

## Imagine **Giaudrone Middle School**

- Imagine an instructional program that acknowledges the cultural heritages of different ethnic groups as legacies that affect students' dispositions and approaches to learning and as worthy content to be taught in the formal curriculum.
- Imagine an instructional framework that helps answer the questions: How do I learn best? How do we live in relation to each other? What problems could I help solve? What resources do we have or need to live? How do I think and act?
- Imagine a school focusing on the International Baccalaureate (IB) program of Five Areas of Interaction: Approaches to Learning; Community and Service; Human Ingenuity; Environments; Health and Social Education.
- Imagine a school developing inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.
- Imagine a school community that has built meaningful bridges of between home and school experiences and teaches students to know and praise their own and each others' cultural heritages.
- Imagine daily learning experiences that enable students to be better human beings and more successful learners who serve as responsible community members in and out of school.
- Imagine students who are encouraged to find their own voices and to understand issues from multiple cultural perspectives.
- Imagine staff invested in Professional Learning Communities to improve their practice for student achievement based on the International Baccalaureate educational philosophy.
- Imagine student data available for staff and parents in real-time for the use of immediate diagnostic intervention and assistance to the individual child.
- Imagine a student day that allows for extended time in Mathematics and Literacy and still gives the child time for the electives; Band and Choir, that they love. These extended day options will include subjects such as Drum Line, Robotics, and others that have a link to Performing and/or Visual Arts, World Language, Technology or Physical Education.



## Imagine **Giaudrone Middle School**

Giaudrone Middle School in Tacoma, Washington, is a Turnaround School. The demographics of Giaudrone are 29% African American, 13% Asian, 1% American Indian, 15% Hispanic, and 41% White. The school is located in an urban community that has seen a recent trend toward ever-growing socio-economic needs for the families and children it serves. The free and reduced lunch rate for 2009 was 67.2%. Located on the east side of Tacoma, Giaudrone Middle School is very visible from the Tacoma Mall and Interstate 5. Encompassing both sides of the freeway, our neighborhood consists of large and small businesses, apartments and single-family dwellings.

The staff and students have been involved in creating Professional Learning Communities and implementing standards-based instructional strategies to aid students in meeting standard.

The planned intervention model will provide an outstanding liberal arts education with a focus on implementing the International Baccalaureate (IB) program to ensure 100% proficiency in math, science, and English on state standards.

Giaudrone's school improvement grant has included the implementation of the Turnaround model. The staff was selected to work in this IB mission school with an optimistic, hopeful and experienced Principal. Zeek Edmond's leadership and vision allows for all staff to opt into the philosophy and school format for all students to be successful. As an international model of excellence, Giaudrone's community is looking forward to achieving excellence in all areas for all students.

Throughout the next year, metrics will be evaluated for immediate student achievement data and success. The immediate intervention and constant focus on student performance will show evidence of intervention success. New curricula in Mathematics and Literacy that includes intense staff training and professional learning communities' development (lesson study) will also be implemented for Giaudrone.



- Imagine a strong partnership of teachers, IB staff and parents working with the business communities that help to prepare students to solve complex problems creatively and critically.
- Imagine a Summer Academy for all students that encourages international awareness for skills, attitudes and knowledge needed to participate in an increasingly global society.
- Imagine all students being offered a rich curriculum of Arts, Physical Education and Technology daily regardless of their academic skill.
- Imagine a school that is created to require all students to have a second World Language as it is crucial for exploring and sustaining cultural identity, personal development, and intercultural understanding.
- Imagine a school that requires all teachers to work in teams to accomplish curriculum and school goals using the IB Areas of Interaction model.
- Imagine students with computers in every classroom to bridge the electronic classroom with embedded opportunities to use the tools of the trade as great world thinkers do daily.
- Imagine a school where students have Achievement Via Individual Determination (AVID) support. AVID creates a college-going culture with skill development and subject specific pedagogy.
- Imagine a school day that has 90 minutes of Mathematics and Literacy instruction for grades 6, 7 and 8. A required daily focus on physical fitness is possible for all students to combine an intellectual life with a holistic, healthy life.

## Research Base of Common Strands In All Three School Models

### Strong Literacy Programs/Instruction

Allington, R. L. (2009) *What Really Matters in Response to Intervention-Research-Based Designs*. Pearson Publishers.

Bransford, J. D., Brown, A. L. & Cocking, R. R. (Eds) (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

### Strong Mathematics Program/Instruction

Leinwand, S. L. (2000). *Sensible mathematics: A guide for school leaders*. Portsmouth, NH: Heinemann.

National Council of Teachers of Mathematics. (2006). *Curriculum focal points for pre-kindergarten through Grade 8 mathematics: A quest for coherence*. Reston, VA.

National Council of Teachers of Mathematics. (2008). *Focus in high School mathematics: Reasoning and sense making*. Reston, VA.

Smith, M. (2004). Beyond presenting good problem: How a Japanese teacher implements a mathematics task, 96–106. *Perspectives on the Teaching of Mathematics*. NCTM's Sixty-Sixth Yearbook. Reston, VA.

### Culturally Responsive Teaching Expectations

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.

Perry, T., Steele, C., & Hilliard, A. (2003). *Young gifted and black: Promoting high achievement among African-American students*. Boston: Beacon Press.

Reyes, P., Scribner, J. D. & Scribner, A. P. (1999). *Lessons from high-performing Hispanic schools: Creating learning communities*. New York: Teachers College Press.

## Timeline:

### Spring 2010

Principal Named  
Staff Hired  
Leadership Teams Established  
School Designed/ Partnerships Established

### Summer 2010

Staff Training  
Curriculum Purchased and Staff Trained  
Students Enrolled  
Assessments Plan Established

### Fall 2010- Spring 2011

Open School  
Partnership Plan Implemented  
Curriculum Implemented  
Benchmark Assessments  
Summer Academy Planning  
Extended Day Implemented  
Interventions

### Summer 2011

Review Assessment of Year 1  
Summer Academy  
Modify and Revise Practice for Year 2  
Partnerships Evaluated and Reviewed

### Fall 2011-Spring 2012

Year 2 Implementation

### Summer 2012

Review and Modify for Year 3  
Summer Academy

### Fall 2012-Spring 2013

Year 3 Implementation  
Review and Analysis

### Summer 2014

Summer Academy