific guidelines that it uses for the planning and implementation of instruction. With the exception of the library, each curricular area is also evaluated through distinct benchmark assessments that are conducted as pre-tests and post-tests to gauge students' acquired knowledge based on their specific standards.

PE utilizes the Arizona Department of Education Physical Education state standards (grades K-5). The standards focus on different skills, concepts, and principles that should be addressed during physical education. The teacher develops different units throughout the school year where these skills, concepts, and principles are taught. Each unit focuses on a sport or type of activity that follows the state standards. The teacher takes into account the skills, concepts, and principles that need to be taught and group them within the units (sports or activities) that best suits them. The teacher uses the data provided from several different assessments throughout the school year. Some of these assessments include SchoolCity pre-tests and post-tests and different FitnessGram components tests. The data is used to determine what areas and students should be targeted for improvement and what supports may be needed. Depending on how students perform during these assessments, determines the time focused on each component of these assessments and the type of instruction used for improvement.

Similar to PE, Art and Dance instruction is planned based on the Arizona Academic Standards in the Arts. Art is planned using the visual arts standards, and Dance uses the dance standards. Both Art and Dance are guided around four main principles: creating, responding, presenting, and connecting. Teachers use the developed scope and sequence curriculum map that has been developed by the district within their particular content area to design instructional units that are engaging and interactive. Concepts within the Arts generally build upon one another; therefore, the teachers begin the lesson by recapping prior skills and making connections to real-world applications. Through the use of various instructional models, teachers instruct students on new skills and provide them opportunities to master the skill while providing them regular feedback and questioning their thinking in order to check for understanding. Regular assessment of skills is critical for student development; therefore, teachers utilize questioning strategies, informal observation, rubrics, formative assessments and summative assessments to help guide lessons and plan for future lessons.

Students attend Library once a week to support their in-classroom research and build upon additional literacy skills. Kindergarten and first grade students focus on checking out books and listening to a story. Every week, the Librarian chooses a book that is fun and engaging for the students. Students listen and strengthen their comprehension skills as the Librarian focuses on enhancing basic comprehension strategies such as identifying setting, character, problem, and solution. Older students begin gaining an understanding of the Dewey Decimal system, identifying different subjects within text, and how to organize library books. Fourth and fifth grade students use the library as an additional resource to support their in-class research assignments. While students are in the library, the Librarian works with them on how to create book reports and complete assignments.

Technology resources are provided daily and are incorporated in classroom instruction. Students have access to eight computer carts that contain up to thirty-six laptops each. In addition, primary grade students have access to iPads and touch screen laptops. Students are often given assignments within Google

Classroom that encourage digital feedback to and from teachers. Various Google applications allow students to create, edit, and share projects. RAZ-Kids is used in kindergarten through third grade. This program allows teachers to provide proper reading levels for students to use the laptop to read a passage, and then complete a corresponding comprehension quiz at the conclusion. Students also use the computers to complete the online segments of their ELA and math assignments.

3. Academic Supports:

3a. Students performing below grade level

At Pima Butte, staff continuously use data to make instructional decisions. Since our instruction is driven by the data obtained, it's important that staff work collaboratively in collecting and communicating the data obtained within the formative assessment system. After conducting a whole class presentation, teachers work with various students based on their level of need. For example, small group instruction is a very important component to Pima Butte's English Language Arts (ELA) and math programs. Small group instruction within the classroom, at various times of the day, gives every child the opportunity to be challenged and feel successful at his/her appropriate level.

After teachers have completed Tier 1 instruction, they utilize formative assessment data to determine additional needs and supports for individual students. Based on formative data, grade level teachers collaborate within grade levels and among other grade levels to develop smaller, more intensive intervention groups, commonly referred to as Walk to Read groups (for ELA) and Response to Intervention (RTI) groups for math. These groups are regularly evaluated and have a built-in flexibility to easily adjust when the needs of the students change.

As another layer of support, Pima Butte has a Reading Intervention Teacher and a Reading Intervention Paraprofessional. Both staff members work with students that require additional reading intervention in phonemic awareness, phonics, vocabulary, reading fluency, and comprehension. Students are assigned to the Reading Intervention Teacher and Paraprofessional based on the gathered assessment results. Typically, the students who are struggling the most with reading are assigned to these staff members. Through reach-based intervention programs, the students receive instruction to help fill learning gaps while developing their reading confidence. Reading instruction takes place in a small group setting through a variety of methods that include hands-on manipulation, kinesthetic movement, repetition, and visual reinforcement of particular intervention skill.

3b. Students performing above grade level

Students performing above grade level are offered additional learning opportunities to expand their understanding through the use of a unit's essential questions. This allows students to demonstrate a deeper understanding of content by creating alternative understandings of the subject. Students may also be given additional opportunities to demonstrate their learning by taking on a special project. For example, a student may demonstrate the water cycle by using materials within the classroom Science, Technology, Engineering, and Math (STEM) collection, creating timelines, or conducting scavenger hunts. Another student may create a PowerPoint presentation for the class and explain the detailed process as to how a bill becomes a law. During an ELA lesson, a student may be asked to write a reflection regarding a class discussion that occurred after reading a story. In particular, teachers can challenge their students who are performing above grade level by broadening their critical thinking skills. For example, a third grade teacher asked a small group of students to write about how the main character in the story was changed by the influence of another character in the story. A second grade teacher had a small group of students compare and contrast two different versions of The Three Little Pigs.

Along with small group and individual extension activities, teachers also supplement enrichment activities through the use of technology resources and differentiated curriculum components such as leveled text and extension questions that take the concept to a deeper level. Similarly, students, struggling to master concepts and students who are performing above grade level are also evaluated and placed into groups to expand their content knowledge and to challenge them. Like other Walk to Read groups (ELA) or RTI

groups (math), these groups are also regularly evaluated using formative assessments and adjusted based on student needs.

3c. Special education

Depending upon a student's need, as determined by the student's Individualized Education Program (IEP), a Pima Butte student may receive special support(s) from a resource special education teacher, a teacher of the deaf and hard of hearing, a speech/language pathologist, an occupational therapist, a physical therapist, and/or a counselor. Typically, services are provided one-on-one or in small groups. For example, students, who require special education support in academics and/or behavior outside of the general education classroom, go to the resource room to work with the special education teacher. Lessons and assignments are determined by the student's progress from the previous day. The special education teacher provides direct instruction to each student and frequently monitors the progress a student is making with the lesson by checking for understanding and reviewing the work completed. You may see the occupational therapist work with a student in a one-on-one pull-out session or in the general education classroom on fine motor skills or sensory integration skills. You may also see the physical therapist work with a student on gross motor skills, enhancing the student's capability of moving independently up and down the hallway in a wheelchair. The counselor may be working with a student on coping skills or peer interaction skills. You may see the speech/language pathologist working with a student on /r/ controlled vowels, or pragmatic language skills. For each student, the specialist keeps performance data to determine the rate of progress as measured by the goals on the student's IEP. Each specialist stays in close contact with the classroom teacher and the parent to report on student progress. As needed, the IEP is adjusted to account for any changes in services or level of supports. The goal of each specialist is to ascertain what supports the student needs in order to be successful in the general education classroom.

3d. ELLs, if a special program or intervention is offered

During the 2019-2020 school year, any student who is identified as an English Language Learner (ELL/EL) has an Individualized Language Learner Plan (ILLP). The classroom teacher is responsible for identifying standards and implementing the goals. Students on an ILLP are monitored and evaluated quarterly by the classroom teacher to see if any other action needs to be taken. Just like with every student in every classroom, it is important to have high expectations for ALL students. In a kindergarten classroom, you may see the teacher using hand signals when teaching vocabulary words. The teacher may also use cooperative groups and peer tutors. In a first grade classroom, directions provided to students may be simplified so that the student can focus on what is being asked instead of decoding. The teacher will frequently check for understanding during instruction. The teacher may have the student sit next to a supportive peer. Often, the teacher has the student rephrase the content or verbalize a response. Picture cues are posted throughout the classroom. Posted sentence starters help scaffold oral responses. A teacher may shorten an assignment and add additional picture supports. In a second grade classroom, the teacher ensures that the daily schedule and routines are similar from day to day. Visual reminders are used throughout the day along with positive reinforcement and encouragement. New vocabulary words are discussed with visual examples. In a fifth grade classroom, you may see the teacher having a student work with a partner, or the teacher may limit the amount of new vocabulary words at one time. The teacher will also frequently check-in with the student, see if they have any questions, and monitor their work. Teachers will also provide routine updates to parents on the progress their child is making in the classroom and to see if the parent has any questions or concerns.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When entering a classroom, the first thing that is evident is the students' excitement for learning and drive for knowledge. Teachers enhance lessons with Kagan strategies, which requires students to be actively engaged in the learning process rather than passively working through the content. Whether it is through the use of Rally Robbin, Think-Pair-Share, Four Corners, or Stand-Up, Hand-Up, Pair-Up, teachers require students to be active participants. Teachers assess students' progress through the use of multiple formative assessments throughout the lesson. You might observe students completing exit tickets, using whiteboards, using a computer to do a Kahoot, hand signals to show level of understanding, quick checks in workbooks, and/or a question and answer session. Teachers use this informal data to pace instruction as well as develop enrichment and remedial instruction for students.

Pima Butte implements Positive Behavioral Interventions and Supports (PBIS) school-wide. PBIS seeks to reduce or eliminate inappropriate behavior school-wide through the encouragement and modeling of positive behaviors. This develops and strengthens a student's social, emotional, and behavioral success which supports overall academic engagement. At the beginning of each school year, school-wide expectations are taught to students at each grade level. PBIS lessons continue throughout the school year. As part of our school-wide PBIS initiative, students receive "Pima Pride" tickets whenever a desired behavior is exhibited, such as being safe, responsible, or respectful. Weekly recognition of randomly selected students occurs on our school announcements via Google Hangouts. A great accomplishment for Pima Butte was receiving the Bronze Award from PBISAz (a state-wide support organization) two years in a row. This award was earned by showing a downward trend in office referrals for the 2017-2018 and 2018-2019 school years.

The Calming Corner Program, adopted district-wide by our Counseling Department, is designed to be in every classroom with the objective of helping students grades K-5 identify and increase coping strategies. The goal for students is to learn strategies to self-regulate their emotions while remaining in their safe and supportive classroom environment to prevent loss of instructional time. In addition, our counselor meets with students, as needed, either one-on-one or in small groups to work with students on coping skills, anger management, and positive peer relations. To assist with generalizing these skills, the counselor conducts Lunch Bunch groups once a week with different groups of students who have been referred by the classroom teacher. The students in the lunch bunch groups really look forward to these sessions and find the sessions very beneficial.

2. Engaging Families and Community:

Pima Butte has a rich history of parent and community involvement. During the school day and during the evenings, we are able to host a number of events for our families to enjoy. There are two scheduled times per year for parent/teacher conferences. In the fall, the teachers arrange one-on-one meetings with parents. In the spring, students actually lead their conferences by showing their parents a portfolio of their work and accomplishments over the course of the school year. As needed, teachers also arrange meetings with parents to discuss any concerns. Both types of conferences are well attended.

At the end of each grading quarter, 3rd, 4th, and 5th grade students are recognized during the Quarterly Awards assemblies. Parents are invited to see their child receive awards for Academic Achievement, Perfect Attendance, Excellent Behavior, and/or Most Improved. At the end of each month, each teacher nominates a student as the "Student of the Month." Parents and other family members are invited to the ceremony. Students not only get to add their hand print to one of the walls in the school, but they also add their hand print to their certificate.

Pima Butte tried something new during the 2019-2020 school year. Each student was provided with a copy of *The Miraculous Journey of Edward Tulane*. Some of our staff researched the One Book, One School initiative and wanted to see how it would work at Pima Butte. After successfully receiving a grant from the

Maricopa Education Foundation, it was possible to purchase a book for each student to keep at home. The books were read to students at home over a two-week period of time by family members. The One Book, One School initiative was a huge success! For example, Parent A stated, "This is now our favorite time of the day . . . family reading time!" Parent B remarked, "I love when we all sit down and read together as a family." Parent C noted, "We loved the book! This is such a cool program!"

Math Night, Multicultural Night, and Literacy Night draw hundreds of parents/family members to our school. Each grade level creates educationally-based activities for the students to complete during these evenings. For Multicultural Night, we asked various parents to set up booths that would highlight the great customs and culture of their home countries.

The Pima Butte Parent-Teacher Organization (PTO) is heavily involved with the school throughout the year. The Obstacle Course Race is conducted in the fall and is a huge fundraising event. Santa's Supper draws hundreds of families. The PTO also hosts Donuts with Dads and Muffins with Moms. Both events are standing room only.

3. Creating Professional Culture:

At Pima Butte, there's a variety of ways for our teachers and staff to receive professional development. Each Wednesday afternoon is an early release day. This arrangement was set up district-wide to allow our teachers to collaborate with each other and to participate in grade-level Professional Learning Communities (PLCs). This time allows teachers to go over assessment results to determine what adjustments they need to make in their daily/weekly lessons. It also helps teachers determine which students are in need of additional supports or enrichment. During the school year, our district conducts four district-wide grade level PLCs. Each grade level meets to set Smart Goals, create a plan to meet those goals, and address concerns with their fellow educators. This helps provide consistency and communication district-wide and provides a collegial manner to support one another.

Currently, Pima Butte has three National Board Certified Teachers. We also have two teachers who are in the process of working towards their National Board Certification. Each year, the principal and district encourage and recruit additional teachers to begin the process of being National Board Certified Teachers. In addition, Pima Butte helped off-set the costs involved by paying for required training/coaching sessions.

Pima Butte teachers/staff participate in the following District trainings: Thinking Maps - structures that teach students how to organize and process thoughts by using Circle Maps, Bubble Maps, Double Bubble Maps, Tree Maps, Flow Maps, Multi-Flow Maps, Brace Maps, and a Bridge Maps; Teaching Reading Effectively (TRE); Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - to assess a student's reading fluency and accuracy; Kagan Strategies - to generate organized and rigorous classroom discussions where all students are actively engaged in learning; SchoolCity - district benchmark assessment system for English language arts and math; AzM2 - state assessment for English language arts [reading and writing] and math; 4th Grade AIMS-Science - state assessment; Crisis Prevention Institute - CPI (deescalating students safely who are emotionally upset); and SafeSchools - district-wide online training sessions related to families in transition, child abuse reporting requirements, safe handling of blood-borne pathogens, and a number of other job-related webinars.

The counselor has conducted presentations to staff on the dynamics of the foster family system in Arizona, how to use Calming Corners in the classroom, and how to refer students for counseling supports. The counselor has also gone into the classrooms to model for teachers how to provide support for students when students start to show that they are struggling emotionally.

4. School Leadership:

Our administrative team consists of an elementary principal and a part-time Teacher on Special Assignment (TOSA). The administrative team gets input from students, staff, and parents through surveys and collaborative discussions. At Pima Butte, it is important that all stakeholders feel heard and valued. The principal and TOSA, along with the teaching staff, set the tone of the school to hold high expectations for all

learners.

The principal and TOSA conduct weekly walk-throughs to classrooms in order to ensure that policies and programs are being implemented to promote student learning and the needs of the students. The principal oversees all of the educational functions and managerial aspects of the school. In addition, the principal leads the Pima Butte Leadership Team, which is comprised of the lead teachers from each grade level (K-5). The Pima Butte Leadership Team generally meets twice a month throughout the school year. The Pima Butte Leadership Team addresses any concerns, designs plans, reviews assessment data, and makes decisions as a team.

Pima Butte has various committees that play a significant role in the function of the school. For example, the Academic Committee is in charge of Math Night, Literacy Night, and Multicultural Night. This team is composed of teachers across the K-5 continuum. The Student Assistance Team (SAT) includes a representation of teachers at various grade levels. The SAT also includes the teacher and parent of the child up for discussion. The SAT works collectively with the classroom teacher and parent(s) to design academic and/or behavioral interventions to implement in the classroom and meet periodically to review progress. The Positive Behavioral Interventions and Supports (PBIS) Team consists of key staff at the school. The PBIS Team meets once a month to review disciplinary data to see if adjustments need to be made in certain areas, grade levels, or school wide.

The Pima Butte Site Council consists of the school administration, selected teachers, selected parents, and a community member. The Site Council meets once a month to discuss funding, Parent-Teacher Organization business, school/district initiatives, achievement, and upcoming events. In addition, the Site Council votes on how Title I funds and Tax Credit funds are spent at the school.

The Pima Butte Student Council includes Officers and Representatives from 3rd, 4th, and 5th grades. The Student Council typically meets twice a month to vote on Spirit Days, fundraising activities, the annual food drive, Father/Daughter Dance, and Mother/Son Dance. The Student Council also supports our school's Treasure Box for students who are recognized for their PBIS accomplishments on a weekly basis.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Pima Butte, we take pride in providing students with the highest level of direct targeted reading instruction for reading intervention. We developed a program called "Walk to Read" to meet the needs of readers in grades K-5. While this is a school-wide program, different grade levels implement the program in distinctive ways in order to support the individual learning needs of their students. All teachers, including our Art, Dance, PE, and Library staff, along with our special education staff, and Reading Intervention Teacher, teach a small group of students during their assigned time. This program was developed to ensure that ALL students were reading fluently at grade level by the end of the academic year. Staff members use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data to identify learning needs and group students by their needs in order to provide explicit instruction at each student's academic proficiency level. Students are grouped into Intensive, Strategic, and Benchmark groups. Students identified as Intensive or Strategic are placed in smaller groups to allow teachers to work more closely with each student, reinforce skills learned in whole group instruction, and check for understanding. Walk to Read sessions are conducted for 30 minutes, uninterrupted, four days a week. Staff members meet regularly to discuss student progress and as the student's needs and/or skill levels change, students are moved fluidly between groups. Teachers continue to research and seek out new strategies and resources that will increase student achievement. Resources include, but are not limited to the following: Reading A-Z, Foundations, Read Naturally, Reach into Phonics, Systematic Sequential Phonics that Works, Time for Kids, Scholastic News, Read Works, novels for literature studies, and our district's reading curriculum (Wonders by McGraw-Hill).

At Pima Butte, we believe that reading is a fundamental indicator of future student success. Our Walk to Read program further supports Arizona's "Move on When Reading" initiative, which states, "Effective reading instruction from kindergarten through third grade positions students for success as they progress through school, college, and career." We show the effectiveness of this program by analyzing reading fluency, accuracy, comprehension, and phonemic awareness data and by tracking the number of students moving between the groups. Teachers are able to track trends in individual student progress from month to month, and year to year through Progress Monitoring and Student Benchmark Assessment History Reports. Pima Butte's Walk to Read program has been instrumental in helping countless students develop fundamental reading skills and become better, more fluent readers.