Arizona Department of Education

School Improvement Grant 1003(g)
LEA Application for Tier I, Tier II and Tier III

LEA APPLICATION COVER PAGE

LEA Name: Florence Crittenton Services of Arizona, Inc.	**NCES ID#** 040014401717	**CTDS#:** 07-8608000	**Entity ID: 4300**
Superintendent: Linda Volhein	**Email: LVolhein@FloCrit.org**		
Federal Programs Director: William Bressler	**Email: WBressler@FloCrit.org**		
LEA Contact Information			
Mailing Address: 715 W. Mariposa Street, Phoenix, AZ 85013			
Telephone number: 602.274.7318			
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Superintendent Signature Linda Volhein **Date** May 18, 2010

Federal Program Director Signature _____ **Date** _____

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DIRECTIONS: There are 3 STEPS to this application process:

- **Step 1: LEA teams work to complete this application form. This part consists of Sections A through J.** ***(Approval from SI Team required to move to Step 2)***
- **Step 2 – Complete Section K – complete detailed action plan for implementation of plan components for the 2010/11 school year on ALEAT.** ***(This section needs to be approved before moving to Step 3)***
- **Step 3 – Complete Section L – detailed budget information needs to be completed on ADE's Grants Management System**

IDENTIFICATION OF SCHOOLS

School Name	NCES ID#	CTDS#	Entity ID#	Tier I	Tier II	Tier III
Crittenton Youth Academy	0400144	07-868001	5466	X		

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

A. LEA'S ANALYSIS OF SCHOOL'S NEEDS

With data and information available to you, analyze the needs of each of your Tier I, Tier II and Tier III schools. The goal is for your LEA's School Leadership Team to carefully analyze and interpret all data in order to accurately and completely assess the needs of your Tier I and/or Tier II schools. The knowledge gained during this investigative and analytical phase will be the basis for your decision as to which of the four intervention models should be implemented in your schools. The guiding questions to consider as the LEA Leadership analyzes and interprets data are: Where are we now?; and How did we get to this place?

Where are we now?

A.1. Who are we? (as an LEA, school, staff, and community)

- Provide a brief description of the LEA and each school to be served using School Improvement Grant funds. Explain how the LEA and school(s) are organized; describe the characteristics of the student population, the teaching and administrative staff; and discuss the level of community involvement and parent engagement.

Florence Crittenton

Florence Crittenton Service of Arizona Inc. (aka "Florence Crittenton" or "agency" or "corporation" or "organization") is a non-profit 501(c)(3) organization that has served Arizona's youth and their families for more than a century. Today Florence Crittenton offers a comprehensive continuum of care and education designed to help at-risk girls ages from 12 to 21 overcome issues of abuse, neglect, teen pregnancy, teen parenting, and behavior and/or mental health problems. The agency delivers community-based services and education for youth and families. Comprehensive programs include: Crittenton Youth Academy (aka "CYA" or "School"), a Therapeutic Group Home, Independent Living & Life Skills, and other collaborative programs to both girls and boys. The agency has approximately 140 employees.

The agency's board of directors is comprised of at least 5 (no more than 50) board members. (Appendix 1) As of March 2010, there were 21 members. The **board of directors** have the general charge of the affairs, property and assets of the Corporation. The board of directors is responsible for:

a) Developing and maintaining policies and procedures;
b) Selecting, hiring and evaluating the Chief Executive Officer and delegating authority and responsibility to the CEO;
c) Developing a written plan to delegate authority in the absence of the Chief Executive Officer; and
d) Overseeing and managing the Corporation's finances, including required audits and reporting.

Crittenton Youth Academy (CYA)

In 1997, Florence Crittenton was approved to open a public charter school named Crittenton Youth Academy (aka "CYA" or "School") for students in grades 6-12. CYA's current building is approximately 20,000 square feet and is located near 7th Avenue, one block south of Camelback. One block north of the campus are a Valley Metro Light Rail stop and four bus stops traveling in all directions. It is a closed campus.

CYA is located in zip code 85013 and according to data mined from public sources, the demographic profile of the community is:

- 63% Caucasian
- 25% Hispanic
- 5% African American
- 4% Native American
- 2% Asian
- 1% Other

The zip code 85013 data reflects a community far less economically secure in comparison with Arizona as a whole. The estimated median household income in 2008 was $43,987 in comparison to the state median of $50,958 and 16.6% of those living in 85013 live below the federal poverty level. This is higher than the state percentage of 14.7%. Additionally, 54% of the residents live in rental property in sharp contrast to the state average of 22%.

In 2004, CYA received Accreditation through NCA-CASI (North Central Association – Commission on Accreditation and School Improvement.) CYA has been labeled as a "Performing" School as measured by AZ Learns System. In 2010, the Arizona Department of Education (ADE) labeled CYA as a Tier 1 School because of failing the graduation rate.

CYA has a school board committee comprised of at least 5 (no more than 9) board members including the Chairperson. The school board committee will be responsible for authority and decision making for matters relating to the fiscal, contractual and academic performance of the charter school. The school board committee shall have the following specific duties:

a) Approve the compensation plan for the certified principal, teachers and staff of the charter school;
b) Approve the school's budget as a part of the corporation's annual budget process;
c) Review and approve curriculum, textbooks and other instructional media, which shall align with the State of Arizona standards;
d) Approve student disciplinary action involving expulsion in compliance with State statutes;
e) Review and approve the school's annual financial report and other reports required by the department of education and the state board for charters schools;
f) Regularly assess the academic performance of the school using internal and external measures; and
g) Report to the board of directors the activities of the school and the school board.

The school board committee shall in all respects be the governing body of the school and shall conduct all of its meetings in accordance with state statutes and, in particular with the Arizona Open Meetings Law (A.R.S. 38-341, et. Seq., as amended from time to time).

Crittenton Youth Academy LEA Structure

With the approval and implementation of the School Improvement Grant (aka "SIG"), the LEA will establish a new organizational structure for the school. (Appendix 2) Some of the positions will be funded through the SIG while other positions will be funded through other funding sources. All positions being requested through the SIG are geared to rapid improving student learning/achievement and building the capacity of the faculty and administration.

Local Education Agent and Assigned School

Based upon the bylaws and the organization structure (Appendix 3), Florence Crittenton Services of Arizona is considered the Local Education Agent (LEA). The CEO of Florence Crittenton Services of Arizona is assigned as the LEA Superintendent. CYA is the only school currently in place and therefore will be the school served using the School Improvement Grant funds.

CYA focuses on giving students who have struggled in the traditional education system the power to learn, grow and thrive. CYA educates students in grades 6-12 to be literate, knowledgeable, and principled citizens. CYA students participate in a student centered learning environment. CYA's learning goals are to develop the competencies necessary for students to achieve academically and have successful careers. The goal for our students to develop and apply 21st century skills to their lives, as students, as workers, as consumers, and as responsible citizens. Further educational goals are specifically stated in standards 1 and 3.

Teaching and Administration Staff

The LEA recognized the need for changes at the CYA in 2008 and a search for a principal who could lead school improvement transition was recruited. Mr. William Bressler (Appendix 4), certified principal, began employment with CYA in June 2008, embracing school improvement and initiating changes within the school. During the 2008/09 school year, Mr. Bressler assessed overall functioning of CYA including the following:

- Organizational structure
- Student achievement results
- Hours of instruction
- Curriculum and program of instruction
- Teaching staff capacity
- Administrative leadership and support
- Operational climate
- School culture

By Fall of 2009/10, Mr. Bressler began initiating change including a reorganization of staff and school structure.

All faculty members of the school are now certified by the Arizona Department of Education (aka "ADE") in each educator's specific content area and the administrator is a certified principal by the Arizona Department of Education. CYA receives support services from the LEA including finance, human resources, food services, safety/security, facility management and health services. CYA's school social worker is a Licensed Master Social Worker (LMSW) and the on-site LEA nurse is registered.

The CYA is composed of the following positions (Appendix 5) to educate approximately 400 different students within the 2009/10 school year:

- Principal (1 position) - Certified
- Curriculum / Instructional Coach (1 position) - Certified
- School Social Worker (1 position) – Licensed
- Teacher – Subject Matter Area (10 positions) – Highly Qualified and Certified
- Teacher – Service Learning (1 position) – Highly Qualified and Certified
- Physical Education Teacher (1 position) – Highly Qualified and Certified
- Lead Education Assistant (1 position)
- Educational Behavior Technician (1 position)
- Compliance Supervisor (1 position)
- School Registrar (1 position)
- Attendance Assistant (1 position)

Under the guidance of the agency's human resources department, a recruitment process has been established with respect to all school positions. Supplemental materials to maintain equity in the process such as interview questions have been created. (Appendix 6)

New Principal's Goals

Since the new principal was hired, he was charged with the following:

- Establish best instructional practices for student learning/achievement;
- Increase student and faculty accountability;
- Establish a culture of data-driven decisions; and
- Institute change in culture and climate to become an excelling school.

Student Population Groups

The student population of CYA is comprised of four groups:

- High School – Community
- High School – Residential
- Middle School – Community
- Middle School – Residential

Student Population Demographics and Characteristics Overview

Since the new principal was hired, the educational program at CYA is an open and welcoming environment for students of all cultural, socio-economic and educational backgrounds. The Arizona Charter School Association was contracted to initiate a Professional Learning Community Plan. CYA has been accredited by the North Central Association through June 30, 2010. The climate and culture are designed to provide opportunities in both learning and personal growth for a student body composed of a broad mix of learning styles, levels and abilities. CYA provides instruction to 400 different students, grades 6-12 throughout the school year. The majority of students come to CYA below grade level as measured by classroom assessments based on grade level state standards. CYA's student population (community and residential) is diverse as illustrated by the following demographics and characteristics:

Demographic	Variable	Percent
Gender	Female	70%
	Male	30%
Race	Hispanic	46%
	Caucasian	27%
	Native American	18%
	African American	8%
	Asian/Pacific Islander	1%
Special Education Classified		20%
English Language Learners (ELL) Classified		8%

Demographic	Variable	Percent
Classified as Homeless under McKinney-Vento Guidelines		27%
Receive free and reduced lunch		Over 95%
Grade Composition	7th Grade	7%
	8th Grade	10%
	9th Grade	19%
	10th Grade	25%
	11th Grade	25%
	12th Grade	14%
Age (2009/10 School Year)	10	.002%
	11	.002%
	12	.009%
	13	6%
	14	8%
	15	18%
	16	24%
	17	27%
	18	12%
	19	3%
	20	.002%
# of High Schools attended prior to CYA	1	39%
	2	14%
	3	15%
Deficiency in Credits by Grade Level	End of 9th Grade	63% have less than 5 credits
	End of 10th Grade	82% have less than 10 credits
	End of 11th Grade	56% have less than 15 credits
	End of 12th Grade	19% have less than 20 credits
2009/10 School Year Volunteer Hours	1st Quarter	747.45 Hours
	2nd Quarter	713.00 Hours
	3rd Quarter	133.75 Hours
	4th Quarter (Year-to-date)	110.00 Hours

Residential Program School Students

CYA is a unique school. On any given day, there are forty (40) residential girls attending school with over 200 residential (Florence Crittenton Therapeutic Group Home) students attending the school throughout the school year. Additionally, there are about 200 students from the neighboring community. The residential girls are generally placed for 30 to 120 days at Florence Crittenton. The short duration of their stays results in a continuous turnover rate of students in the CYA. The residents are placed by the Juvenile Court system and Child Protective Services. This residential population represents Arizona's most at-risk and vulnerable female adolescents.

They are students who have been unsuccessful in mainstream traditional education systems for a variety of reasons.

Item	Variable	Percent
Residential Student Issue	Substance Abuse	77.0%
	Abuse & Neglect	89.0%
	Mental Illness	82.5%
Agencies that place Residential Students in School	Mental Health (All State Regional Behavioral Health Agencies)	57.62%
	Juvenile Justice (Detention Alternative Program, Arizona Department Juvenile Corrections, Administrative Office of the Courts)	31.61%
	Native American Tribes	7.86%
	Child Protective Services	2.91%

Parent Engagement

Historically CYA has a very low level of parent involvement. Since the new principal was hired, CYA utilizes a Parent Engagement Plan (Appendix 7) aligned to the National Network of Partnership School's and No Child Left Behind (NCLB) guidelines. Additionally, CYA partnered with The American Dream Academy for the 2009/10 school year to provide additional parental and community support. In the 2008/09 school year, 120 total parents attended various school events including an open house, parent teacher conferences, orientation night, etc. By the end of the second quarter of the 2009/10 school year, 283 total parents have attended various school events. The Arizona Department of Education accepted CYA's Parent Engagement Plan though NCLB Cycle 1 Monitoring. The copy of the plan is available through ALEAT. It should be noted that none of the 200 residential students' parents participate in the school/education of their children.

Parents are involved in the development of the Title 1 plan and the process of school review and improvement. There are various opportunities for participation throughout each school year. CYA partners with Arizona State University's American Dream Academy (ADA). (Appendix 8) This is a Parent Education Program based on curriculum which uses an intense, one-on-one contact model to create a community in which parents and teachers collaborate to transform each child's educational environment at home and at school. Through ADA, parents are given the tools to guide their children through K-12th grades and into higher education. This type of school-based intervention empowers and trains parents to become effective advocates and partners in their children's education.

In April, the school received a letter from a parent of a community student and with the permission of the parent, it said:

> *"A couple of months ago, I received a brief and vague recorded message requesting my attendance to a meeting at my son's school. Although I did not have a clue as to what this was about, the recording stated that it was an invitation from the principal, Mr. Bressler, so I figured it must be important.*
>
> *A week later, I arrived at the school and entered a classroom along with other parents who were as confused and curious as myself. A gentleman introduced us to 'The American Dream Academy' and was inviting us to attend a weekly course. He explained how this course would provide us with information that would help us guide our children in the process of pursuing college after graduation.*
>
> *My initial response was that I could learn more about scholarships. As I listened further, my intention became to acquire another ally to support my campaign in convincing my son to attend college. My child, like so many others, did not particularly like the idea of having to go to school for at least four more years. Despite my efforts, the most he would commit to was 'maybe I'll take some classes at the Community College'. So I welcomed any suggestions or information that would help him view college as a necessity and not just an option.*
>
> *What I didn't expect was the transformation that has taken place with my child over the last several weeks. His attitude has changed to 'I have to figure out which college is the best choice for me.' When I came home from class, he would question me about what I had learned and eventually attended the classes with me. We now have open discussions, which have lead him to formulating a plan, which includes a 'To Do List'. He has been able to recognize his accomplishments and establish attending college as his goal. My son now has a dream.*
>
> *I would like to thank The American Dream Academy for giving my child the opportunity to dream and the tools to make his dream a reality."*

Through various interventions during the 2009/10 school year, CYA has increased the percentage of parent involvement as measured by parent/teacher conferences. In 2008/09 school year 120 total parents in the parent/teacher conferences. In 2009/10 school year 392 parents participate in parent/teacher conferences. This results in an increase of 227% from the 2008/09 school year. CYA anticipates an increase in parent involvement in this the American Dream Academy program during the 2010/11 school year. The academic advisor (part of the Turnaround Office) in collaboration with the principal will be managing the program.

Community Involvement

The level of stakeholders community involvement and outreach has been weak, but improving slowly due to limited resources. In addition to the ADA (see "Parent Engagement" section), currently CYA's community involvement also includes the following:

- Offering a service learning class that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Appendix 9) Examples include: Field Trips, Volunteering, Fireman Appreciation, Social Justice & Human Rights, etc.
- 6 different visits to Arizona Colleges and Universities including Arizona State University.
- Establishing a school-wide newsletter.

- Representatives from The Arizona Lost Boys of Sudan and ALERT came to speak to the students during CARE time, Anytown Arizona, Maricopa County HealthCare for the Homeless, and ASU.

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A.2 How do we do operate and do business at the LEA and school levels?

- Based on the description in A.1, provide a brief description of the climate, culture, values and beliefs that are part of the LEA and schools.

LEA Mission and Vision

Florence Crittenton Services of Arizona's, also the LEA, mission states, "Give every girl whose life we touch safety, hope and opportunity."

Our Vision is to be the national leader in changing the future for girls. This is done by…

- Achieving excellence in all we do
- Growing to serve all girls in need
- Being the foremost expert in gender-specific services for girls

Core Values are…

- We treat every girl as if she were our own daughter
- We keep promises to our girls, each other and the community
- We do whatever it takes to fulfill our mission and vision

CYA Current Environment

The educational program at Crittenton Youth Academy (CYA) is an open and welcoming environment for students of all cultural, socio-economic and educational background. The beginnings of Professional Learning Communities (aka "PLC" or "PLCs"), authenticated by the Arizona Charter School's Association and accredited by the North Central Association through June 30, 2015, was established. The climate and culture is designed to provide opportunities in both learning and personal growth for a student body comprised of a broad mix of learning styles, levels and abilities.

CYA's Beliefs - Educational Philosophy

CYA focuses on giving students who have struggled in the traditional education system the power to learn, grow and thrive. CYA educates students in grades 6-12 to be literate, knowledgeable, and principled citizens in a student-centered learning environment. CYA's learning goal is to develop the competencies necessary for students to achieve academically and have successful careers. The goal is for students to develop and to apply 21st century skills to their lives, as students, as workers, as consumers, and as responsible citizens. These goals include teaching students critical thinking skills, science skills, math skills, and technology skills that are frequently under-delivered to students in many public school settings.

CYA Values

CYA values all students of all cultural, socio-economic and educational backgrounds. The LEA has a belief that every student can learn and values accepting no excuses (i.e., failure is not an option).

CYA Overall Goals

The LEA expects the following school goals to be achieved in three years from this initiative:

- 80% of students will meet or exceed the AIMS exam
- 80% of students will graduate
- 80% of students will be qualified to attend a state university

Success indications will include:

- Improved test results
- Increase number of students who enroll post secondary
- Increase parental awareness of college
- Increase academic rigor and set high expectations in classrooms
- Increase assets through SEEDS (i.e., create opportunities for leadership in own life, family, and community)
- Increase leadership skills through establishing 21st century curriculum including science, math and technology

Strengths:

- Small school with the ability to individualize a connectivity with a student
- 100% of teachers are highly qualified and certified as well
- Initiated Professional Learning Communities under the guidance and facilitation of the Arizona Charter School Association
- Zero-tolerance disciplinary policy
- All students have free access to a full-time registered nurse on school grounds
- Free breakfasts and lunches are provided in compliance with the National School Lunch Program standards
- Free monthly transportation cards are available for all students to use on light rail or city buses

Challenges:

Generally speaking, the challenges facing CYA include but are not limited to the following:

- School Mission and Vision: In the Fall 2009/10 school year, the Quality Assurance Review Team from NCA conducted an on-site review and indicated, "The vision, mission, and guiding principles and values are not specific to the school, particularly the school which services non-resident students, both boys and girls".

- Assessments: Currently the assessment process does not include a norm reference test. CYA is aware that the students are deficient based upon the records that are received upon enrollment but does not have the resources to implement the norm reference test or other assessment tools.

- Instructional Strategies: Teachers at CYA lack research-proven, best practice instructional strategies as evident through observations. Students are unengaged during instruction. Job-embedded professional development of curriculum and instruction presents one of the greatest challenges the school faces due to the limited resources provided.

- Resources for Teaching: Teachers have the qualifications to teach students; however, they lack instructional skills, job-embedded professional development and resources to engage students during instruction. There are resources supported by best practices which cannot be implemented due to budgetary constraints. During the Quality Assurance Review, feedback included: "Although there are computers in every classroom, students in the school have limited access to the computers, and they do not receive training in word processing or other programs such as spreadsheets. Teachers do have access to some technology for instruction such as overheads, projectors, and there is a teacher computer in every classroom. There are not enough projectors to have one in every classroom. Teachers indicate that they do not have access to simulation software, and the use of technology for instruction in the School is lacking. The school's library is in the English classroom and is quite small. Students have access to media services via the Internet, although both print and computer resources are limited."

- College and Career Readiness: Students are not adequately prepared for the demands of the 21st century upon graduation. Less than 1% of the school's graduates attend college. SAT scores for those expressing an interest in post-secondary education are meager. Students are deficient in computer literacy as defined by the NCLB technology plan. For those students who are focused on college readiness, CYA is lacking in a foreign language class, gifted and talented class, dual enrollment, and AP classes which would assist in the college application process.

- Parents: CYA students are often separated from their parents/guardians. If parents are involved, they are not supportive of achieving high educational standards. According to the 2009, Socially and Emotionally Enhancing the Development of students (S.E.E.D.S.) Survey, "19% of students stated their parents are actively involved in helping them succeed in school" and "16% of students stated their parents communicate positively and they are willing to seek their parent's advice". (Appendix 10)

- Behavior Referrals: New students tend to have more behavior referrals to the Responsible Thinking Interventions (RTI) than returning students.

- Classrooms: Integration of residential female with male students in classrooms creates an educational deficit for the residential girls. The continuous turnover rate in the residential girl populations causes a substantial disturbance in the instructional time.

- Grades: During the past twelve (12) months, CYA has seen an increase in the number of students enrolling in grades 6 to 8. Younger children are entering CYA instead of traditional public schools due to a myriad of situations such as behavior problems. CYA has historically had an older student population which is now evolving to middle school students. This demographic change has stressed CYA resources. Two new math teachers were hired and two new middle school classrooms were created for the 2009/10 school year. CYA conducted a survey (Appendix 11) of the middle public schools, grades 6 to 8, within three (3) miles from CYA in anticipation of enrollment increasing in the future.

- Sub-groups: The school subgroups (e.g. Special Education, English Language Learners) fall far short of Annual Measurable Objectives. There are a higher number of special education students due to the residents attending school.

A.3 How are our students doing?

- Provide detailed summary of the student data for each Tier I, Tier II and/or Tier III school. Include data documents or reports as attachments.

Achieving Excellence:

"Achieving excellence in all we do" is a guiding vision of Florence Crittenton. To that end, Florence Crittenton reviews data relative to outcomes to determine how the effectiveness of our programs are performing and achieving academic outcomes. The agency established a Performance Quality Improvement (PQI) process as part of the agency's overall accreditation. On a quarterly basis, data is collected from each program and reported. A meeting is held with representation from across all programs and senior management to review the data. CYA participates in the PQI process. (Appendix 12)

The following table provides a three (3) year comparison of CYA's demographics:

Item	2009	2008	2007
Number of Students based upon State Reported 100 Day Average	154	192	179
Absentee Rate	9.5%	3.2%	12.5%
Attendance Contracts (Appendix 13)	44	118	N/A
Retention Rate (FAY)	70%	65%	60%
Graduation Rate	34%	29%	22%
Dropout Rate	0%	9%	18%
Gender:			
Female	73%	59%	70%
Male	27%	41%	30%
Ethnicity:			
Hispanic	45%	52%	48%
Caucasian	25%	22%	29%
African American	16%	13%	11%
Asian	1%	2%	1%
Native American	13%	11%	11%
School:			
Community Students	74%	80%	78%
Residential Students	26%	20%	22%
Number of School Staff:			
Administration	4	4	5
Teaching	12	11	15
Teaching Support	1	0	0
Student Support	3	3	6
SPED	Outsourced	Outsourced	2

Population Served:

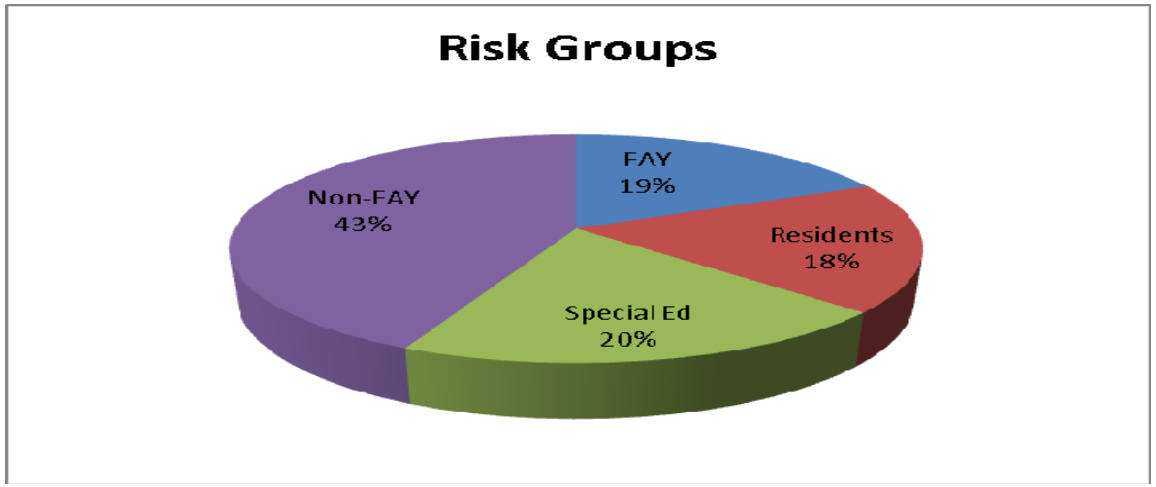
When analyzing Crittenton Youth Academy (CYA) testing data, it is important to understand the population served. CYA students are behaviorally, emotionally, socio-economically and academically disadvantaged. CYA students can be viewed in four identifiable risk groups, each with its own, specific areas of need. Specifically the groups include:

1) The first group is the population of adolescents who live on campus year-round as residents of Florence Crittenton's Therapeutic Group Home. The needs of this population are identified elsewhere in this document. Over 200 different residential students (40 of which are being taught at a single time) are enrolled in CYA throughout the school calendar year as lengths of stay range from 30 to 120 days. This transient population creates unique educational challenges to CYA and ultimately effects school academic performance due to their previous disruptions of continuous education received from prior placement. Over the past four years, residential students took eighteen percent (18%) of the AIMS tests taken by CYA students in the spring.

2) The second at-risk group in the CYA population is special education. CYA has a greater percentage of students with learning disabilities than the state school average. Over the past four years, twenty percent (20%) of CYA students attempting the AIMS exam in the spring had an active Individualized Educational Plan (IEP). Some students with IEPs are not required to pass AIMS if written in the IEP that the student only has to obtain an "approach" rating to reach his/her goal.

3) The third at-risk group are students who arrived after being underserved and separated from another school. These non-full academic year (Non-FAY) students represent forty-three percent (43%) of the AIMS tests administered in the spring between 2006 and 2009.

4) The fourth at-risk group are full academic year (FAY) students that are academic grade level. These students represent nineteen (19%) of the AIMS tests administered between 2006 and 2009.



Data Process

Florence Crittenton, as the LEA, initiated a plan to improve student achievement and deteriorating AIMS test scores by employing a change agent principal, William Bressler, at the beginnings of the 2008/09 school year. A wide-ranging assessment was conducted during the school year. Though not aware at the time, this investigation initiated the beginnings of Crittenton Youth Academy's school improvement. (Appendix 14)

The LEA in partnership with the principal began a thorough examination of the following:

- Organizational structure
- Student achievement results
- Hours of instruction
- Curriculum and program of instruction
- Teaching staff capacity
- Administrative leadership and support
- Operational climate
- School culture

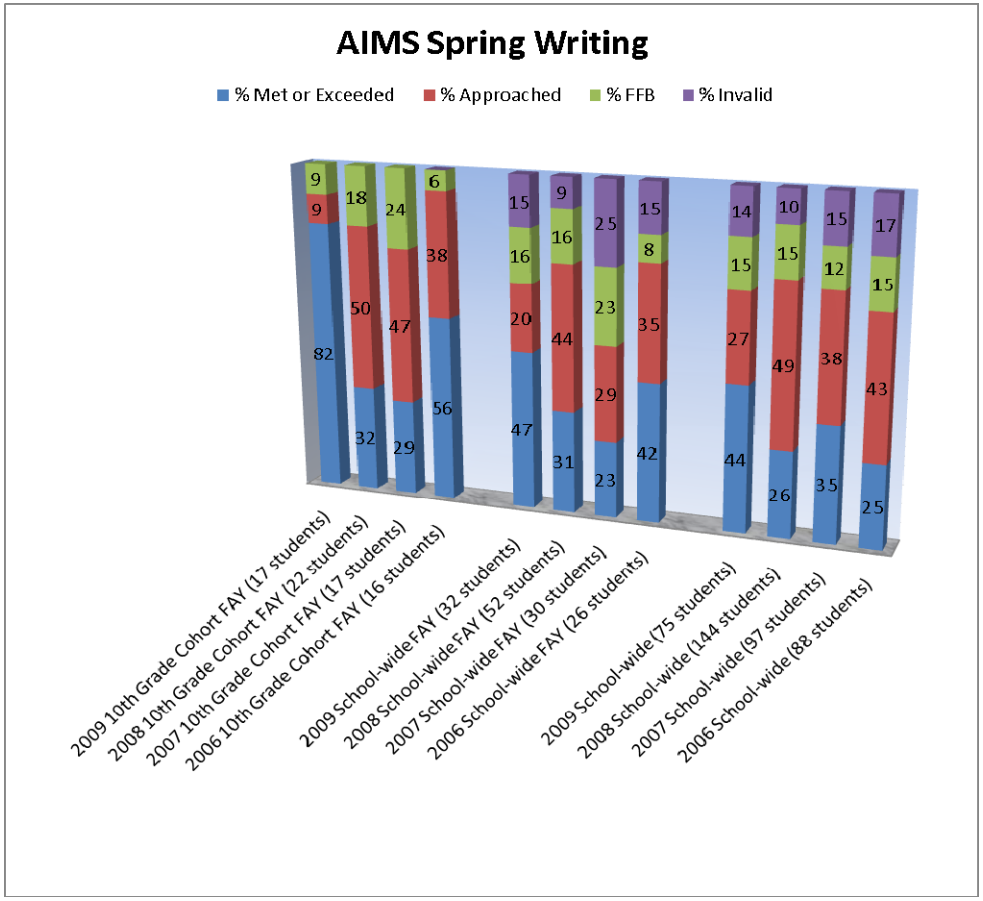
The LEA Management Team is composed of the following positions: Chief Executive Officer, New Principal, Chief Financial Officer, Chief People Officer, Chief Operations Officer, Chief Development Officer, and Chief Advancement Officer. The LEA Management Team, led by the new principal, set about to assess, remediate and plan the turnaround for school improvement. During this stage, school data and various artifacts were collected, analyzed, and interpreted. Samples of sources included but were not limited to the following items (Appendix 15 provides a sampling of some survey results):

- Agency/school policies & procedures
- Parent/student/faculty satisfaction surveys
- Face to face interviews
- Student files
- Report cards
- Credit criteria
- Discipline records
- Safe and drug-free reports
- Governance compliance
- SAIS reports
- Performance and Quality Improvement reports
- Board minutes
- Curriculum
- Professional-development strategies
- Previous assessments (including AIMS/TerraNova results)
- Teacher assessments/appraisal process

- Student/staff attendance data
- Parent/community involvement
- Technology

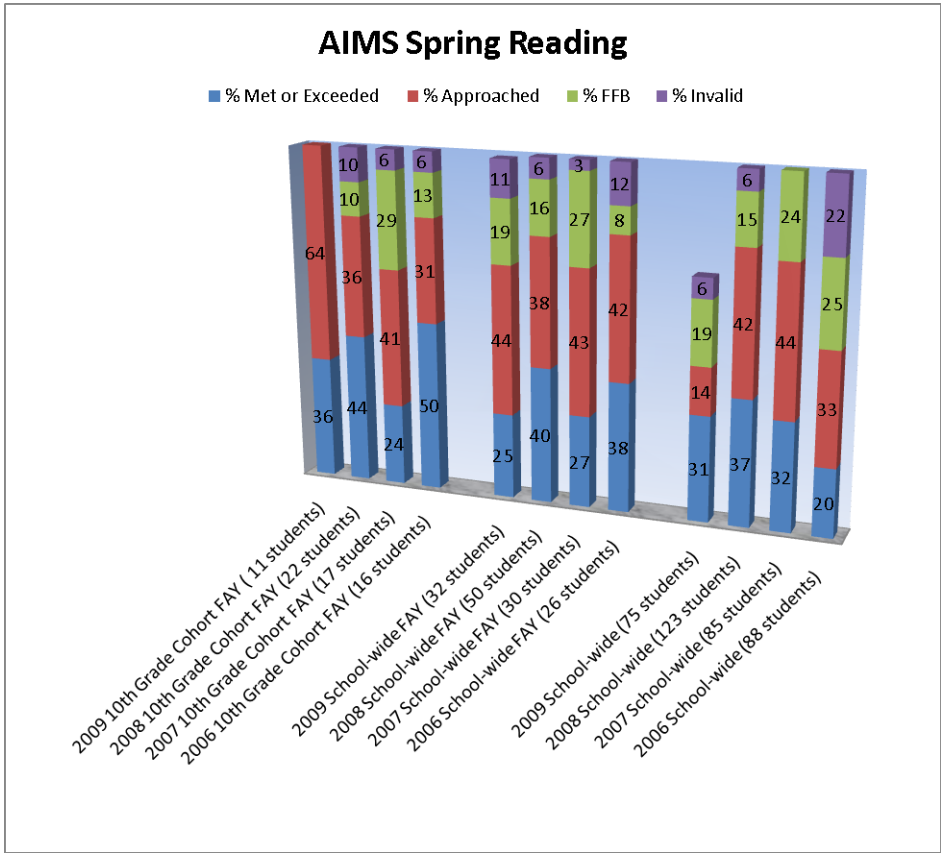
AIMS Testing

WRITING: In 2009, writing scores as indicated by AIMS scores for all groups increased considerably. The school's Professional Learning Communities have analyzed data and identified/implemented strategies across the curriculum to continue this upward trend. Six Traits Writing model was one of the evidence-based models implemented and currently in use. CYA's goal is to make Annual Measurable Objectives in writing for the 2009/10 school year utilizing school-wide interventions and the oversight of the Arizona Charter Schools Association.



READING: In 2009, reading scores decreased for all groups as indicated by AIMS scores. The decrease in overall scores can be attributed to a large number of students with Specific Learning Disabilities in reading that attempted this exam. During the 2009 spring administration of the AIMS exams, twenty-five percent (25%) of all CYA's Full Academic Year (FAY) students attempting the exam had active Individualized Educational Plans specifying approach targets that were not consistent with state leveled plateaus. Of the eleven, 10th grade, Full Academic Year students, 18% had active Individualized Educational Plans at the time of the 2009 spring AIMS exam.

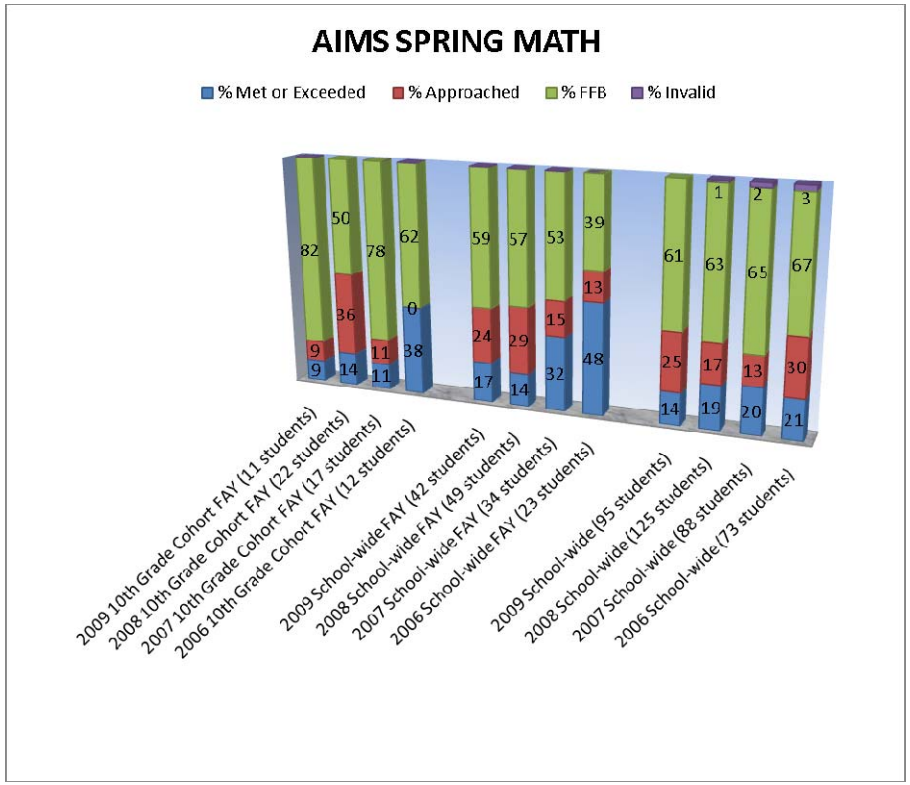
The school did make Adequate Yearly Progress in reading as evidenced by the three-year average upward-bound percentage which met the Annual Measurable Objective. The school's Professional Learning Communities have analyzed date and identified/implemented strategies to continue this upward trend. Through school-wide interventions and the oversight of the Arizona Charter Schools Association, CYA's goal is to make Annual Measurable Objectives in reading for the 2009/10 school year.



MATH: The Full Academic Year (FAY) school-wide math scores increased in 2009. However, the 10th grade Full Academic Year cohort student's scores decreased on the spring AIMS math exam. Crittenton Youth Academy did not make Adequate Yearly Progress in math due to this Annual Measurable Objective decrease. The drop in scores can be attributed to 18% of the eleven students in this cohort. Each had a Specific Learning Disability in math at the time of the AIMS exam.

Through data analysis, the school determined other elements that contributed to the decrease in the 10th grade cohort scores. Note: Of the 11 students, only one student was a returning student to the school from the previous school year. This student passed the AIMS math exam. Ten students in this cohort, entering CYA for the first time, were below grade level in math as measured by TerraNova.

The school did not make Adequate Yearly Progress in math because the three-year average upward-bound percentage did not meet the Annual Measurable Objective. The school's Professional Learning Communities have analyzed data and identified/implemented strategies to initiate an upward trend. Through school-wide interventions and the oversight of the Arizona Charter Schools Association, CYA's goal is to make Annual Measurable Objectives in math for the 2009/10 school year.



LEA's Decision to Implement School Improvement Action:

In 2008, CYA's LEA recognized the need to implement school improvement action based upon the assessment of data and audits (Cycle 4 Onsite Monitoring, 5-year Audit from NCA, 10-year Charter School Review, Special Education On-Site Visit, etc.) and reported findings (Appendix 16) from educational auditors. The first action step was the recruitment of a principal who possesses strong leadership skills, an unparalleled fervor for success and who is a change agent to address and resolve the students' continuing low performances on AIMS scores. After a thorough search for a certified principal with the skills and character needed for the CYA, the LEA recruited William Bressler to join CYA for the start of 2008/09 school year. Though not familiar with the Turnaround Model, the LEA indeed initiated a core component by replacing the principal with Mr. Bressler. By 12/09, Mr. Bressler addressed faculty deficiencies and replaced 67% of the teachers by the end 2008/09 school year. The LEA and principal implemented a policy requiring all faculty members to have Arizona Teaching Certification in their content area and two years or more teaching experience.

LEA Initiates School Improvement Plan

The LEA invited key stakeholders, including senior management, school consultants, school administrators, board members, teachers, staff, students, parents, community members, and local business, to participate in forums to discuss the reorganization of the school's culture, climate and operational practices. A consensus to reorganization of CYA was reached. An Initial School Assessment was completed. (Appendix 17)

****The following is baseline data that needs to be included with your LEA Application.**

School Improvement Grant BASELINE DATA (To be submitted with SIG LEA Application)			
An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.			
SCHOOL DATA	**BASELINE**		
	2007-2008 Optional	**2008-2009 (Must Complete)**	**2009/10 Optional**
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	**N/A**	**N/A**	**N/A**
AYP status	**Not Met**	**Not Met**	**Not Met**
Which AYP targets the school met and missed	**Missed 95% AIMS Percentage Tested for Reading** **Missed Graduation Rate** **Met all other categories**	**Missed 95% AIMS Percentage Tested for Reading** **Annual Measurable Objectives for Math were not met** **Met all other categories**	**TBD**
School improvement status	**Warning**	**Year 1**	**Year 2**
Number of minutes within the school year	**43,200**	**43,200**	**51,960**
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	**Appendix 18**	**Appendix 18**	**TBD**

Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	**Appendix 19**	**Appendix 19**	**TBD**
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup	**Appendix 20**	**Appendix 20**	**TBD**
Percentage of limited English proficient students who attain English language proficiency	**Data Not Available**	**4%** **(Data collection initiated by new principal)**	**TBD**
Graduation rate	**29%**	**34%**	**TBD**
Dropout rate	**9%**	**0%**	**TBD**
student attendance rate	**96.8%**	**90.5%**	**95%**
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	**0**	**0**	**0**
College enrollment rates	**Data Not Available**	**Data Not Available**	**Data Not Available**
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	**72**	**38**	**20** **(to-date)**
Truants	**41**	**0**	**6** **(to-date)**
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	**Data Not Available**	**Appendix 21**	**TBD**
Teacher attendance rate	**Data not available**	**Data not available**	**TBD**

B. DESCRIPTION OF LEA'S CAPACITY

B1.a How effective are our processes?

- LEA demonstrates that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II schools identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected**.**

Behavior for successful restructuring of persistently low achieving schools	**What are the strengths? What is in place?**	**What are the weaknesses? What needs to be put in place?**	**What changes will be made to address the weaknesses and improve on the strengths?**
Standard 1: Leadership Systems			
Administrators are chosen for getting results, influencing others and willingness to change	<u>The strengths of the LEA and principal include:</u> Florence Crittenton Services of Arizona (aka "LEA") was founded over 100 years ago and enjoys a long history of community involvement and support. A recognized 501 (c) (3), the strong and visionary leadership of Florence Crittenton Services of Arizona has provided uninterrupted services and education to adolescents since 1896 with sound fiscal responsibility. The LEA has developed and implemented many programs that have evolved over time to meet the ever-changing needs of the community it serves and educates and as opportunities to improve programs have been identified. The LEA possesses stable and consistent leadership. The superintendent has institutional knowledge of the school,	<u>Although the LEA has hired a principal to get results, there are several weaknesses including</u>: ▪ There is a lack of cohesiveness among faculty with no tradition of a shared culture, shared values or shared expectations among the teachers due to frequent turnover in the principal's position prior to the current principal's tenure. ▪ The principal has been limited in the changes he could make due to other deadline driven priorities and due to a lack of time, staff and financial resources. ▪ The school management, leadership and administration	The LEA expects the following goals to be achieved in <u>three years</u> from this initiative: ▪ 80% of students will meet or exceed the AIMS exam ▪ 80% of students will graduate ▪ 80% of students will be qualified to attend a state university In order to accomplish these goals the LEA will address its weaknesses of school leadership by sustaining its principal over time and by establishing a School Turnaround Office (aka "Turnaround Office," "TO" or "School Leadership Team"). The TO will be charged with directing all turnaround school efforts as defined in the School Improvement Grant.

	having been employed at the LEA for over 24 years. A certified principal, Mr. William Bressler, was hired for the 2008/09 school year to bring measurable level of expertise to the school and to start making changes. The LEA recognized that a bold change was needed. In order to accomplish the hiring of a new principal, the LEA established a rigorous recruitment process. This included: ▪ Extensive recruitment process including interviewing Arizona and out-of-state candidates who demonstrated charter school governance expertise. ▪ Candidates were required to have the following knowledge, skills and abilities: o Demonstrated leadership theories and practices; o Preparation and accountability for school budget; o Develop and monitor curriculum guidelines; o Strong interpersonal skills; o Supervision/Coaching responsibilities; and o Visionary leader with the ability to articulate school improvement. ▪ Candidates were required to have	have historically had limited curriculum experience and did not possess educational leadership skills to provide best practice professional development and data decision-making, all of which resulted in unacceptably low graduation rates and low AIMS scores. ▪ Prior to hiring the new principal, there was a lack of accountability, expectations and an across the board resistance to change among faculty members. ▪ There were no systems in place to hold faculty accountable for student outcomes. ▪ The principal has been the primary person in the school's administration office responsible to communicate the vision to the faculty and students due to a lack of resources. ▪ A site visit audit from ADE Exceptional Students Services uncovered non-compliance indicators to ADE policies and procedures prior to the turnaround principal's arrival.	The TO will strengthen curriculum of teachers, establish administration/ student/teacher accountability, and institute systems and processes to achieve results. More specifically, being part of the Turnaround Office (i.e., School Leadership) team will mean: ▪ Working closely together to establish a positive and achievement-oriented culture (i.e., student learning and graduation rate) which reflects CYA's core values (every student can and will learn). ▪ Working with their colleagues and other stakeholders to improve the school in student learning and graduation rate. ▪ Interpreting data and making data-based decisions on school improvement strategies. ▪ Following the agreed upon process for school improvement. ▪ Committing to the timelines outlined by the team and the process requirements.

	been a change agent and leader at a underperforming school. ▪ Candidates were required to have the ability to know how to use data in making decisions as well as examine trends in data and provide recommendations for action based upon data interpretations. The board of directors and the LEA determined that all teachers would be highly qualified and certified. The principal carried-out this requirement and for the 2009/10 school year, 100% of our teachers are highly qualified and certified. The principal was provided with operational flexibility and support to evaluate and replace faculties. AdvancedED, the parent company of the North Central Association Commission on Accreditation and School Improvement, conducted an on-site Quality Assurance Review in 2009. In its report, the review team indicated, "The administration has a solid knowledge of school improvement, curriculum, and effective instruction. It is strongly committed to success for everyone at the school." The LEA has a fundraising department and the infrastructure to support the school through grant writing and finding new funding opportunities on a Federal, state, and local basis and/or from donors.	▪ The school's No Child Left Behind (NCLB) Title I Consolidated Plan was not in compliance prior to the turnaround principal's arrival.	The Turnaround Office will include the following positions (Appendix 22): ▪ Turnaround Principal (Certified): Visionary leader for the Turnaround Model – qualified, experienced principal hired using rigorous standards (for recruitment) with demonstrated knowledge of how to influence and lead, manage change and use best practice principles to achieve school-wide student academic results. ▪ Turnaround Facilitator: Facilitates and oversees the implementation of the turnaround school plan and validates the fidelity of the school improvement process. ▪ Data Coach: Collection, disaggregation, interpretation and presentation of data; facilitates data driven Professional Learning Communities (PLC) with teachers and implements the school-wide RTI process.

			▪ Turnaround Curriculum / Instructional Coach (2 positions): Coaching/ mentoring teachers to support school leadership in ensuring curriculum is aligned with state standards, lessons are aligned with curriculum, classroom activities are aligned with lessons, a variety of best-practice instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the state academic standards are implemented in every classroom. The will help develop curricula, select textbooks and other materials, train teachers to differentiate instruction and assess educational programs for quality and adherence to regulations and standards. ▪ Behavior Coach: Supports classroom instructional climate by managing the Responsible Thinking Process (RTP) for students disrupting the educational process. They provide classroom management professional development to teachers and report data for policy, classroom and instructional decision making.

			▪ Academic Advisor: Facilitates a planning strategy the involves all stakeholders to develop a plan to improve the school graduation rate. The academic advisor will manage the school-wide plan to increase the school's graduation rate. Manages the career and college needs of students; parent engagement; and assisting in providing the Mentors with strategies in working with his/her assigned students. The academic advisor will collect data post-secondary data of graduating students. They will be responsible for the American Dream Academy (parent liaison) program. ▪ School Social Worker: Provides services that strengthen home/school/ community partnerships and alleviates barriers to learning. This position will be responsible for the school's SEEDS (Socially and Emotionally Enhancing the Development of students) program. The TO (charged with directing turnaround school efforts) will advise the LEA on all aspects of turnaround components and assist with implementing all aspects of the LEA's

			comprehensive school reform efforts. Responsibilities of the Turnaround Office include but are not limited to the following: 1) Establishing a collaborative process for engaging faculty and students in the vision and mission. 2) Developing a plan that addresses forecasted barriers that may occur during the transformation including the following: a. Building the teams capacity b. Building a cohesive team c. Establishing time and resources to perform the improvement work d. Identifying and resolving potential resistance to change by faculty e. Establishing accountability 3) Identifying, implementing and adhering to evidence-based curriculum, policies and procedures that are recognized by stakeholders system-wide and which are sustainable. 4) Collecting data, directly or

			indirectly, to student learning goals and making data driven decisions. 5) Embedding professional development into teachers' daily instruction as described more fully in standard 2. 6) Fidelity of standards-based, best-instructional practice occurs in every class, every day measured by 100% student engagement. An organizational structure for the 2010-2011 school year that includes all positions being proposed (including the Turnaround Office) through the SIG application is included as part of Appendix 2. Some of the positions will be funded through the SIG while other positions will be funded through general funding sources. All positions being requested through the SIG are designed to rapidly improve student learning/achievement and building the capacity of the faculty and administration. The change to address the weakness will include SIG budgeted administration costs including increased staffing new employees, professional development (internal & external), consultants, temporary employees / substitute teachers, and supplies needed to implement and monitor the Turnaround Office.

District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.	<u>The strengths of the LEA's plan to recruit and retain administration include:</u> **<u>PRINCIPAL/LEADER</u>** RECRUITMENT: A comprehensive and rigorous recruitment, screening, and selection process was used to identify a certified principal charged with the school improvement efforts for the 2009/10 school year. The LEA selection process identified a change agent principal with qualities consistent with a turnaround atmosphere including strong leadership, expertise in school operations and curriculum, assessment and data focused with experience in various interventions. RETENTION: The LEA recognized a critical element to retaining the principal was to empower him with a site-based management approach and to provide him sufficient operational autonomy to: ▪ Obtain new material ▪ Hire additional teachers ▪ Dismiss underperforming teachers ▪ Formulate a new schedule ▪ Establish more test prep	<u>Although the LEA established a strong recruitment plan for the principal, there are several weaknesses with respect to retention including:</u> **<u>PRINCIPAL/LEADER</u>** RECRUITMENT: With respect to the principal, there are no additional plans with respect to hiring a new principal. RETENTION: There are limited, resources available to support a comprehensive retention plan for a principal In addition, the principal has been limited in the ability to institute changes due to deadline driven priorities and a lack of time, staff and financial resources. The principal has been operating without benefit of school leadership team in place.	**<u>PRINCIPAL/LEADER</u>** RECRUITMENT: The LEA's primary focus is on the retention of the current (recently hired) turnaround principal. RETENTION: The LEA will allocate resources including stipends to retain the certified principal and provide the principal with sufficient time and resources to implement systemic changes to ensure school improvement. The LEA will retain a Turnaround Reform Consulting Firm to partner with the LEA and Turnaround Office. The LEA, Turnaround Reform Consulting Firm and Turnaround Office

	▪ Build a longer schedule ▪ Hire more educational ▪ assistance ▪ Construct a new curriculum ▪ Create an aligned curriculum ▪ Acquire new professional development (PD) ▪ Purchase new computer systems ▪ Contract Arizona Charter School Association as consultant ▪ Recruit new students ▪ Recruit new parents ▪ Develop and implement staff evaluation <u>The strengths of the LEA's plan to recruit and retain teachers include:</u> **<u>TEACHERS</u>** RECRUITMENT: Since the principal's arrival for the 2009/10 school year, the LEA and turnaround principal have recruited a highly effective faculty. The process was begun by communicating the school's vision and purpose to school staff, role modeling these behaviors to create high expectations and knowledge of values. By the end of the 2008/09 school year, over 50% of the faculty were terminated due to the following reasons: Lack of position requirements such as Arizona teaching certification; inability to	The LEA is concerned that there is no retention plan for the principal. There are limited resources to retain the current certified principal <u>Although the LEA established a recruitment and the foundation of retention plan for teachers, there are several weaknesses with respect to recruitment and retention including:</u> **<u>TEACHERS</u>** RECRUITMENT: CYA has not had the opportunity for prospective teachers to demonstrate their knowledge and skills through a sample lesson plan and/or classroom instruction. Web site is not geared to the prospective teachers. There is not a lot of information on the great work the CYA teachers and students are doing. More information could be provided with respect to the benefits and compensation plans to attract candidates.	will actively collaborate and develop comprehensive reform strategies including curriculum revisions, instructional strategies, professional development, data collection and data analysis. A plan will be developed, implemented and monitored by all members. Goals will be established each year based on measurable data. The plan will include accountability measures for goals not achieved. **<u>TEACHERS</u>** RECRUITMENT: The principal and the human resources will revise the recruitment process to ensure prospective teachers are given information about expectations during the turnaround school process. Prospective teachers must demonstrate a commitment to the turnaround plan by exemplary previous experience. Prospective teachers may be asked to provide a sample lesson plan and 10-minute instruction on his/her subject matter to the LEA and to the principal before being hired. (Human Resources will ensure compliance with employment law.) The LEA will recruit teachers by

	act as change agents; lack of performance as evidenced by low student achievement, ineffective classroom management, unacceptable instruction plan, design and delivery; and/or inability to create and maintain an effective learning climate. There is a strong collaboration with the LEA's human resources department. The human resources department helps to recruit, manage performance, prepare contracts and ensures all state and LEA compliance requirements are met. The recruitment process mandates that all teachers must be certified and high qualified. There is a comprehensive recruitment and screening process for all teachers. Components of the process include: ▪ Candidate submission outlining interest and qualifications ▪ Uniform telephone interview for all candidates ▪ Minimum of two face-to-face interviews ▪ Review of all candidates' transcripts ▪ Current Arizona teacher certification mandatory ▪ Highly qualified teacher in subject area ▪ Employment verification ▪ Professional references contacted ▪ Full background check	RETENTION: There are limited resources available to support a comprehensive retention plan for effective teachers. Weaknesses in the retention plan include but not limited to: ▪ Teachers and school leaders suffered pay reductions of 2 to 3% due to the current economic climate.	offering benefits, competitive salaries, stipends, tuition reimbursement and PD learning opportunity in best practice instruction provided by experts. RETENTION: A formal document outlining the retention process will be created by the LEA, with input from teachers. The retention plan will ensure the school is able to retain its high performing teachers. A key component will be linkage of teacher performance to student achievement. This

	▪ Fingerprint clearance card RETENTION: The principal implemented the following items with respect to retaining teachers: ▪ Implemented 1:1 sessions with faculty for regularly scheduled performance feedback. ▪ Shared leadership and authority as demonstrated in professional development exercises and activities with students. ▪ Initiated the beginnings of Professional Learning Communities. ▪ Converted from semester to block scheduling allowing 90 minutes of classroom instruction and minimized distractions. ▪ Created classroom make-up time. ▪ Moved from independent practice to teacher-led instruction. ▪ Adopted a teacher competency appraisal process. Crittenton Youth Academy serves a distinct student population which often retains teachers who have a passion for teaching at-risk adolescents. Faculty are aware that the school will be undergoing significant change (i.e., school improvement) in the 2010/11 school year.	▪ There is no job-embedded professional coaching or learning from each other. ▪ There are no opportunities to develop new skills using evidenced-based best practices. ▪ The LEA's current Educational Assistance Plan's course reimbursement is insufficient and does not cover tuition for a graduate course. (Appendix 23) ▪ Time and finances prohibit teachers' ability to attend external ADE-approved professional development workshops and/or collaborate. ▪ Stipends which should be used as incentives are not available to acknowledge efforts and work performed by teachers outside their routine work day. ▪ A teacher has insufficient time to prepare for integrated instruction individually and/or through collaboration. ▪ The LEA and CYA do not have the resources (such as behavioral support, materials, job-embedded training, materials, technology, etc.) to	accountability is critical to the continuous student improvement. All prospective candidates will be aware of this performance measure prior to employment offer. Components of the retention plan for those demonstrating high student academic achievement levels will include: ▪ Job-embedded professional coaching or learning opportunities ▪ Opportunities to develop new skills that are evidenced-based best practices ▪ Competitive pay ▪ A reasonable annual ceiling for education assistance for courses which meet the LEA's criteria for reimbursement ▪ Processes, such as substitute teachers, that allow teachers to attend external professional workshops ▪ Budget flexibility to provide stipends to teachers who complete duties outside their scope of responsibilities ▪ Sufficient time for collaboration with colleagues ▪ Safe, disruption free classrooms

	The principal has found that many of the teachers are energized and excited by the possibilities that lay ahead for student learning and their own professional development.	retain the "best teachers" over time.	▪ Collaboration through co-teachers ▪ Resources and material including textbooks and technology The change to address the weakness will include SIG budgeted administration costs including increased staffing new employees, job-embedded professional development (internal & external), consultants, stipends, temporary employees / substitute teachers, supplies, materials and technology.
There is a process to evaluate certified principals' abilities to demonstrate behavioral competencies of instructional leadership	<u>The strengths of the process to evaluate the principal's abilities include:</u> The LEA has an existing performance management tool for annual appraisals. (Appendix 24) The LEA conducts weekly one-on-one sessions with the principal to discuss successes, challenges, opportunities and short and long-term strategies. The LEA has established goal expressed in the principal's performance evaluation that the school must meet.	<u>Although there is a performance appraisal process in place for the principal, there are several weaknesses including:</u> ▪ The LEA lacks a framework model to tie the principal's competencies to student results. ▪ There is only one method of evaluating principal's ability to instructional leadership and that is accomplished through an annual performance review. ▪ The principal's review is not based upon the principal's abilities to demonstrate behavioral competencies of instructional leadership.	In collaboration with the Turnaround Reform Consulting Firm and the Turnaround Office, the LEA will establish a framework model for effective instructional leadership and teaching. The LEA, HR (Human Resources) and the principal, will create new tools and processes by which the principal's instructional leadership behaviors and activities will be measured. Those under consideration are: ▪ The LEA will contact other school districts (at the LEA level) with highly performing schools to identify evaluation tools for certified principals' performances ▪ A 360 degree evaluation

		▪ The principal's performance evaluation is not tied to professional development. ▪ The superintendent provides the majority of input in the review. There is minimal feedback from other stakeholders.	inviting input from stakeholders, teachers, the LEA and the principal himself ▪ Performance evaluation with 50% tied to data relating to student outcomes ▪ Evaluation of the principal will utilize research-based tools The metric for the principal's instructional leadership behaviors and activities rubric to be created by the LEA will include measuring components outlined in the ESEA's "Effective Practices and Indicators for Principals in Rapid Improvement, Turnaround, and Transformational Situations." Components include: Initial Analysis and Problem-Solving as indicated by the principal's time commitment early in the process to gain a thorough understanding of the understanding of the school's operations and develop a plan of action. Driving for Results as indicated by the principal's pursuit of improvement in students' learning and related goals. Influencing Inside and Outside the School as indicated by how

			the principal engages, motivates and enlists the contributions of people inside the school and in the community to achieve the school's goals. <u>Measuring, Reporting, Improving</u> as indicated by the metrics created by the principal to measure report and constructively review progress on all aspects of the school's operations and student learning. The change to address the weakness will include SIG budgeted administration costs including increased staffing new employees, professional development (internal & external), consultants, stipends, temporary employees / substitute teachers, supplies, materials and technology.
The LEA aligns personnel evaluations to effective instructional performance.	<u>The strengths of the personnel evaluations include:</u> The LEA is committed to school improvement and acknowledges that the current evaluation system can be improved. The LEA developed evaluations for personnel that are linked to student achievement and each teacher's instructional performance effectiveness. (Appendix 21) Each position in CYA has a prepared job description which outlines job	<u>Although there are clear criteria for instructional performance evaluation, there are several weaknesses associated with the performance reviews</u>: ▪ There is no accountability in the current evaluation with respect to effective instructional performance (i.e., no excuses). ▪ There are currently no resources to implement remediation should deficiencies be identified. ▪ The evaluations are not	A comprehensive teacher appraisal process will include assessments of fidelity of standards-based, best-instructional practice occurring in every class, every day measured by 100% student engagement. The assessment strategies will include frequent ongoing feedback and dialogue sessions in classroom and PLCs to include: ▪ Quick visit observation – The 5-minute observation is a quick unannounced visit to drop-in and check on EAR (Engagement – Alignment – Rigor).

	responsibilities as well as qualifications for each position. (Appendix 5 & 22)	tailored to each teacher's individual's strengths, weaknesses and needs. ▪ There is absence of high-quality feedback for teacher because the principal has limited time to focus on teachers' needs and development. ▪ There are few consequences attached to evaluations. Because there is little variation in teacher's summative evaluation ratings, teachers who teach exceptionally well cannot be easily identified or rewarded. It's difficult to identify and remediate teachers. ▪ There is currently no input by stakeholders such as school board members, parents and LEA staff. ▪ There is no teacher induction plan. ▪ Teachers do not have input into performance evaluations including development of goals; identification of strengths; and weaknesses.	▪ Teacher4Success Tool – A research-proven mechanism for conducting formal classroom observations of teachers. ▪ SEEDS Evaluation – CARE (Creating an Asset Rich Environment) is daily social-emotional class. Observations will be conducted on teachers during this time as well. ▪ Mastery Learning – During the observations, reviewing teachers use of Master Learning strategies and techniques for student assessment. ▪ Mentor Accountability Process Outcomes – A rubric that collects data associated with student mentor outcomes including student attendance rate, student grades, and academic scores. It's also associated with parent contact . ▪ SIOP (Shelter Immersion Observation Protocol) – During observations, observers will be looking for SIOP strategies and techniques in all classes by all teachers. ▪ Evidence of Professional Development specific scheduled observations - Observers will coach teachers

			in implementing newly learned professionally learned strategies in their classes. ▪ Commitment to the Turnaround School Improvement Process - Active engagement of all teachers in all activities. The evaluation and appraisal process created will be communicated to all staff prior to its implementation and teachers will receive training and coaching during its initial inception. In order to avoid erroneous or faulty perceptions, there will be multiple measures used. Ineffective teachers identified through the evaluation and appraisal process will receive remediation through an instructional improvement plan with benchmark goals and timelines. Separation will occur if their improvement plan goals (aligned to the timeline) are not met. Teachers will have opportunity to have input into the process. Although teachers will be held accountable for student achievement in their content area, CYA will establish the mentor accountability process. This means assign teachers and staff to a group of students who will advocate for each student on their case load. This "whole child approach" is a process in which the mentor is responsible for all educational aspects of their mentee.

			Interventions can be identified quicker through this process. It provides an opportunity to hold all teachers responsible not only core content teachers. This component will become part of the performance evaluation matrix for teachers and staff. Holding mentors accountable for their mentees will include: ▪ AIMS take-rate; ▪ Mentees dropout rate; ▪ Mentees attendance rate; ▪ Mentees grades; ▪ Contacts made to their mentee's parent/guardians, their mentees progress towards graduation; ▪ and other indicators as identified. The change to address the weakness will include SIG budgeted administration costs including increased staffing new employees, professional development (internal & external), consultants, stipends, temporary employees / substitute teachers, supplies, materials and technology.
The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.	N/A	N/A	CYA is a single school; therefore this section is not applicable.

District has a plan to monitor implementation of the intervention model or school improvement plan. This would include processes to be used, timelines, benchmarks, consequences, etc.	<u>The strengths of the school improvement plan to-date include:</u> The school has a performance management plan outlined which addresses all nine indicators specified in the Turnaround Model described in Section B1.b. The turnaround principal is in place. The LEA has an established consulting partnership with the Arizona Charter School Association. (Appendix 25) The LEA has the resources to seek other grant funding.	<u>Although the school has a performance management plan outlined, there are several weaknesses including</u>: ▪ It lacks the human capital to fully implement the School Improvement Plan. ▪ The plan needs to be reviewed, evaluated and revised by turnaround office prior to implementation. ▪ The performance management plans lacks a shared vision school-wide. ▪ The performance management plan does not have stakeholders buy-in.	To improve student learning and build professional development for teachers, the following dramatic changes will be implemented: ▪ There will be an enthusiastic, energetic kickoff event to engage board of directors, LEA and all stakeholders in communicating the vision and goals for School Improvement Plan. The LEA believes they will have a keynote speaker passionate about education and energizing all the stakeholders in the turnaround school process - perhaps even a scholarship for the most improved student during the year and award teacher of the year. ▪ The school board committee will be fully engaged within the process of student learning by meeting monthly addressing progress as outlined in a SIG data dashboard. ▪ A school board committee member will make a presentation outlining the vision of the restructured school

			during annual parent-student orientation night. ▪ A school board committee member and LEA representative would be present and actively participate in the monthly Turnaround Office (School Leadership Team) meetings. Timelines and benchmarks have been identified in section B1.b under "Actions the LEA will take" of this SIG application The Arizona Department of Education's Solutions Team will provide an external assessment of the school improvement progress each spring, over three year period. The LEA will monitor the implementation of the plan including processes, benchmarks and consequences. Individual responsibilities will be outlined in job descriptions, goals and performance evaluations. The LEA will hold the principal accountable to achieve student results. The change to address the weakness will include SIG budgeted

			administration costs including increased staffing new employees, professional development (internal & external), consultants, stipends, temporary employees / substitute teachers, supplies, materials and technology.

Standard 2: Curriculum, Instruction and professional development			
The LEA has core curriculum that is evaluated and revised annually. Programs & practices are evaluated and discarded in a timely manner if they do not show measurable learning results	**Core Curriculum** <u>The strengths of the core curriculum include:</u> The core curriculum is aligned with state standards for both high school and middle school. Data was analyzed and used to make changes to the curriculum which resulted in moving from the student (him/herself) packet-led to teacher-led learning.	**Core Curriculum** <u>Although the LEA has established a core curriculum to align with state standards, there are several weaknesses with respect to the curriculum and ensuring measurable learning results are taking place:</u> ▪ The core curriculum needs to be evaluated, revised, validated and monitored in order to improve student achievement. ▪ Pacing guides are not fully developed. ▪ The core curriculum is not vertically and horizontally aligned. ▪ CYA lacks the span of leadership needed to implement curriculum and ensure fidelity. ▪ CYA lacks the resources to be able to train/coach teachers with respect to the curriculum and evaluate the curriculum annually.	**Core Curriculum** The Turnaround Office and faculty representing all departments will revise the current curriculum under the supervision and consultation of the Turnaround Reform Consulting Firm. The revised core curriculum will be validated for alignment by the Turnaround Reform Consulting Firm. Additional materials (textbooks, workbooks, supplies, technology, etc.) will be purchased to implement the aligned curriculum. The Turnaround Reform Consulting Firm, principal, and turnaround curriculum/instructional coach (2 positions) with feedback from teachers will create pacing guides aligned to state academic standards and create benchmark assessments aligned to the curriculum. Professional development on curriculum and instruction will be provided by the Turnaround Office, Turnaround Reform Consulting Firm and external ADE workshops. Resources will be allocated to provide teachers continuing education opportunities related to their teaching content.

		▪ CYA has had limited resources to prepare high school students to the changing needs of America's economy. Evidence-based research has indicated that all sectors of the workforce – from entry-level jobs to more advanced positions – are requiring workers to have a greater capacity to think critically, work independently, and apply an ever widening set of sophisticated skills. Even entry-level jobs require these sophisticated skills from their "unskilled" workers. Increasingly more college graduates are opting out of technical fields like engineering and the hard sciences, reducing the supply of potential workers for emerging needs within these fields. CYA has not been able to update its science and math curriculum which would provide an early groundwork for fostering students' interest in these kinds of careers and provides the entry-level skills for the workforce and for post-secondary education.	Evaluation, monitoring, reviewing and revising the curriculum based upon measurable learning results will be a shared responsibility by the Turnaround Office and Professional Learning Communities and re-evaluated annually. Changes will be made when results indicate that student learning is not improving. In collaboration with the Turnaround Reform Consulting Firm, the Turnaround Office and subject matter teachers in fine arts, math and science will replace the current math, science and fine arts curriculum with a local and national state standards' aligned STEM curriculum. The change to address the weakness will include SIG curriculum budgeted items specifically addressing increased new staffing, professional development, consultants, temporary employees / substitute teachers, and supplies, materials and technology needed to implement and monitor curriculum including measurable learning results.

	PROGRAMS & PRACTICES The foundations of the programs and practices currently in place include: ▪ SEEDS – This program is called the Socially and Emotionally Enhancing the Development of students including C.A.R.E Time, Mentoring, Retreat, and Partnerships. ▪ Tutoring – The program currently in place provides tutoring after school, during school (1:1 pull-out) and throughout the summer. ▪ Responsible Thinking Process – This process help students to develop a sense of responsibility for their own lives and respect for everyone around them. It is integrated into the curriculum and connected to the state education requirements. ▪ Response to Thinking Intervention – With the guidance of the Arizona Charter School Association, CYA developed the student success strategies (3 S) RTI process. The 3 S plan incorporates instructional support to students identified in need of additional interventions.	**PROGRAMS & PRACTICES** Although the LEA has established the beginnings of many school programs and practices, there are several weaknesses with respect to the programs and practices: ▪ The programs and practices have not been fully evaluated and/or revised to assure that each program and practice is meeting the needs of student learning and/or teacher professional development. ▪ Analysis and trending of data related to the programs needs to be more fully developed and integrated into a data warehouse so that the information may be used by teachers in teaching and/or serving in a mentor program.	**PROGRAMS & PRACTICES** In collaboration with the Turnaround Reform Consulting Firm and the Turnaround Office, the LEA will establish a model (rubric) for the evaluation of the Crittenton Youth Academy programs and their effectiveness. The rubric will include: ▪ The stated program goal, the measure taken of the program goal (what are you going to measure to see if the program is effective) and the metric used to measure the program goal (how the goals is going to be measured). ▪ The TO members will annually evaluate programs and practices and report back to all stakeholders. ▪ Programs and practices that do not contribute to student results will be discarded.

	▪ Service Learning – Service-learning offers a unique opportunity for CYA students -- from kindergarten to university students -- to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. CYA students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform. Service-learning classes at CYA offers students a curriculum to build character and become active participants as they work with others in the academy and community by creating service projects in areas like education, public safety, and the environment. ▪ Arts – CYA is committed to maintain fine arts classes. During the State of Education speech, Arizona State Department of Education Superintendent Tom Horne stated, "We must enrich every student with a thorough exposure to the arts. A student who has not been taught the deeper forms of beauty has not received an education. And numerous studies have shown that students involved in the arts actually perform better in other academic subjects." Arts		

	are an essential part of every student's education. Studies show that students who study the arts score higher on academic tests than students not exposed to the arts. Many schools have neglected the arts in order to emphasize the tested subject areas of reading, writing, and math. CYA has made arts education part of its curriculum. ▪ Athletics - CYA offers soccer, volleyball, basketball and softball extra-curricular sports for students through the Charter Athletic Conference (CAA). CAA was formed to provide athletic competition for students who have chosen a nontraditional form of education. As athletic directors, coaches, and teachers we hope to provide a truly equal opportunity for all school age children who chose alternative educational communities. Their efforts build legitimacy to the charter school movement, school spirit, student excitement, pride and loyalty to individual schools and the alternative educational community. The diverse alternative educational schools participate in an equal and highly competitive interscholastic athletic community. student athletes must maintain excellent grades and leadership in their classes to participate in any sport.		

	▪ National Honor Society - CYA participates in the National Honor Society (NHS). NHS is the nation's premier organization established to recognize outstanding high school and middle level students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character (and citizenship for NJHS). Once selected, a student is awarded the privilege of membership in the local chapter at a special induction ceremony. With induction, each member assumes certain obligations as outlined by the chapter and the national constitution. The chapter must conduct a service project for the school or community and see to the development of an individual service project for each member. Chapters may choose to sponsor fundraising projects or otherwise involve themselves with the CYA to reach the chapter's goals.		

The LEA has a professional development plan that allows for PD during the work day and specifically addresses and targets school improvement needs	<u>The strengths of the professional development currently in place include:</u> The LEA has identified a need for a professional development plan that allows for professional development during the work day. The LEA believes that job-embedded professional learning equals effective instructional strategies. The LEA has established the beginnings of Professional Learning Communities (PLCs) through paid consulting agreement with the Arizona Charter School Association (ACSA). The principal holds regular in-service meetings and workshops with faculty. The LEA and principal has a budget for selected external workshops on a "need basis".	<u>Although there is clear criteria for professional development, there are several weaknesses associated with the professional development including</u>: ▪ There is no comprehensive job-embedded plan in existence. ▪ Lacking broad-based, cross-content, best practice instructional strategies plan. ▪ Classroom management practices training is inadequate. ▪ Limited time for teachers to engage in professional development activities during the work day. ▪ Professional development is not aligned to needs of students or teachers. ▪ No comprehensive professional development plan linked to data about student needs. ▪ Many teachers are working in "silos" which results in minimal shared learning among teachers. ▪ Lack of ability to provide differentiated instruction.	The LEA ensures a plan allocations and resources for professional development including human and time will be developed. This plan will be approved annually and overseen by the LEA. This will include but not limited to the following items: ▪ Complete a comprehensive school-wide and individualized professional development needs assessment of the teachers and administration. ▪ The Turnaround Office will collect data to determine the appropriate instructional strategies will be outlined in the professional development plan. ▪ Teachers and stakeholders will be involved in development of the plan. Stipends will be provided to teachers who actively participate and collaborate in this process. • The plan will include individualized PD goals for each teacher. In order to implement the professional development plan, additional staff (i.e., co-teachers and core content teachers), substitute teachers, additional supplies and materials, resources for internal facilitators, resources for PD and increased time (i.e., days and hours in calendars) will be provided.

		▪ Lacking system to ensure fidelity of best practices.	Teachers will collaborate, plan, and engage in professional development within and across grades and subjects with additional staff and resources available on a regular basis. Resources available will include co-teachers, the TO, substitute teachers, consultants, etc. The TO members and the LEA will ensure fidelity of the professional development activities in accordance to the plan by providing timely, ongoing assessment of plan results. There will be professional development budgeted items specifically addressing increased staffing, professional development (internal & external), consultants, temporary employees / substitute teachers, and supplies needed to implement and monitor the PD plan.
The LEA has negotiated the necessary changes in collective bargaining agreements to provide the LEA/certified principals with greater control over hiring, placement, and retention of staff.	N/A	N/A	There is no collective bargaining agreement in place.

The LEA has a strong teacher evaluation process in place that provides for removing ineffective teachers that aren't committed to the turnaround process.	<u>The following are strengths within the teacher evaluation process:</u> The LEA has observation protocols in place to evaluate the effectiveness of teacher-led instruction. Evaluations are completed annually. The turnaround principal has expertise in evaluating teachers. The LEA and principal are willing to remove ineffective teachers who are not committed to the turnaround process as demonstrated by the removal of two math teachers by December 2009.	<u>Although there is clear criteria for teacher evaluations, there are several weaknesses associated with the current evaluation process</u>: ▪ Lacking a well-defined process for evaluating the effectiveness of instruction through individual student assessment results, classroom management, teacher observation, etc. ▪ Data is not available per student, per classroom, per teacher. ▪ Lacking resources to validate fidelity of research proven instructional strategy delivered by teachers. ▪ There is absence of high-quality feedback for teachers because the principal has limited time to focus on teachers' needs and development. ▪ There are few consequences attached to evaluations. Because there is little variation in teacher's summative evaluation ratings, teachers who teach exceptionally well cannot be easily identified or rewarded. It's difficult to identify and remediate teachers.	The LEA and Turnaround Office will establish a committee consisting of teachers, administration, human resources representative, Turnaround Reform Consulting Firm to create a comprehensive, measurable and binding teacher evaluation and appraisal process. A comprehensive teacher appraisal process will validate assessments of standards-based, best-instructional practice occurring in every class, every day measured by 100% student engagement. The assessment strategies will include frequent ongoing feedback and dialogue sessions in classroom and PLCs to include: • Quick visit observation – The 5-minute observation is a quick unannounced visit to drop-in and check on EAR (Engagement – Alignment – Rigor). • Teacher4Success Tool – A research-proven mechanism for conducting formal classroom observations of teachers. • SEEDS Evaluation – CARE (Creating an Asset Rich Environment) is daily social-emotional class. Observations will be conducted on teachers during this time as well.

		▪ Lacking resources to make adjustments based on data for impact of learning. ▪ No process to identify or assess the commitment of teachers to the turnaround process (i.e., teacher "ownership"). ▪ Assessment of student learning is not aligned to teacher in the states standards based assessment program currently in place (i.e., Galileo).	• Mastery Learning – During the observations, reviewing teachers use of Master Learning strategies and techniques for student assessment. • Mentor Accountability Process Outcomes – A rubric that collects data associated with student mentor outcomes including student attendance rate, student grades, and academic scores. It's also associated with parent contact. • SIOP (Shelter Immersion Observation Protocol) – During observations, observers will be looking for SIOP strategies and techniques in all classes by all teachers. • Evidence of Professional Development specific scheduled observations - Observers will coach teachers in implementing newly learned professionally learned strategies in their classes. • Commitment to the Turnaround School Improvement Process - Active engagement of all teachers in all activities.

			The evaluation and appraisal process created will be communicated to all staff prior to its implementation and teachers will receive training and coaching during its initial inception. In order to avoid erroneous or faulty perceptions, there will be multiple measures used. Ineffective teachers identified through the evaluation and appraisal process will receive remediation through an instructional improvement plan with benchmark goals and timelines. Separation will occur if their improvement plan goals (aligned to the timeline) are not met. The Turnaround Office will create and implement a process of monitoring and evaluating the effectiveness of the plan. Future consideration will be made to the proposed bill (SB 1040) which indicates that 50% of the teacher (& administration) evaluation will be based upon quantitative data on student achievement outcomes. There will be teacher evaluation budgeted items specifically addressing increased staffing, consultants, and human resources (LEA) involvement. Teachers actively participating in the process will receive a stipend.

The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures	<u>The following are strengths within the teacher evaluation process:</u> The LEA has observation protocols in place to measure quality instruction and student engagement on a regularly scheduled basis. The turnaround principal has expertise in evaluating teachers as demonstrated by his education and previous experience. The LEA and principal are willing to provide the necessary time and resources for ensuring that quality instruction as measured by the scope of changes already made.	<u>Although there is clear criteria for teacher evaluations, there are several weaknesses associated with the current evaluation process</u>: ▪ Lacking a regular and planned process to evaluate the effectiveness of instruction through student assessment results, classroom management, teacher observation, etc. ▪ Lacking resources to validate fidelity of research proven instructional strategy. ▪ Lacking resources to make adjustments based on data for impact of learning. ▪ Assessment of student learning is not aligned to the teacher in the state's standards based assessment program currently in place (i.e., Galileo)	The LEA and Turnaround Office will establish a committee consisting of teachers, administration, human resources representative, Turnaround Reform Consulting Firm to create a comprehensive, measurable and binding teacher evaluation and appraisal process. A comprehensive teacher appraisal process will include validating assessments of standards-based, best-instructional practice occurring in every class, every day measured by 100% student engagement. The assessment strategies will include frequent ongoing feedback and dialogue sessions in classroom and PLCs to include: • Quick visit observation – The 5-minute observation is a quick unannounced visit to drop-in and check on EAR (Engagement – Alignment – Rigor). • Teacher4Success Tool – A research-proven mechanism for conducting formal classroom observations of teachers. • SEEDS Evaluation – CARE (Creating an Asset Rich Environment) is daily social-emotional class. Observations will be conducted on teachers during this time as well.

			• Mastery Learning – During the observations, reviewing teachers use of Master Learning strategies and techniques for student assessment. • Mentor Accountability Process Outcomes – A rubric that collects data associated with student mentor outcomes including student attendance rate, student grades, and academic scores. It's also associated with parent contact. • SIOP (Shelter Immersion Observation Protocol) – During observations, observers will be looking for SIOP strategies and techniques in all classes by all teachers. • Evidence of Professional Development specific scheduled observations - Observers will coach teachers in implementing newly learned professionally learned strategies in their classes. • Commitment to the Turnaround School Improvement Process - Active engagement of all teachers in all activities.

			The evaluation and appraisal process created will be communicated to all staff prior to its implementation and teachers will receive training and coaching during its initial inception. In order to avoid erroneous or faulty perceptions, there will be multiple measures used. Ineffective teachers identified through the evaluation and appraisal process will receive remediation through an instructional improvement plan with benchmark goals and timelines. Separation will occur if their improvement plan goals (aligned to the timeline) are not met. There will be Teacher Evaluation budgeted items specifically addressing increased staffing, consultants, and human resources (LEA) involvement. Teachers actively participating in the process will receive a stipend.
The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.	<u>The strengths currently in place with respect to collaboration include:</u> The LEA has provided training in the understanding of Professional Learning Communities (PLCs) through a paid consulting agreement with the Arizona Charter School Association that established the following process in the 2009/10 school year:	<u>Although the LEA has begun the process of enabling teachers to collaborate during the work day to use data to improve instruction, there are several weaknesses associated with the current process including</u>: ▪ Resources are not available for teachers to collaborate during the work day. Often teachers have to work independently of each other during the work day.	The LEA and turnaround principal will establish a clear bottom line ensuring that each student learns (i.e., no excuses) including: ▪ Giving the teachers' time to collaborate during the week. This will be accomplished through co-teaching, additional staff, eliminating or reducing additional duties, increasing the school calendar (hours and days), providing substitute teachers, and conducting PD demonstrating best practices for collaboration.

	<u>Data analysis</u> ➢ Assist school teams in creating a system to review student level data, classroom level data and school level data. ➢ Assist leaders and teachers in analyzing formative assessment data. ➢ Provide templates and tools to support individual student data review, class room level data review and school level data review. ➢ Provide student level growth percentile data from 2008-09, analyze and report on students that are in danger of not passing AIMS. <u>Teacher workshops</u> ➢ Conduct 12 school-level workshops with leaders and teachers, focusing on change management toward data-driven decision-making and establishing a professional learning community. ➢ Conduct 6 residential-level workshops with teachers assigned to those students. <u>Leadership support</u>	▪ The PLCs are not fully implemented; and therefore minimal results have been achieved in increased student learning. There has been no real change in classroom instruction of student learning. ▪ The teachers are not engaged in the process as problem solvers – they follow the directions given to them but are not conceptual thinkers (e.g., what is delaying improvements, etc.). ▪ They are empowered but do not have a roadmap. ▪ There is no data warehouse that has been fully implemented. ▪ There is no formal data collections process. ▪ The RTI process has not been reviewed and modified in collaboration with the teachers.	▪ Teachers will have time to analyze student performance using data on a frequent (e.g., daily, weekly, monthly) basis. In order to achieve the ability to use data to improve instruction, the data warehouse must be fully implemented including the collection and entry of necessary data. This will be accomplished by a data coach. Utilizing the data, teachers will learn research-based strategies to improve instruction. During the 2010/11 school year, the summary of the school calendar reflection the commitment to PD time includes: ▪ Instructional Days: 180 ▪ Teacher Days: 195 ▪ Professional Development Days: 15 ▪ Instructional Day: 8:00 am to 3:00 pm ▪ Actual Instruction Time: 4.5 hours daily ▪ Daily Prep Time: 3.5 hours ▪ Staff Meetings / Weekly PD: 3:00 pm to 5:00 pm, Wednesdays ▪ Staff PLC/RTI Meetings: 12:30 pm to 3:30 pm, Fridays

	In addition, the LEA has established the beginnings of a Response To Intervention Process (RTI). With the guidance of the Arizona Charter School Association, CYA developed the student success strategies (3 S) RTI process. The 3 S plan incorporates instructional support to students identified in need of additional interventions.		In addition, other time may be scheduled based upon the Turnaround Reform Consulting Firm and Turnaround Office recommendations. The turnaround facilitator and data coach will have a shared responsibility of analyzing data and sharing information to the PLC meetings. Teachers will be trained/coached on how to use data. Additionally, the Turnaround Office will implement RTI meetings to discuss tier 3 student data. The change to address the weakness will include SIG budgeted items specifically addressing increased new staffing, implementing a data warehouse, consultants (Turnaround Reform Consulting Firm, Arizona Charter School Association, etc.), staffing, and supplies. Teachers actively participating in the process will receive a stipend.

Standard 3: **Assessment System**			
The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance	The strengths currently in place with respect to the data warehouse include: The LEA has technology and software (i.e., PowerSchool) available for using as a data warehouse. The LEA and principal believe that decisions made should be based upon data.	Although the LEA has a data warehouse system there are several weaknesses associated with collecting student data including: ▪ CYA does not have data warehouse module. ▪ The data is not collected, analyzed, and disseminated into a useful manner to teachers. ▪ Historical data is not available from which to compare to teachers. ▪ The registrar is charged with collecting data and is unable to do so because of the short-length of stays of residential program students. The residential girls are generally placed for 30 to 120 days at Florence Crittenton. The short duration of their stays results in a continuous turnover rate of students in the CYA. The residents are placed by the Juvenile Court system and Child Protective Services. This residential population represents Arizona's most at-risk and vulnerable female adolescents.	The LEA will purchase the data warehouse module to store student information and academic data on each individual student and track performance. The LEA will hire a data coach by means of SIG to input who will manage and utilize the information in that data warehouse for each student and report data trends to the Turnaround Office and teachers. Data will be collected from Stanford 10, NAEP, AIMS, Galileo (Appendix 26), BASI (Appendix 27), NAVIANCE (Appendix 28), classroom formative assessments, SAT/ACT, ASSET, Credit Recovery aka "A+" (Appendix 29), course grades, AZELLA and Renaissance Learning (Appendix 30). The TO members will assist the data coach and teachers by collecting data from newly identified sources. Starting with the registration of the student for the 2010/11 school year, a new procedure to collect data and input data will be implemented on newly enrolled students.

		▪ There is no systematic process to enter data into a centralized warehouse by teachers. ▪ Frequent school assessments are not be completed to identify problems early and drive improvement.	The LEA will implement a process for teachers to have on-line access to the data warehouse to view and report on student academic data. Teachers will be trained on how to access the on-line system and run reports by the data coach. The turnaround facilitator (in collaboration with the turnaround principal and Turnaround Reform Consulting Firm) will train and coach the teachers on how to effectively use the data and translate it back to improved student learning and achievement. Establishing a comprehensive data warehouse system allowing for the collection of student data down to individual student performance budgeted items will include assessments (BASI, NAVIANCE, Galileo, etc.); technology, staffing, consultants, and supplies.
The measurement of student learning is used to better support systemic, programmatic and instructional decisions, and is part of the core work of the district and schools.	<u>The strengths with respect to student learning using assessments include</u>: The LEA supports changes based upon student learning to make decisions. The students participate in the assessment of their needs when enrolling in the school through an in-person interview with the principal.	<u>The LEA does have assessments; however, the weaknesses in the measurement of student learning through assessments including</u>: ▪ Lack of shared institutional knowledge about the unmet needs of individual students – for example, SPED & ELL students and short-length stays of residential students – and how to make instructional decisions in improving student learning.	The LEA, and Turnaround Office, will implement school-wide systems to including but not limited to the following: ▪ Norm Reference Test – BASI; ▪ College & Career Readiness – NAVIANCE; ▪ In-class Formative Assessments – A+; and ▪ RTI Assessments - A+ and Galileo. These assessments will build a foundation for teachers to collect data at the student level, to measure student learning, and improve instruction.

		▪ Currently there is no norm reference testing available to provide a baseline assessment for new or returning students – teachers do not have a tool in place to assess a student's knowledge factually. ▪ Currently teachers are not able to assess a student's individual interests (such as career or college) which would assist in instructional decisions and/or increased student learning.	The Turnaround Reform Consulting Firm and the Turnaround Office will provide training and coaching to teachers on the assessment of student learning process procedures and expectations. The teachers will use the data to implement systemic instruction strategies and interventions including remedial classes, tutoring, expanding instructional hours, differentiated instruction, after-school homework club, gifted & talented program, etc. This will result in increased student learning and achievement. Teachers will be provided with stipends for participating in the activities that will extend their professional work day. The Turnaround Office will be responsible for training, modeling, coaching and overall systemic changes including programmatic and instructional decision-making through frequent meetings and consistent communication with teachers on student learning and achievement. The TO will analyze data and assessments, and make system-wide changes. The LEA will utilize the Arizona Department of Education (ADE) Solutions Team to provide an assessment of the school's capacity to measure student learning and use of data to better support systemic, programmatic and instructional decisions annually.

			There will be assessment budgeted items specifically addressing increased student learning including assessments (BASI, NAVIANCE, Galileo, A+, etc.); staffing, consultants, stipends, and supplies.
Clear LEA/school goals are set based on what students need to know, think, and do for personal, economic, and civic success for the 21st century.	The strengths of the LEA/School in establishing 21st century goals include: As indicated in previous standards, the LEA expects the following goals to be achieved in three years from this initiative: ▪ 80% of students will meet or exceed the AIMS exam ▪ 80% of students will graduate ▪ 80% of students will be qualified to attend a state university Success indications include: ▪ Improved tests results ▪ Increase number of students who enroll post secondary ▪ Increase parental awareness of college ▪ Increase academic rigor and set high expectations in classrooms ▪ Increase social-emotional assets through SEEDS	Although there is clear criteria for student success in the 21st century, there are several weaknesses associated including: ▪ There is a lack of a shared agreement and commitment to school-wide goals about how to academically prepare students for 21st century by students, parents, administration, teachers and community stakeholders. ▪ There are no needs assessments of what community students know and align needs to realistic opportunities to learn, think, and do. ▪ There is no realistic assessment of what residential girls can accomplish and learn during short length of stays. ▪ There are a lack of systems, processes, and resources currently in place for the 21st century.	CYA focuses on giving students who have struggled in the traditional education system the power to learn, grow and thrive. CYA educates students in grades 6-12 to be literate, knowledgeable, and principled citizens in a student-centered learning environment. CYA's learning goal is to develop the competencies necessary for students to achieve academically and have successful careers. The goal is for students to develop and to apply 21st century skills to their lives, as students, as workers, as consumers, and as responsible citizens. These goals include teaching students critical thinking skills, science skills, math skills, and technology skills. CYA will accomplish these goals as follows: ▪ Provide Career and Technical Education courses aligned to Arizona State Articulated standards. ▪ Provide students with Science, Technology, Engineering and Mathematic (STEM) courses aligned with national standards.

	▪ Increase leadership skills through establishing 21st century curriculum including science, math and technology	▪ Lack of instructional programs designed for the 21st century in core subjects. ▪ For those students who are focused on college readiness, CYA is lacking a foreign language class, gifted and talented class, dual enrollment, and AP classes which would assist in the college application process. This has been requested by parents and/or students who are planning a roadmap to attend college. ▪ Lack of shared institutional knowledge about the needs and students have a lot of unmet needs – for example, SPED & ELL students.	▪ Provide students with social and emotional curriculum aligned with whole child initiative standards. ▪ Provide students with community college, dual-enrollment opportunities and providing all students with opportunities to be successful in a university of their choice. ▪ To increase the learning levels of the residential girls prior to discharge. <u>Science, Technology, Engineering and Mathematic ("STEM")</u> CYA's science teacher, Robert Martz (Appendix 31), with a Master's Degree in Science, joined CYA for the 2008/09 school year. During the past two years, Mr. Martz has assessed the curriculum for science in the 21st century. He collaborated with the math teachers with respect to the curriculum for math in the 21st century. Based upon his findings, he began investigating STEM programs to replace the current program not only for science but also math, technology and engineering. The information was presented to the LEA and the principal. The recommendation made was to purchase the STEM program through The Stem Academy. (Appendix 32)

			STEM course curriculum is rigorous, innovative, comprehensive and aligned with national academic science, technology and mathematic standards. A new science teacher and new STEM curriculum will provide comprehensive student assessments including traditional tests, project based learning presentations and portfolios. The curriculum has clearly defined learning outcomes, student competency assessments, certification and captures student performance outcomes. This STEM centric program is focused on national standard based foundations, gender awareness, socio-economic concerns and general learner needs to engage as many learners as possible. The curriculum features a strong professional development instructor training program and CYA's consultative approach for implementation strategies will ensure the school's success. All students who graduate from CYA will have a level of STEM literacy that ensures their successful employment and/or postsecondary education. Students will be prepared to be competent, capable citizens in a technology-dependent, democratic society. These are required courses to meet CYA goals and what students need to know, think, and do for personal, economic, and civic success for the 21st century. The success of this program will be measured by the percentage of student obtaining certification in completing each course.

			Career and Technical Education To develop the 21st century skills and competencies of all students, engineering courses will be taught by the new science teacher, career and college readiness courses taught by the new academic advisor and finance classes taught by the new social studies teacher (including economics) are career and technical education courses aligned to Arizona State standards. These are required courses to meet CYA goals and what students need to know, think, and do for personal, economic, and civic success for the 21st century. The success of this program will be measured by the percentage of students enrolled in a post-secondary education setting. Social and Emotional Curriculum CYA will provide a social and emotional curriculum designed through the Socially and Emotionally Enhancing the Development of students (SEEDS) curriculum and activities. (Appendix 33) New funds for activities will be offered to reinforce the established curriculum and accomplish greater outcomes. Based on the Search Institute's scientifically proven 40 Developmental Assets®, there are 40 assets that all children should have in order to develop into caring, healthy and responsible adults. Challenging standards for social/emotional and leadership curriculum will be established school-wide and monitored by the school social worker through CARE time observations, student

			portfolios, assessments, surveys, course grades and the annual goals. The curriculum and activities are required to meet CYA goals and what students need to know, think, and do for personal, economic, and civic success for the 21st century The success of this program will be measured by the percentage of student that graduate from Crittenton Youth Academy. <u>College Dual-Enrollment</u> CYA will provide opportunities for students to explore their post secondary talents through community college dual-enrollment. With new funds for tuition, students with senior credits will be encouraged to graduate high school at CYA by taking tuition-free college courses. Through the facilitation and monitoring of the new academic advisor, students may earn as many credits as they are motivated to obtain while in high school. Dual-enrollment community college opportunities are required to meet CYA goals and what students need to know, think, and do for personal, economic, and civic success for the 21st century. The success of this program will be measured by the percentage of students that earn college credit while enrolled are Crittenton Youth Academy.

			University of Choice Foreign language and lab sciences are university requirements that CYA currently does not offer. They are required courses to meet CYA goals and what students need to know, think, and do for personal, economic, and civic success for the 21st century. By means of new funds foreign language classes and lab sciences through STEM (described above), all CYA students can have an opportunity to apply and be accepted in any state university of their choice. The success of this program will be measured by the percentage of student that are granted acceptance to a state university. CYA will implement these five programs to develop the 21st century skills and competencies of all students. Reinforcement variables that are required to accomplish the learning goals include implementing the following: ▪ School-wide assessment systems (BASI, NAVIANCE, Galileo) ▪ Credit Recovery and Academic Gap Identification Tool (A+) ▪ Turnaround Reform Consulting Firm ▪ Turnaround Office positions ▪ Data Warehouse ▪ Remedial classes/tutoring ▪ Expanding instructional hours ▪ Job-embedded professional coaching or learning opportunities

			▪ Teacher education assistance ▪ Temporary Employees ▪ Budget flexibility to provide stipends ▪ Sufficient time for collaboration with colleagues ▪ Safe, disruption free classrooms ▪ Co-teachers ▪ Available resources and material including textbooks and technology Budgeted items with respect to the 21st century needs include: Curriculum/ instructional programs (e.g., STEM, etc.), hardware and software assessments, staffing, stipends, and supplies.
The LEA has a system in place to train and support teachers in using data to drive instruction.	<u>The strengths of the LEA with respect to support teachers to use data to drive instruction:</u> Teachers maintain adequate records of student assessments that are available to them through a manual process. The LEA has tools (i.e., Galileo) in place to implement a data-driven system including the expertise of the turnaround principal. The PLC Meetings are facilitated by the Arizona Charter School Board Association where teachers are learning to use data to drive instruction.	<u>Although data is used, there are several weaknesses associated with using data to drive instruction including:</u> ▪ There is no overarching plan, strategies or time allocation to train and support teachers to use data. ▪ Teachers do not use student assessments in guiding instruction on a per student basis. ▪ The district-wide formative assessment is not diagnostic to measure growth so instructional decisions cannot be made.	The LEA, Turnaround Office and PLCs will develop and implement a comprehensive system including training and supporting teachers in using data to drive instruction. This will be accomplished by the following steps: ▪ Recruit highly capable TO members to support teachers who use data to improve student learning. ▪ TO will put an overarching plan and strategies in place by 2010 year-end. ▪ The LEA will provide job-embedded PD conducted by the turnaround facilitator and data coach.

		▪ Teachers do not know how to use student assessments to improve learning. ▪ The LEA does not have a system in place to use data to evaluate teachers' instruction on a per classroom basis.	▪ The Turnaround Reform Consulting Firm and Turnaround Office will provide PD on various instructional strategies using data. ▪ The LEA will provide two turnaround coaches (instruction/curriculum) to support teachers in implementing strategies in the classroom based off of data. ▪ The LEA will seek professional development opportunities to send the LEA and school staff to get training in data and/or instructional strategies, depending upon the need (e.g., ADA Calendar of Events, Center for Teacher Success, Arizona Charter School Association, Association for Supervision & Curriculum Development, etc.). ▪ The Professional Learning Communities will be led by a member of the Turnaround Office in a shared learning environment to learn best practice applications to meet student needs. (Appendix 34) PLCs will meet two times per weekly. At times, substitute teachers may be required to provide teachers with the time to participate in professional development workshops and collaborate.

			▪ Teachers will have regularly scheduled pull-outs. ▪ Professional development through PLC examples include: o The idea to establish ownership over student learning through co-teachers. o Teachers will learn from coaches how to assess needs. o Teachers will learn how to use data to differentiate instruction by individual and class. o PLCs will determine how frequently to assess student progress. o PLCs will reassess, evaluate and change course as needed to achieve student learning goals. There will be data budgeted items including Curriculum/instruction programs, assessments, consultants, temporary employees / substitute teachers, staffing, and supplies.

Standard 4: Culture, Climate, and Communication			
District staff, school board members, and association members work together to make the dramatic changes the restructured school(s) need for improving student learning	The strengths of the stakeholders in improving student learning include: The board of directors and LEA have a strong commitment to improve student learning. This commitment is demonstrated by selecting a turnaround leader, replacing teachers, investing resources and making necessary changes as communicated throughout this document. They have a willingness to change policies and procedures leading to dramatic changes in school improvement. The Board of Director provides the turnaround principal with site based authority in order not delay progress in student learning.	Although the board of directors and the LEA work together to make the changes in the restructured school needed for improving student learning, there are several weaknesses including: ▪ Lack of resources to implement changes of various strategies for Turnaround "Low-Performing" Schools (e.g., Handbook on Effective Implementation of School Improvement Grants). ▪ school board committee meets on a quarterly basis and is focused on business operations versus academic achievement. ▪ The LEA staff provides support for multiple programs including the school residential programs which limits manpower.	To improve student learning and build professional development for teachers, the following dramatic changes will be implemented by the board of directors and LEA: ▪ There will be an enthusiastic, energetic school improvement kick-off event to engage board of directors, LEA and all stakeholders in communicating the vision and goals for School Improvement – the thought is to have a keynote speaker who is passionate about education and energizing all the stakeholders in the turnaround school process - perhaps even a scholarship for the most improved student during the year. ▪ The school board committee will be more engaged within the process of student learning by meeting monthly addressing progress as outlined in a newly developed SIG data dashboard. ▪ A school board committee member will make a presentation outlining the vision of the restructured school during annual parent-student orientation night.

			▪ A school board committee member and LEA representative would be present and actively participate in the monthly Turnaround Office (School Leadership Team) meetings. In order to effect significant school improvement, budgeted items will include a school improvement kick-off event, staffing, and supplies. And, most importantly, the time and commitment from the School Board, LEA and other stakeholders.
The LEA sets school improvement as a priority and adheres to the implementation and monitoring of the school's goals, including consistently monitoring improvement timelines for student achievement	The strengths demonstrating the LEA views school improvement as a top priority include: Over the last eighteen (18) months, the board of directors and LEA have built a strong commitment to improve student achievement. They have a willingness to change policies and procedures leading to dramatic changes in school improvement. The board of directors has provided the turnaround principal with site based authority. A school improvement committee, comprised of school administration, teachers, parent, and consultants, was established to meet and discuss school improvement. The Arizona School Improvement Plan (ASIP) was uploaded in	Although the board of directors and LEA has set school improvement as a priority for improving student achievement, there are several weaknesses including: ▪ Until the new principal arrived, there was a lack of vision and goals for the school and poor audit findings. ▪ school board committee meets on a quarterly basis and is focused on business operations versus academic achievement. ▪ The LEA staff provides support for multiple programs including the school which limits resources dedicated for school improvement.	To implement the full restructuring plan, the LEA will implement the following: ▪ The school board committee will establish, monitor and set timelines, expectations and outcomes for student achievement by meeting monthly addressing progress as outlined in a SIG data dashboard. ▪ There will be a board member presentation outlining the vision of the restructured school during annual parent-student orientation night. ▪ There will be a board member and LEA representative present and actively participating in the monthly Turnaround Office

	the IDEAL portal. (Appendix 35)	▪ Monitoring goals has been inconsistent and expected timelines are not in place. ▪ Lack of resources to implement changes of various strategies for Turnaround "Low-Performing" Schools (e.g., Handbook on Effective Implementation of School Improvement Grants).	meetings monitoring the timeline of stated goals including student achievement. Initially goals will be established addressing… o How often will monitoring happen; o What are expected student achievement metrics; o What is the timeline for student achievement metrics; o What resources will it take to monitor student achievement; and o Evaluation will be done by who and reported to who? o Accountability measures if goals/timeline are not met. In order to ensure that school improvement is a top priority and monitoring will occur, budgeted items will include staffing and supplies. And, most importantly, the time and commitment from the School Board, LEA and other stakeholders.
The LEA has a valued culture of high expectations for student achievement including established vision,	<u>The strengths of the LEA with respect to its culture include:</u>	<u>Although the LEA has a high valued culture of high expectations, there are several weaknesses including</u>:	The LEA will create a culture of high expectations including: ▪ A belief that every student can

mission, and goals	The LEA has a mission and vision that focuses on a high level of excellence. (Appendix 36) School goals have been established for student achievement in the performance appraisal process. The LEA has a commitment to the social emotional development, academic success and leadership of each student as demonstrated through programs (e.g., SEEDS), 21st century skills focus (e.g., STEM), and school pride (e.g., uniforms, school safety and cleanliness).	▪ The LEA's mission and vision does not focus on student achievement. ▪ Timelines and accountability for student achievement are not built into performance expectations for administration and teachers. ▪ Lack of consistency in monitoring and setting timelines for student achievement. ▪ No accountability measures except for annual performance review. ▪ No cohesive team and unified understanding of goals for student achievement.	learn. ▪ Accepting no excuses – failure is not an option. Culture change is established by team work, shared vision and shared values. The LEA, stakeholders, and PLC will create the mission, vision and branding of the Academy. The LEA is funding a branding manager position to manage and implement this change. (This position is being funded aside from the SIG application process.) The revised mission and vision will incorporate high specific expectations for student achievement, timelines, and measures of accountability. Staff members achieving the student academic goals will be compensated monetarily. High expectations begin with using data. The turnaround facilitator and data coach will lead the efforts with respect to data collection and coordination. PLC meetings will be held two times per week to evaluate data and best practices to reinforce a culture of excellence and accountability. Stakeholders will be assembled to establish goals.

All staff members are held accountable for increased student achievement.	<u>The current strengths for holding staff accountable for increased student achievement include:</u> Overall goals are set for school-wide academic achievement by administration and faculty. CYA has tools in place to measure if student achievement goals have been met.	<u>Although school-wide academic achievement measures are set, there are several weaknesses in accountability for increased student achievement including</u>: ▪ Academic goals are not individualized by student, teacher or classroom. ▪ The noncore (core = English and math) teachers do not share the same commitment to school improvement because consequences/ sanctions are not currently in place. ▪ There is no baseline assessment in place to measure growth at enrollment. ▪ There is no timeline for improvement. ▪ There is no system to collect student historical data which would assist in individualizing a plan for improved student achievement. ▪ There are no evaluation outcomes and recommendations for improvement.	Although teachers will be held accountable for student achievement in their content area, CYA will establish the mentor accountability process. This means assign teachers and staff to a group of students who will advocate for each student on their case load. This "whole child approach" is a process in which the mentor is responsible for all educational aspects of their mentee. Interventions can be identified quicker through this process. It provides an opportunity to hold all teachers responsible not only core content teachers. This component will become part of the performance evaluation matrix for teachers and staff. Holding mentors accountable for their mentees will include: ▪ AIMS take-rate; ▪ Mentees dropout rate; ▪ Mentees attendance rate; ▪ Mentees grades; ▪ Contacts made to their mentee's parent/guardians, their mentees progress towards graduation; ▪ and other indicators as identified. To start this process, the TO members will provide quantitative data and strategies to the CYA mentors at the weekly PLC meetings. The TO members and school social worker will coach mentors (i.e., teachers and staff) how to be a mentor and work with their mentee. At times, external providers

		▪ There are no accountability measures and no consequences for failing to achieve results.	may be sought to provide workshops on "mentoring" topics. The goal will be that the mentors will actively participate in the weekly PLC meetings and communicate academic conditions of mentees. It will also become of the daily process in having a vested interest in the student's learning and achievement. Teachers will receive a stipend incentive at year-end based upon their results in the mentor program. Student learning budgeted items will include: Staffing, consultants, job-embedded professional development, incentive, stipends, and supplies.
The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.	<u>The strengths demonstrating that the LEA is committed to involving stakeholders include:</u> The LEA has begun the process of involving community and parents in the restructuring process by communicating the process through the school newsletter (Appendix 37), parent/teacher conferences, and the American Dream Academy. The administration has solicited participation and feedback on a continual basis. The LEA contracted with WestGroup Research to poll 400 parents on what are the most important aspects of their child's education. (Appendix 38)	<u>Although the LEA is committed to involving community/parents in the restructuring process, there are several weaknesses including</u>: ▪ The lack of parental involvement and interest in the process is significant; however, the underlying reasons are unknown. ▪ The LEA has not collected data to determine the reasons parents/guardians are not involved. For example, only 5% of the student population submits a completed Parent Satisfaction Survey.	To involve the community/parents in the restructuring process, the following will be implemented: ▪ Conducting focus groups to seek feedback from stakeholders (teachers, students, and parents) about the restructuring process, current reality, and vision. ▪ There will be a kickoff event to engage board of directors, LEA and all stakeholders in communicating the vision and goals for school improvement with increased buy-in. ▪ Communication of restructure to parents at enrollment meetings with the principal and

			students. ▪ There will be a board member presentation requesting parental feedback outlining the vision of the restructured school during annual parent-student orientation night. ▪ The LEA will fund a branding manager position to bring data from stakeholders together to present the mission, vision and branding of the school to all stakeholders. ▪ The LEA will employ an academic advisor to investigate the root causes for the lack of parent involvement, seek scientific research strategies to address the root cause, and take action by revising the Parent Engagement Plan. Community/parent budgeted items will include: Kick-off event; staffing; and supplies.

Standard 5: **Resource Management**			
The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.	N/A	N/A	The LEA has only one school in improvement and has established a fiscal management plan that supports CYA.
LEA leverages funds in order to design a viable sustainability plan for future years.	<u>The strength of the LEA in leveraging funds in order to design a viable sustainability plan for future years is:</u> The LEA has a fundraising department and the infrastructure to support the school including grant funding through federal and state sources. Florence Crittenton is a well-respected and well-known non-profit agency and has fundraising capacity. In 2010/11 school year, the LEA is funding a business manager position assigned to focusing on the school. (This position is being funded aside from the SIG application process.) The LEA is investing in marketing, branding and communications for the school.	<u>Although the LEA is committed to leveraging funds in order to design a viable sustainability plan for future years, there are several weaknesses including</u>: ▪ CYA is a charter school in Downtown Phoenix with a daily capacity of 230 students. Currently only 185 (ADM) are enrolled. ▪ Currently the middle school is limited to two classrooms which limits the number of middle school students CYA can serve and educate. ▪ The LEA has not had the resources (physical or human) to implement reform strategies. ▪ The LEA does not have a dedicated business/financial position to the school.	The LEA believes it will be able to sustain its plan for future years based upon the following items: 1. Improvement in academic outcomes will increase number of students enrolled at CYA. The school has the capacity for 45 new students (a vacancy of 45 students). The 45 student difference represents approximately $315,000 per year in new revenue (excluding formula grants affiliated with these additional students). Recent market polling data has revealed that greater than 45 new students can be recruited if the school was producing high student academic outcomes. (Appendix 38) Additional students will balance the current uneven economies of scale.

		▪ The LEA has not had the resources to be able to advertise to attract new students because of poor academic achievement and low graduation rate ▪ Currently CYA is in school improvement for a variety of reasons including students enrolling students with deficiencies created from past schools.	2. Grow great teachers who love the mission of the school and have the capacity to provide collaboration, leadership and support to new teachers as they are hired. 3. The LEA has a fundraising department that can acquire grants through multiple donor sources which will lead to development of a comprehensive sustainability plan if the school can produce high student academic outcomes. 4. The LEA has plans to increase enrollment by the 2012/13 school year by building a middle school. This establishes a way for earlier education strategies and starting academic interventions as early as possible. Projections are increasing overall enrollment from 230 to 400 students on any given day (excluding residential students). 5. The LEA will continue to invest in its marketing, branding and communications of the school.

			6. The school has been approved to transform CYA to a Girls Leadership Academy which is gender-specific. This will provide parents and female students a unique alternative learning environment. The key factors will be that the school is a performing school with strong student learning/achievement with the "best" teachers. The LEA will be able to sustain the Turnaround Model components beyond three years by increasing student enrollment. The LEA believes that the quality of instruction will improve by building capacities of teachers through professional growth and development and this will lead to greater student enrollment. Also, the LEAs financial commitments can be supported by the fundraising department. By implementing the Turnaround Plan, the LEA and turnaround principal will achieve the academic outcomes of increased student learning, increased graduation rate, and developing the "best" teachers.
The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)	The LEA has an approved Consolidated Plan by Arizona Department of Education. The LEA and turnaround principal have competencies to complete and implement a Consolidated Plan including professional development workshops on NCLB Consolidated Plans provided by the state.	The current Consolidated Plan is not aligned with the weaknesses identified through the SIG application process.	The turnaround principal and the Federal Programs Manager (i.e., Business Manager) will update the LEA Consolidated Plan on ALEAT upon confirmation of ADE's approval of Florence Crittenton's SIG application.

B1.b Describe the actions the LEA has taken or will take to address the following:

	Actions LEA has taken:	Actions LEA will take: Include a general timeline
Design and implement interventions aligned with the requirements of the selected model: Turnaround Model	The following actions have been undertaken as it relates to indicator #1 (replace principal) under the Turnaround Model: 1.1 **Recruitment Process**: Because the executive management had four principals during the period of June of 2006 through May of 2008, a decision was made to recruit a highly qualified, experienced new leader who could bring stability and quality to the school. A personnel change was made after LEA developed a set of competencies specifically designed to identify a principal that could be effective in a turnaround situation. The LEA retained the services of a third party recruitment specialist to assist with the recruitment of the principal. Through an online application process, telephone screening techniques and face-to-face interviews with a panel of LEA executives, a candidate was selected. A competitive compensation and benefit package was arranged and the employment offer was extended. The criteria used to select the new principal were first and foremost a candidate who believes that all children can learn. It was necessary to engage someone with experience working in the classroom and as an administrator with at-risk middle school and high school students. The principal candidate had to have strong organizational, budget and planning skills. Another important requisite was knowledge of best practices, evidence based curriculum and engagement and effective classroom	In order to substantially improve student achievement and outcomes and increase high school graduation rates, the following actions will be undertaken as it relates to indicator #1 under the Turnaround Model: 1.1 The Crittenton Youth Academy selected a change agent principal who began to initiate a bold and substantial change in the fall semester of 2008/09. During the first year, the principal assessed the curriculum, climate and culture, processes and daily operations and the capacity of each faculty member to achieve student results and 67% of the teachers were replaced during that time. The principal was given operational flexibility and authority to develop a performance plan which has been initiated. (Completed) 1.2 A comprehensive turnaround plan involving stakeholders, resources including new curriculum, job-embedded professional development for teachers along with the assessment tools and training to increase student achievement has been developed and will be implemented as a result of the SIG application. CYA will retain a Turnaround Reform Consulting Firm and a turnaround facilitator who along with the principal, will lead stakeholders (teachers, students, board members, administration, community groups and parents) in a collaborative approach to improve student achievement and improved

	practices. Accountability, leadership and a talent for communicating and working with diverse people was important in this selection because the current team at the time was fragmented and individuals lacked accountability to their students and the school. All of these skills and talents were found in the new principal, William Bressler. 1.2 **Qualifications principal:** The LEA actively pursued an educational leader with superior conceptual, interpersonal and technical skills. In June 2008, an offer was extended to a certified principal with over 15 years of dedicated teaching and leadership experience in multi-cultural schools supported by a career rooted in research and best practices. The identified leader is an educational visionary whose morals, values and personal beliefs are aligned with the LEA's mission, vision and core values. He is a notable school turnaround specialist that has implemented forward thinking processes leading underperforming schools to performing plus. This new leader is a certified principal dedicated to student centered education and elevated interactions with the community. The qualifications of this certified principal included: ▪ Data-driven decision making ▪ Curriculum competency ▪ Proficient in instructional best-practice strategies and techniques ▪ School business and educational administration operations ▪ Developed and implemented an Arizona School Improvement Plan ▪ Educational law ▪ Student discipline ▪ NCLB cycle monitoring ▪ AYP and AzLEARNS measurements ▪ SAIS operations ▪ OLEAS requirements	graduation rate of 80% to be achieved in <u>three years</u> from this initiative. (Timeline: Year 1, 2, 3 and ongoing) 1.3 A Turnaround Office will be established to direct, monitor, evaluate and make necessary changes. (Appendix 20) These positions include: ▪ <u>Turnaround Principal (Certified)</u>: Visionary leader for the Turnaround Model – qualified, experienced principal hired using rigorous standards (for recruitment) with demonstrated knowledge of how to influence and lead, manage change and use best practice principles to achieve results. ▪ <u>Turnaround Facilitator</u>: Facilitates & oversees implementation of plan and continuous school improvement process. ▪ <u>Data Coach</u>: Collection, interpretation & presentation of data. Facilitates Professional Learning Communities (PLC) with teachers. ▪ <u>Turnaround Curriculum / Instructional Coach (2 positions)</u>: Coaching/ mentoring teachers to support school leadership in ensuring lessons and classroom activities provide a variety of instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the state academic standards. Develop curricula, select textbooks and other materials, train teachers, and assess educational programs for quality and adherence to regulations and standards.

	▪ Audit compliance ▪ Teacher induction ▪ Grants management ▪ Facility management ▪ State standards aligned curriculum development ▪ Intuitive of adolescent topics and risk-factors ▪ Ability to identify a problem, gather data, research and take action to solve the problem ▪ Instructional leadership 1.3 **Selecting New teachers:** During the first semester of the 2008/2009 school year, the new principal evaluated the qualifications of each teacher. The certified principal evaluated the teacher's capacity to engage students in learning to ensure student achievement, manage classroom behavior, implement AZ state standards, commit to the students and the school, change and grow, accept feedback, and to work collaboratively in a team environment. The certified principal conducted one on one interviews with teachers, did regular classroom observations and established new policies for attendance along with behavioral expectations for the faculty to participate in the new culture and climate of the school. The school board understood the need to improve quality of teachers and all teachers were given 12 months to become certified in his or her content area. Additionally, the board of directors was kept advised of the changes in staff that were required and followed the certified principal's recommendations to terminate 67% of the teachers by the 2010 fall semester.	▪ Behavior Coach: Manage the Responsible Thinking Intervention (RTI) including providing classroom management professional development to teachers. ▪ Academic Advisor: Manages the career and college needs of students; parent engagement; and assisting in providing the mentors with strategies in working with his/her assigned students. Responsible for the American Dream Academy (parent Liaison) program. ▪ School Social Worker: Provides services that strengthen home/school/community partnerships and alleviates barriers to learning. This position will be responsible for the SEEDS (Socially and Emotionally Enhancing the Development of students) program. The TO (charged with directing turnaround efforts) will advise the LEA on all aspects of turnaround components and assist with implementing and monitor all aspects of the LEA's comprehensive school reform effort. The Turnaround Office will oversee and evaluate all aspects of the process to improve student achievement and graduation rates. The first priority of the Turnaround Office is to give teachers the training, tools, support and resources they need to succeed in the classroom by developing a Project Plan for the Turnaround Model Plan. The development and monitoring will be led by a turnaround facilitator who coordinates the Turnaround Office and its stakeholders. (Timeline: Year 1, 2, 3 – some positions will be ongoing)

	1.3 **The Autonomy of the principal:** A change to the board of directors provided new certified principal with sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement school improvement. The autonomy given to the principal helped in generating changes in teaching and learning. The certified principal focused on assembling qualified teaching staff, correcting operational deficiencies and establishing a strong foundation for improvement. 1.4 **Authority of the principal:** The principal was given implied and expressed authority to employ various strategies for improving student achievement including: ▪ Obtain new material: Purchased textbooks and material for all classes from Pearson AGS, McDougall Littell, Saxon, Glencoe McGraw-Hill, and Holt, Rinehart. ▪ Hire more teachers: Two additional teachers for the 2010 school year were hired. ▪ Hire new teachers: 67% of the 2009 school year faculty was replaced for the 2010 school year. CYA implemented a policy requiring all faculty members to have teaching certification in their core content area and two years or more teaching experience. ▪ Formulate a new schedule: CYA converted to a 4-block schedule in the 2010 school year that increased instructional time and credits earned in a school year. Free summer school was initiated at the end of the 2009 school year for all CYA students.	1.4 Additional resources will be provided to include core materials, expository and narrative classroom and library books and research-based instructional programs and materials. Best practice, job-embedded professional development will be supported by a strong and evidence based curriculum. Teachers will receive frequent one-on-one feedback as well as collaborative team work opportunities. Role modeling from class-room-based instructional coaches and during Professional Learning Committee (PLC) meetings ensure fidelity to curriculum and student engagement. (Timeline: Year 1, 2, 3 and ongoing) 1.5 The above Turnaround Office positions will be required to provide coaching, support and resources. Teachers will need to meet and exceed student goals. (Timeline: Year 1, 2, 3 – some positions will be ongoing) 1.6 A mentor accountability process, led by the school social worker, will be implemented. This means assign teachers and staff to a group of students who will advocate for each student on their case load. This "whole child approach" is a process in which the mentor is responsible for all educational aspects of their mentee. Interventions can be identified quicker through this process. It provides an opportunity to hold all teachers responsible not only core content teachers.

	▪ Obtain a new test: CYA initiated the use of Renaissance Learning assessments in the 2009 school year and ATI Galileo assessments aligned to state standards in the 2010 school year. ▪ Establish more test prep: CYA offered AIMS prep classes, one on one AIMS pullout tutoring and after school tutoring including supplementary educational services through Mathnasium in the 2010 school year. ▪ Build a longer schedule: CYA increased daily instruction from 4 hours in the 2009 school year to a minimum of 5.5 in the 2010 school year. Students may take an optional period totaling 7 hours of instruction. Also, students identified in need of credit recovery are able to attend evening classes at CYA in addition to their day schedule. ▪ Hire more educational assistants: A curriculum and instruction coach was hired to support faculty and a para-pro was hired for the 2010 school year. ▪ Construct a new curriculum and create an aligned curriculum: In the 2009 school year, a standards based curriculum and curriculum maps for all high school content classes were introduced to the CYA faculty in an effort to guide their newly teacher-led classes. Lesson plans with best practice built-in components were required. In the 2010 school year, the curriculum was realigned to state standards, revised to reflect a more aggressive academic approach and a pacing guide was added. A middle school curriculum, curriculum map and pacing guide was developed for the 2010 school year.	This component will become part of the performance evaluation matrix for teachers and staff. Holding mentors accountable for their mentees will include: ▪ AIMS take-rate; ▪ Mentees dropout rate; ▪ Mentees attendance rate; ▪ Mentees grades; ▪ Contacts made to their mentee's parent/guardians, their mentees progress towards graduation; ▪ and other indicators as identified. Expressed academic centered goals will be measured and teachers who accomplish the written goals stated for their students would be eligible for a stipend. (Timeline: Year 1, 2, 3 and ongoing – Stipends are paid annually at year-end, based upon results) 1.7 As a result of school improvement, the principal and teachers will be required to fulfill obligations (such as increased learning time, active participation in job-embedded professional development, increased use of data collection and analysis in the student learning process, etc.). The additional work requires providing additional compensation in the form of stipends added to the base salary for the school year for teachers. (Timeline: Year 1, 2, 3 – review annually)

	▪ The SEEDS social and emotional curriculum and program of instruction was introduced and implemented the 2010 school year. For the 2011 school year, a gender-specific program of instruction will be introduced ▪ Acquire new professional development: In the 2009 school year, PD activities and workshops were offered based on instructional needs for a faculty that did not have teacher-led classroom experience (previous school years at CYA allowed individualized syllabi work for students to earn credit). With the assistance of The Arizona Charter Schools Association (ACSA), the 2010 school year PD activities are based on a Professional Learning Community foundation. Weekly workshops focus on student learning, not teaching. All policies, programs, curriculum/instruction, professional development and other functions of the school support student learning. ▪ Implement new technology for the 21st century: Backbone Communication A+, PowerSchool, Study Island. ▪ Retain external providers to assist in the process: ACSA. ▪ Recruit new students: Implemented a comprehensive discipline policy and new student interview process, scholarship program for 2010 freshmen. ▪ Recruit new parents: Implemented a Parent Engagement Plan, new student orientation night, the American Dream Academy, National Network of Partnership Schools.	1.8 In summary, as part of its comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rate with the intent to have students prepared for careers and/or college, CYA will implement a STEM (science, technology, engineering and mathematics) program as part of its Turnaround Model. The Turnaround Reform Consulting Firm along with the turnaround principal and the turnaround curriculum/instructional coaches will be responsible for the implementation, professional development and training of the STEM Program selected. (Timeline: Year 1, 2, 3 and ongoing)

	1.5 **Selection of Turnaround Reform Consulting Firm:** Requests for proposals were received by the LEA from various Turnaround Reform Consulting Firms and will be ready to select the vendor upon approval of the SIG funding.	

	The following actions have been undertaken as it relates to indicator #2 (staff competencies) under the Turnaround Model: 2.1 Utilized the staff appraisal process with high and unyielding standards to identify the skills and expertise of existing staff. By December 2009, the principal screened and replaced 67% of the faculty due to lack of position requirements that included Arizona teaching certification, inability to act as change agents, or lack of performance as evidence by low student achievement, ineffective classroom management, unacceptable instruction plan, design and delivery and the inability to create and maintain an effective learning climate. Other evidence of poor performance included not being able to effectively implement and manage instructional assessments and unable to demonstrate a consistent high level of professional behaviors that support the cultural of CYA. (By 12/2009) 2.2 A rigorous recruitment process was implemented including online submission of documentation and interest, telephone interviews and a minimum of two face-to-face interviews. To ensure the candidates possessed the required skill level, college transcripts were received and reviewed carefully to substantiate teachers would be highly qualified in their area of instruction. All teachers considered were required to hold an unexpired Arizona teacher certification. Professional references were obtained as well as employment verifications. Teachers selected and hired were believed to have the skills and expertise needed to improve student learning and a belief all students are capable of learning. (2008/09 school year and ongoing).	In order to measure the effectiveness of staff who work within the turnaround environment to meet the needs of the students, the following actions will be undertaken as it relates to indicator #2 under the Turnaround Model: 2.1 The LEA and Turnaround Office will establish a committee consisting of teachers, administrators, human resources, and the Turnaround Reform Consulting Firm to create a comprehensive, academically measurable and binding teacher evaluation and appraisal process. (Timeline: Year 1) 2.2 As part of a comprehensive teacher assessment strategy, that includes timelines and persons responsible, the following tools will be used to assess student engagement and quality of instruction. TO members will be assigned responsibility for one or more of the following strategies. The strategies will include: • Quick visit observation – The 5-minute observation is a quick unannounced visit to drop-in and check on EAR (Engagement – Alignment – Rigor). • Teacher4Success Tool – A research-proven mechanism for conducting formal classroom observations of teachers. • SEEDS Evaluation – CARE (Creating an Asset Rich Environment) is daily social-emotional class. Observations will be conducted on teachers during this time as well.

		• Mastery Learning – During the observations, reviewing teachers use of Master Learning strategies and techniques for student assessment. • Mentor Accountability Process Outcomes – A rubric that collects data associated with student mentor outcomes including student attendance rate, student grades, and academic scores. It's also associated with parent contact. • SIOP (Shelter Immersion Observation Protocol) – During observations, observers will be looking for SIOP strategies and techniques in all classes by all teachers. • Evidence of Professional Development specific scheduled observations - Observers will coach teachers in implementing newly learned professionally learned strategies in their classes. • Commitment to the Turnaround School Improvement Process - Active engagement of all teachers in all activities. (Timeline: Year 1, 2, 3 – strategies may be changed or modified from time to time as necessary to meet student learning goals)

		2.3 Since the majority of teachers have been replaced and are now considered competent, it is a matter of training and coaching on the comprehensive evaluation process implemented and ensuring their buy-in. (Timeline: Year 1, 2, 3 and ongoing) 2.4 The evaluation and appraisal process created will be communicated to all staff prior to its implementation and teachers will receive training and coaching during its initial inception. In order to avoid erroneous or faulty perceptions, there will be multiple measures used. Ineffective teachers identified through the evaluation and appraisal process will receive remediation and/or be removed, when necessary. The process will be outlined and provided to teachers. Teachers will have input into the process. (Timeline: year 1, 2, 3 and ongoing) 2.5 The Turnaround Office will create and implement a process of monitoring and evaluating the effectiveness of the plan. The turnaround facilitator will be charged with the responsibility of ensuring that tasks including timelines are being met. (Timeline: Year 1, 2, 3 – Plan is considered a living document and will be updated on a regular basis)

	The following actions have been undertaken as it relates to indicator #3 (recruit, place and retain with skills to meet student needs) under the Turnaround Model: 3.1 Providing additional compensation to retain staff with the skills necessary to meet the needs of students in a high needs schools. CYA implemented the following strategies for the 2009/10 school year: ▪ Re-signing bonus; ▪ Holiday bonus; ▪ Vacation payout; ▪ Transparent and fair performance-based merit bonus awarded to staff based on individual student performance performances, school-wide performance, student's attendance rates, school-wide graduate rate and parent engagement (contacts); and ▪ Certification and endorsement reimbursement. 3.2 Opportunity to be part of bold vision to create a public school with special focus on girls; opportunity to grow personally and professionally. 3.3 Be part of a larger nonprofit agency, Florence Crittenton, which provides additional support of teachers such as volunteers, tutors, special events and activities. Having a well-developed infrastructure of human resources, finance and facilities. 3.4 Work in a new beautiful campus that provides caring and nurturing environment for students and staff.	Recruiting and retaining staff with the skills necessary to meet the needs of the students in the turnaround model, the following actions will be undertaken as it relates to indicator #3 (recruit, place and retain with skills to meet student needs) under the Turnaround Model: 3.1 Providing additional compensation to attract staff with skills necessary to meet the needs in a Turnaround Model. (Year 1, 2, 3 – reviewed on annual basis) Examples include: o Stipends have been built into the school improvement plan for teachers including: o Active participation on committees which will be utilized for improving student learning/achievement (e.g., professional development, teacher evaluation, etc.) o After school tutoring o Reading club o Homework club o Gifted and Talented class ▪ Bonus for teachers who accomplish written goals within the mentor program. A mentor accountability process, led by the school social worker, will be implemented. This means assign teachers and staff to a group of students who will advocate for each student on their case load. This “whole child approach” is a process in which the mentor is responsible for all educational aspects of their mentee. Interventions can be identified quicker

		through this process. It provides an opportunity to hold all teachers responsible not only core content teachers. This component will become part of the performance evaluation matrix for teachers and staff. Holding mentors accountable for their mentees will include: ▪ AIMS take-rate; ▪ Mentees dropout rate; ▪ Mentees attendance rate; ▪ Mentees grades; ▪ Contacts made to their mentee's parent/guardians, their mentees progress towards graduation; ▪ and other indicators as identified. Expressed academic centered goals will be measured and teachers who accomplish the written goals stated for their students would be eligible for an incentive. (Timeline: Year 1, 2, 3 and ongoing – Stipends are paid annually at year-end, based upon results) ▪ Add co-teachers (i.e., middle school, credit recovery, health) to build capacity of teachers in collaboration with the intent to obtain improved student learning/ achievement – one of the teachers would be focusing on content and the other teacher would focus on instructional delivery. (Timeline: Year 1 – reviewed at end of Year 1 to assess and determine necessary changes for Year 2 and 3)

		▪ Add teachers in science and social science (including economics) to accommodate for the increased instructional time and for the state-mandated minimum credit requirement for graduation. (Timeline: Year 1, 2, 3 and ongoing) ▪ Add a part-time foreign language teacher in conjunction with Phoenix College as a means of preparing students for college entrance applications --- parents of existing students as well as potential students ask if CYA has a foreign language class available for students in order to prepare for college applications. (Timeline: Year 1 – reviewed at end of Year 1 to assess and determine necessary changes for Year 2) ▪ Add an interventionist (i.e., reading specialist) under the SPED resource which will include having the individual "coach" teachers in teaching SPED students. (Timeline: 2010/11 school year – reviewed at end of Year 1 and determine necessary changes for Year 2) ▪ Ensure satisfaction and professional development of teachers in learning to be a highly performing teacher (i.e., reason people become teachers is they want to contribute to society). (Timeline: Year 1, 2, 3 and ongoing) ▪ Opportunity to become a contributing member of a collaborative team. (Timeline: Year 1, 2, 3 and ongoing)

	The following actions have been undertaken as it relates to indicator #4 (ongoing high quality, job-embedded professional development) under the Turnaround Model: 4.1 Initiated Professional Learning Communities (PLC) under the guidance and facilitation of the Arizona Charter School Association during the 2009/10 school year. The LEA has provided training in the understanding of Professional Learning Communities (PLCs) through a paid consulting agreement with the Arizona Charter School Association. The project details included: Data analysis ➢ Assist school teams in creating a system to review student level data, classroom level data and school level data. ➢ Assist leaders and teachers in analyzing formative assessment data. ➢ Provide templates and tools to the schools to support individual student data review, class room level data review and school level data review. ➢ Provide student level growth percentile data from 2008-09, analyze and report on students that are in danger of not passing AIMS.	In order to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies, the following actions will be undertaken as it relates to indicator #4 (ongoing high quality, job-embedded professional development) under the Turnaround Model: 4.1 The LEA will retain a Turnaround Reform Consulting Firm to partner with the turnaround principal and other Turnaround Office positions to ensure high-quality; standards-based instruction is taking place in each class-room through focused, substantive, ongoing professional development in research-based instructional practices. Collective professional development needs (e.g., school-wide improvement in teachers' ability to provide differentiated instruction) will initially be identified through a needs assessment, while individual needs will be thoroughly identified through the teacher evaluation process. The Turnaround Office will be trained in practices for observing and discussing instructional practices. Group professional development sessions will be supplemented by regular classroom observations and ongoing mentoring and coaching, to ensure that professional learning is situated in the day-to-day instructional practice, to provide teachers with substantial and targeted support, and to push all teachers to reflect critically in a continuous manner on their practice. (Timeline: Summer/Fall 2010 – intensive during Year 1 evolving to coaching and auditing actions in Year 2 and 3)

	Teacher workshops ➢ Conduct 12 school-level workshops with leaders and teachers, focusing on change management toward data-driven decision-making and establishing a professional learning community. ➢ Conduct 6 residential-level workshops with teachers assigned to those students. Leadership support 4.2 In addition, the LEA has established the beginnings of a Response To Intervention Process (RTI). With the guidance of the Arizona Charter School Association, CYA developed the student success strategies (3 S) RTI process. The 3 S plan incorporates instructional support to students identified in need of additional interventions. 4.3 The LEA requested comprehensive proposals from various service providers to act as a Turnaround Reform Consulting Firm during the March-April 2010 time frame. A thorough review was completed and determined that WestEd will be retained as the Turnaround Reform Consulting Firm. (Appendix 39 provides the entire proposal – the next step is for the LEA to determine the services that will be utilized for Year 1) 4.4 The LEA requested proposals from various providers with respect to assessments and curriculum/instruction (e.g., BASI, Naviance, Galileo, Renaissance Learning, STEPS, etc.)	4.2 Teachers will receive structured and specific feedback by qualified and skillful observers (e.g., Turnaround Reform Consulting Firm Consultant, turnaround principal, and/or turnaround curriculum/instructional coaches) to reinforce and enhance teaching practices that contribute to improved student learning. The coaching process will be cyclical and systematic reinforcing a teacher's instructional strengths while eliminating counterproductive approaches through observation and the sharing of specific feedback during PLCs. This includes providing classroom resources to compliment their highly skilled craft. Examples include computers, graphic calculators, interactive boards etc. (Timeline: Summer/Fall 2010 – intensive during Year 1 evolving to coaching and auditing actions in Year 2 and 3 for the Turnaround Reform Consulting Firm) 4.3 Hire co-teachers, when appropriate, to facilitate effective teaching and learning. (Also, refer to Indicator #3 above with respect to co-teachers.) 4.4 To increase student academic performance, provide professional development workshops including Mastery Learning and Sheltered Instructional Observation Protocol (SIOP) research-based instructional program. Examples include classroom management, instructional design, student motivation, differentiated instruction, gender specific strategies, interdisciplinary project-based learning, technology integration, cooperative learning, etc. (Timeline: Year 1, 2, 3 and ongoing)

		4.5 To increase student academic performance, provide staff with high-quality job-embedded professional development including but not limited to the following: ▪ Modeling teaching opportunities; ▪ Conducting internal instructional strategies professional development sessions; ▪ Providing tuition reimbursement for CEU in instructional courses and content; ▪ "Coaching" by the appropriate team member from the Turnaround Office; ▪ Training on the Responsible Thinking Intervention (RTI) approach utilized; ▪ Attending ADE-approved external trainings; ▪ Visiting other highly performing schools and classrooms; ▪ And working with the Department of Education and/or the Arizona Charter School Association, utilizing resources, as appropriate. The professional development activities will be designed to pre-conditioning for improved proximal variables. Examples may include: LEA Superstar Supervisory training, bootstrapping data, RTI process, curriculum building, AZ/national standards, implementing effective assessments, multi-cultural classrooms and strategic planning, block scheduling, drug and gang awareness, diversity awareness. Professional development hours will be set-aside for teachers. On occasion, attendance may require the scheduling of substitute teachers. (Timeline: Year 1, 2, 3 and ongoing)

		4.6 The LEA will attend national and/or ADE school improvement workshops pertinent to the dramatic and rapid improvement of student learning. (Timeline: Year 1, 2, 3 and ongoing)

	The following actions have been undertaken as it relates to indicator #5 (adopt a new governance structure) under the Turnaround Model: 5.1 The board of directors and the LEA began the process of school improvement prior to the receipt of the SIG application. (Appendix 14) 5.2 LEA evaluated school outcomes and functioning and determined it was necessary to hire a new certified principal, William Bressler. 5.3 The LEA gave the principal the authority, flexibility, support necessary to begin the restructuring of the school including replacing ineffective or uncommitted teachers. 5.4 The LEA interviewed and received proposals from three school improvement consulting organizations with proven track records in school improvement. 5.5 The LEA provides insurance and risk management services, grant writing capacity, information technology, finance and budget resources, food services and facility management. 5.6 With the new principal and faculty in place, the school has the level of LEA support necessary to ensure student achievement. 5.7 The LEA provides the principal with extensive human resources support and facilitates the removal of teachers or staff who are unable or unwilling to demonstrate the ability to grow and change.	In order to succeed in school improvement, the following actions will be undertaken as it relates to indicator #5 (adopt a new governance structure) under the Turnaround Model: 5.1 The turnaround principal is defined as the school improvement coordinator reporting to the LEA; however, the turnaround facilitator is the project manager and is responsible for ensuring the school improvement plan stays on track. (Timeline: Year 1, 2, 3) 5.2 Retain a Turnaround Reform Consulting Firm. More-than-likely, WestEd will be selected as the Turnaround Reform Consulting Firm. (Appendix 37) "Performing schools" share the following characteristics: - They have effective school leadership. - They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices. - They provide a rigorous, standards-based curriculum and use formative assessments to understand student learning and guide instruction. - They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. - They have created a safe school environment and a supportive climate of mutual trust. - They align all of their fiscal and human resources to support student achievement.

		In WestEd's work with low-performing school, "these six characteristics serve as key objectives that a school must meet if it is significantly improve its performance. While some school-change efforts focus on just one or two of these areas (e.g., strengthening leadership, improving curriculum and instruction), WestEd recognizes that all are essential to dramatic and rapid improvement and, equally important, all must coalesce into a singular focus on improved student learning." (Bryk, et al., 2010) (Appendix W) (Timeline: Summer/Fall 2010 – intensive during Year 1 evolving to coaching and auditing actions in Year 2 and Year 3) 5.3 By design, the Turnaround Office will lead CYA driving dramatic school improvement efforts. The Turnaround Office through the turnaround principal will report to the LEA. This will include the following positions: (Appendix 20) ▪ Turnaround Principal (Certified): Visionary leader for the Turnaround Model – qualified, experienced principal hired using rigorous standards (for recruitment) with demonstrated knowledge of how to influence and lead, manage change and use best practice principles to achieve results. ▪ Turnaround Facilitator: Facilitates & oversees implementation of plan and continuous school improvement process. ▪ Data Coach: Collection, interpretation & presentation of data. Facilitates Professional Learning Communities (PLC) with teachers.

		▪ Turnaround Curriculum / Instructional Coach (2 positions): Coaching/ mentoring teachers to support school leadership in ensuring lessons and classroom activities provide a variety of instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the state academic standards. Develop curricula, select textbooks and other materials, train teachers, and assess educational programs for quality and adherence to regulations and standards. They also assist in implementing new technology in the classroom. ▪ Behavior Coach: Manage the Responsible Thinking Intervention (RTI) including providing classroom management professional development to teachers. ▪ Academic Advisor: Manages the career and college needs of students; parent engagement; and assisting in providing the mentors with strategies in working with his/her assigned students. Responsible for the American Dream Academy (parent Liaison) program. ▪ School Social Worker: Provides services that strengthen home/school/community partnerships and alleviates barriers to learning. This position will be responsible for the SEEDS (Socially and Emotionally Enhancing the Development of students) program.

		The TO (charged with directing turnaround efforts) will advise the LEA on all aspects of turnaround components and assist with implementing all aspects of the LEA's comprehensive school reform effort. (Timeline: Year 1, 2, 3 – some positions will be ongoing) 5.4 Retain the Solutions Team in the Spring to assess the progress being made as part of the school improvement program. (Timeline: Year 1, 2, 3 – annual)

	The following actions have been undertaken as it relates to indicator #6 (instructional program) under the Turnaround Model: 6.1 The LEA and turnaround principal have been researching and meeting with various service providers to assist in the process of implementing an instructional program that is researched-based and aligned with state/national standards. Formal proposals including school references have been requested from various providers. Examples include Arizona Charter School Association, The STEM Academy, Pearson, external reform facilitators, National Association for Single Sex Public Education, etc.	Increased student learning will incorporate using data to identify and implement an instructional program, the following actions will be undertaken as it relates to indicator #6 under the Turnaround Model: 6.1 Select and retain Turnaround Reform Consulting Firm and various providers to assist in identifying and implementing an instructional program that is researched-based and vertically aligned for grades 6-12 with State academic standards. Steps include: ▪ Established expected goals for student learning and results. ▪ Identify a researched-based and vertically-aligned instructional program aligned to State academic standards for grades 6-12. ▪ Obtain technical expertise necessary to develop, implement and evaluate a researched-based and vertically aligned curriculum and curricula. ▪ Engage teachers in helping to establish a systematic way to set student benchmarks, timelines for assessment and evaluate results. ▪ Determine who is responsible for collecting analyzing and reporting data in a useful format to maintain fidelity. ▪ Train and retrain faculty and staff to use data from comprehensive assessments to screen, diagnose and monitor progress of student skills.

		▪ Establish protocols, timelines and responsible persons necessary to monitor and maintain alignment between standards and classroom instruction. ▪ Use evaluation data to redesign assessments and inform decision making. (Timeline: Year 1, 2, 3 and ongoing)

	The following actions have been undertaken as it relates to indicator #7 (using data and assessments) under the Turnaround Model: 7.1 Currently, CYA uses AIMS and Galileo assessments to collect student academic data. This data is used to place students in remediation courses (AIMS prep) and this data is utilized throughout the RTI process. Galileo data is utilized in PLC meetings.	In order to promote the continuous use of student data and assessments to inform and differentiate instruction in order to meet the academic needs of individual students, the following actions will be undertaken as it relates to indicator #7 under the Turnaround Model: 7.1 Implement the PowerSchool data warehouse which will provide the necessary data to track student achievement by subject, teacher and student. The data coach will be responsible for managing the implementation of PowerSchool. (Timeline: Year 1, 2, 3 and ongoing) 7.2 The turnaround facilitator and data coach will be responsible for collecting data, analyzing data, and communicating the information back to the LEA, principal and faculty. (Timeline: Year 1, 2, 3 – will change and evolve annually) 7.3 Implement school-wide assessment systems (e.g., Norm Reference Test – BASI; College & Career Readiness – NAVIANCE; In-class Summative Assessments; RTI Assessments; Formative Galileo Assessments; High Stakes Exam) to inform and differentiate instruction in order to meet the academic needs of individual student. This includes generating an audit protocol and designating staff to confirm assessments are requested, delivered, received and posted. The school calendar will reflect school-wide testing dates. The TO members will participate in the oversight of the implementation and training of faculty on assessments. (Timeline: Year 1 and ongoing)

		7.4 Construct the RTI (i.e., 3S = student Success Strategies) process in which classes have an RTI exam administered weekly, disaggregate results and place students into one of three tiers, monitor progress of tier 2 students, re-teach tier 3 students and retest weekly. The turnaround curriculum/instruction coaches and the behavior coach will be responsible for managing the RTI program including coaching/training teachers. (Timeline: Year 1, 2, 3 and ongoing) 7.5 Implement procedures that require teachers to administer a brief assessment based on the unit's learning goals. (Mastery Learning instructional program). (Timeline: Year 1 and ongoing) 7.6 Implement procedures that require teachers to provide daily "proof of purchase" ticket out quizzes (checks for understanding). (Timeline: Year 1 and ongoing) 7.7 The academic advisor will be responsible for the career and college needs of students; parent engagement; and collaborating with the school social worker in providing the mentors (i.e., mentor program) with strategies in working with his/her assigned students. (Timeline: Year 1, 2, 3 and ongoing)

	The following actions have been undertaken as it relates to indicator #8 (increased learning time) under the Turnaround Model: 8.1 CYA extended instructional time during the 2009/10 school year from 43200 Total Minutes in the 2008-2008/09 school year to 51960 Total Minutes/ 866 Total hours in the 2009/10 school year. 8.2 CYA has a free summer school in place for those students who need remedial help.	In order to increase learning time, the following actions will be undertaken as it relates to indicator #8 under the Turnaround Model: 8.1 CYA will extend instructional time from 51960 Total Minutes/ 866 Total hours in the 2009/10 school year to 65550 Total Minutes / 1092.5 Total Hours in the 2010/11 school year. (Appendix 40) (Timeline: Year 1 – reviewed annually) 8.2 The regular student schedule for the school year 2009/10 was 1320min/day. The proposed regular schedule for the school year 2010/11 is 1560min/day. This is an increase of 9210 min. in the regular school year. (Timeline: Year 1 – reviewed annually) Notes: (a) It is noted that many students are already taking advantage of the extended schedule in the 2010 school year to get their education back on track and/or many students were able to complete their graduation requirements early. The extended schedule was a voluntary program and proved to be extremely successful. (b) Many other students extended their day in the 2010 school year with afterschool tutoring and the independent credit recovery program. (c) The resident students also had an extra 30 minutes added on to the regular schedule in the 2010 school year and the opportunity to participate in an evening A+ recovery program.

		8.3 The 2010/11 school year will add instructional time for all students. (Timeline: Year 1 – reviewed annually) 8.4 The 2010/11 calendar reflects 6 additional professional development days for the instructional staff in addition to receiving a week long intense training at the beginnings of the year, teachers will receive 8 full days of professional development schedules throughout the school year. With the additional teachers and Co-teachers, all faculty members will be provided with 3 hours of planning time each day as additional duties and obligations will be relieved. Teacher will receive 5 hours each week of professional development. (Appendix 40) (Timeline: Year 1 and ongoing – reviewed annually) 8.5 Continue to build upon the Summer School program for all students focusing on student needs to ensure credit recovery and/or graduation rate. Teachers will receive a stipend if willing to teach Summer School. (Timeline: Year 1, 2, 3 and ongoing) 8.6 Ensure that credit recovery program (i.e., Backbone A+ instruction) is in place to allow for students to stay on track with his/her education and anticipated graduation date. (Timeline: Year 1 and ongoing)

	The following actions have been undertaken as it relates to indicator #9 (social-emotional and community-oriented services and supports for students) under the Turnaround Model: 9.1 CYA Established SEEDS during the 2009/10 school year. SEEDS is a school-wide social and emotional learning curriculum. CYE implemented the Search Institutes Profiles of student Life: Attitudes and Behaviors survey. The survey data became the premise of program decisions. 9.2 CYA joined the National Network Partnerships of Schools to support the school's Parent Engagement Plan. (2009/10 school year) 9.3 CYA collaborated with Arizona State University to offer the American Dream Academy in order to increase parent/guardian support, involvement and educational understanding. (2009/10 school year) 9.4 Implemented daily instructional time for activity based curriculum to teach, introduce and reinforce the Search Institutes 40 Developmental Assets in the categories of Support, Empowerment, Commitment to Learning, Boundaries and Expectations, Positive Identity, Positive Values and Constructive Use of Time and Social Competencies. Utilization of parent/family support during CARE time. (2009/10 school year) 9.5 CYA engaged in a school-wide retreat "Leading with Assets" to strengthen student and faculty relationships and bonding and reinforce Developmental Assets learned through CARE time. (2009/10 school year) 9.6 CYA initiated faculty – student mentoring program. (2009/10 school year)	In order to provide appropriate social-emotional and community-oriented services and supports for students, the following actions will be taken as it relates to indicator #9: 9.1 There will be an enthusiastic, energetic kickoff event to engage board of directors, LEA and all stakeholders in communicating the vision and goals for school improvement – the thought is to have a keynote passionate about education and energizing all the stakeholders in turnaround of the school - perhaps even a scholarship for the most improved student during the year. (Timeline: 08/2010 - funded through the LEA) 9.2 In order to support this standard, the behavior coach, academic advisor and school social worker in collaboration with the LEA and turnaround principal will implement strategies meeting the intellectual, emotional, social and physical needs of each student and will coach, model and empower teachers on how to support the whole student. (Timeline: 2009/10 school year – Year 1, 2, and 3 – it is anticipated that these positions will be sustained through increased enrollment and/or other funding opportunities beyond Year 3) 9.3 CYA will provide ongoing professional development addressing adolescent development in all areas and best practices. professional development will address student needs which surfaces from ongoing data collection. In collaboration with the Search Institute, all staff and faculty will participate in initial training "Powerful Teaching: Added Impact without Added Work" and monthly professional development addressing team building, relationship building skills,

		adolescent development, boundaries, communication and empowerment. (Timeline: 2010/11 school year and ongoing) 9.4 Due to unique family dynamics of our student population, the parent/guardian role may be fulfilled by an unrelated or related adult not biologically classified as "parent". In recognition of the external supports in our student's lives, CYA will analyze family systems and identify and if necessary, reframe, the best classification for "parent" in order to include all advocates in our student's life. (Timeline: 9/2010 to 10/2010, reviewed annually as the student population changes) 9.5 CYA will develop and implement a comprehensive welcome, orientation and conference schedule for students and their advocates to welcome, engage and educate. Quarterly student success nights will reinforce orientation principles and strengthen student, advocate, and family relationships with teachers and the school community. Individuals from the school board committee and administration will participate to reinforce importance and show support. (Timeline: 8/2010 and quarterly) 9.6 CYA will continue its partnership with the National Network Partnerships of Schools and create a School Action Committee to drive alumni, student, faculty ownership and commitment of educational success through their participation on the committee. (Timeline: 9/2009, Year 1, 2, 3 and ongoing)

		9.7 CYA will develop and implement a student support program which will include elements of prevention, intervention and follow up regarding emotional and/or social challenges of the CYA the student population. Faculty and staff will be prepared and trained to employ preventative and intervention measures effectively. (Timeline: 1/2011 and ongoing) 9.8 CYA will create and implement a peer mentor program which will match recruited and trained Junior and Senior students with an eighth grade student for support and guidance in preparation for and through their high school transition. Organized and formalized activities will be lead by the mentors' year around. (Timeline: 11/2011 and ongoing) 9.9 CYA will enhance and implement extracurricular program – tutoring, enrichment, readiness, athletic, intramurals, activity and service clubs. (Timeline: 2010/11 school year and ongoing) 9.10 CYA will provide ongoing school-wide celebrations of learning and extracurricular accomplishments of students. Activities that CYA will facilitate and implement would include: Student recognition assemblies, a learning assembly, gallery walk nights showcasing student work, student and staff performances, daily recognition of students by staff when a leadership characteristic or a good deed is observed, school dances, field trips and classroom incentives. (Timeline: 2010/11 school year and ongoing)

		9.11 CYA will develop a staff recognition program to recognize staff accomplishments, team work, productivity and positive teaching practices. (Timeline: 2010/11 school year and ongoing) 9.12 CYA will initiate an annual staff retreat to enhance leadership skills, knowledge and practices of student empowerment and reinforce positive practices. (Timeline: 12/2010 and annually) 9.13 CYA will enhance service learning curriculum to approach service as a civic responsibility. Each cohort will participate in succession coursework throughout their high school career. ▪ 9 – Learning service, personal values, empathy and areas of giving ▪ 10- National and local community resource and services ▪ 11 – Junior service project – will consist of community outreach and the establishment of partnerships to meet needs within the community – elementary school, food drives, clothing bank, etc. ▪ 12 – Senior reflection portfolio 9.14 CYA will recognize students fulfilling their civic responsibility in an outstanding manner through creativity, hours volunteered and/or project impact. Creation of a student led extra-curricular service club to extend CYA's student outreach in the community. (Timeline: 2011/12 school year and ongoing) 9.15 CYA will provide health and wellness clinic for students and families. (Timeline: 3/2011 and annually)

		9.16 CYA will collaborate with outside agencies such as Peer Solutions, Girls for A Change, Girl Scouts, Aguila Youth Institute, Anytown Arizona, Phoenix Youth At Risk, Arizona State University to provide social skill development, leadership opportunities, emotional support and life skill enhancement. (Timeline: 2010/11 school year and ongoing) 9.17 CYA will increase partnerships with the local community by coordinating with community business leaders, professional experts and volunteers to create a Speakers Bureau for quarterly information nights for alumni, parents, students and the community on adolescent development, challenges, behavior and success. (Timeline: 3/2011 and quarterly) 9.18 CYA will develop a semester internship program for Junior and Seniors that exposes students to provide career exploration, job readiness, time management skills and opportunities to discover interests and options. (Timeline: 7/2012 and ongoing) 9.19 CYA will implement a career week for students with representation of community professionals representing CYA student population in order to expose students to the wide variety of options in the career field. (Timeline: 3/2011 and annually)

Describe the process the LEA will use to screen and select quality external providers;	The LEA used a step-by-step approach to select quality external providers based on the premise that a thorough understanding of the needs of the school was necessary. The process of screening and selecting external providers was based on conducting research and turning to proven, highly qualified experts in the Phoenix area. In 2008-2009 school year, the LEA organized stakeholders for the purpose of making recommendations that would improve student achievement. A school steering committee was formed and included a teacher, student, school board members, the school social worker, a community member, a neighborhood school administrator, representatives of executive management. Regularly scheduled meetings were held. The steering committee, led by the school board president, embodied the values of the school with a belief that every student can learn and an expectation that the school must improve. The committee reviewed external audits, student achievement data, student demographics, feedback from surveys, human resource needs, and an internal school assessment. Additionally the steering committee used the Center For The Future of Arizona and Morrison Institute For Public Policy monograph entitled *Why Some Schools With Latino Children "Beat The Odds" … and Others Don't* as a basic guide for school improvement. The steering committee made recommendations to the board of directors to conduct research to gather information from parents in the neighborhood. WestGroup Research conducted a telephone poll of 400 parents within a three mile radius of the campus. Parents were asked about their awareness of Florence Crittenton and the CYA. The parents were asked about what they thought constituted an excellent school and also about single-gender schools.	Florence Crittenton will continue to build on its established process for selecting quality external providers: • Stakeholder involvement • Shared values • Willingness to improve • An organized and systematic approach to decision-making • Careful assessment of needs • Research based tools • Use of recognized experts who are the best in their fields The LEA will establish clear, written protocols for vetting, recruiting, selecting and establishing lines of communications. Procedures for managing external providers will include reporting structure, timelines for deliverables and evaluate results. Florence Crittenton will articulate specific goals of the relationship with the external providers including measurable expectations and criteria for the selected provider to meet these goals. Florence Crittenton will negotiate a contract outlining roles and responsibilities of the external provider with explicit and measurable outcomes including interim indicators of growth. Consequences for failure (e.g. termination or modification of contract) will be expressed prior to commitment. (Timeline: July 2010 to August 2010) Florence Crittenton will create conditions to attract high quality external providers by allocating adequate funds by way of the School Improvement Grant, budget adequate funding to support the partnership for the duration of the contract and infuse fairness and transparency into

	The polling results informed the steering committee and the school board of the need to improve student achievement with a focus on college prep, safety and leadership development for girls. The school steering committee solicited proposals from professional external providers such as Curriculum and Instruction Turnaround Reform Consulting Firm, English Acquisition Services for Limited English Language Learners, Special Education Services for students with Learning Disability, and Technical Assistance with School Data. In the fall of 2009, the board entered into an 18 month consulting agreement with Rebecca Gau from the AZ Charter School Board Association (ACSA) to begin planning for school improvement. Although the planning process and some initial training has begun, dramatic and sustainable school improvement is limited at this time.	selection and accountability processes. (Timeline: July 2010 to August 2010) Crittenton Youth Academy will follow USFRCS Procurement procedures to select an external provider whose experience and qualifications match the specific goal. (Timeline: July 2010 to August 2010) Florence Crittenton will provide support for the external provider as needed and evaluate the external providers' progress toward goals. (Timeline August 2010 to May 2013)
Alignment of other resources;	The LEA has an approved NCLB Consolidated Plan indicating all formula grant funding sources. The Consolidated Plan. The funding sources outlined in the Consolidated Plan are aligned to our Arizona School Improvement Plan (ASIP).	The LEA will revise the Consolidated Plan and align it with the new funds once the SIG application is approved and implemented. Timeline: Updated on ALEAT within 60 days of approval of SIG providing the TO members have been hired.
Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively	An extensive review of current policies and practices has been taken by the LEA members including external consultants.	The selected intervention is the Turnaround Model. After the LEA has reviewed all policies and practices, the LEA will be able to revise and implement policies and practices to implement the Turnaround Model indicators. Separate policies and practices will be created for the school, as needed, to ensure they are aligned with the Turnaround Model. (Timeline: Summer 2010) The policies and practices will be shared with teachers during the teacher orientation week for the 2010/11 school year.

C. ROOT CAUSES

How did we get to this place?

After the data, including information on capacity, has been analyzed the LEA must determine the root causes from the results. Based on the analyzed information, examine possible reasons for current level of performance. This requires the LEA to move from problem identification to problem solving.

C.1 Provide the conclusions the LEA has reached, that is based on the analyzed data from the previous section.

- Include the data used for analysis, the observations, findings, identified root causes, and conclusions reached by the team.

Root Cause Overview

Based on the analysis of all data, the team has reached a conclusion for the root causes of the current academic levels of performance. Root causes for the lack of student progress can be placed into six core elements:

- Leadership and Decision-Making
- Professional Development
- Parents and Learning
- Curriculum, Assessment and Instructional Planning
- Classroom Instruction
- School Community

Leadership and Decision-Making

- **The LEA does not have an educational foundation.** Florence Crittenton Services of Arizona is a strong non-profit organization but lacks educational expertise. In an effort to build the educational capacities of the LEA, four different certified principals were hired between June of 2006 and June of June of 2008. None fulfilled the needs of the LEA and the school until the 2008/09 school year when the LEA identified a strong and steady educational expert in the currently employed turnaround certified principal. The LEA provided the turnaround certified principal with time, resources and tools to overcome the many barriers that existed in the school. The new certified principal assessed the needs of the school and hired (67%) new faculty members to begin process of school improvement.

- **The new certified principal had responded to <u>competing priorities and a lack of resources</u>:**

  - The existing faculty did not have a standards based curriculum and teacher led instruction did not occur
  - The school did not have text books or materials to support a standards based curriculum
  - Teacher professional development was not offered
  - The school was plague-ridden with graffiti and students / teachers did not feel safe
  - There was not school rules or policies in place for student attendance, participation and behavior
  - Students were not required to have less than 10% seat time
  - The school was not in compliance with Arizona Revised standards, No Child Left Behind, Office of English Language Acquisition Services, Individuals with Disabilities Act, Arizona State Board for Charter Schools, school records compliance, school attendance (SAIS), McKinney Vento, and others
  - Academic interventions and assessments were not in place
  - Student academic data was not collected
  - Parents did not participate in their child's education and event to engage were not offered
  - Technical principles of Adequate Yearly Progress and AzLEARNS were not known
  - Federal, state and local grants were not utilized

- **The LEA did not adequately devote enough attention to building the leadership and capacities of others.** Prior to the current turnaround certified principal, former certified principals could not support the development needs of the LEA and did not have the support of the LEA to make the changed the school needed. Systems of internal monitoring were not in place by the LEA providing unnoticed opportunities for poor site-level decisions to be made. The capacities of teachers were never built because the system did not support best-instructional classroom strategies. Teachers were viewed as supervisor of students that completed packets of work.

- **The turnaround certified principal has been able to address competing priorities and has begun to build the capacities of others including the LEA; however, the certified principal's aptitude is overshadowed by the needs of the school and the LEA.** Thus, the principal has been unable to consistently participate actively in the Professional Learning Community and Staff Meetings. The principal has been unable to consistently monitor curriculum and classroom instruction. The principal has not been able to spend at least 50% of his time working directly with teachers to improve instruction. The principal has been unable to provide a greater level of leadership in data and assessment.

- **Past leadership did not have the expectation that the faculty would take a collaborative approach to solving problems of poor student achievement.** Teachers did not have ownership of school improvement and the tools to analyze, select and change to meet the needs of individual students. Multiple team structures with specific duties and time for instructional planning have not been able to be offered due to other job responsibilities. The school has been unable to consistently and accurately collectively look at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development. The certified principal currently does not have a School Leadership Team to review his summary reports of classroom observations and takes them into account in planning professional development.

- **Leadership to identify, train, support, coach and hold teachers accountable for student achievement has not been in place.**

Professional Development

- **CYA has not had a professional development plan and activities that are aligned to student needs.** Professional development for teachers does not include observations by the certified principal related to indicators of effective teaching and classroom management. CYA does not include professional development opportunities based on peer observations related to indicators of effective teaching and classroom management. The professional development considerations currently do not include a self assessment of related indicators of effective teaching and classroom management.

- **CYA has not allowed time for teachers to meet during work hours due to other duties and responsibilities consistently found in small one school districts.** Arranged schedules to allow time for teachers to learn from each other and overcome problems is currently not feasible with the limited available human resources.

- **CYA has not have resources to provide the faculty the tools for academic improvement including professional development, continuing education opportunities, coaching/mentoring, technology, assessments, interventions, curriculum, materials and time.**

- **CYA has not held faculty accountable for student performance.** The school does not have a fully inclusive appraisal process that aligns classroom observations with evaluation criteria and professional development. teachers are not required to make individual professional development plans based on classroom observations nor is there and emphasis on indicators of effective teaching.

- **Professional development opportunities, trainings and workshops offered are not reflected in the current observation protocol**. The teachers have not had opportunities to share their strengths with other teachers.

Parents and Learning

- **The school does not have a facilitator to implement the Parent Engagement Plan for parental involvement.**

- **The school currently does not have organized parent plans, activities and programs to cultivate the "curriculum of the home"** to help parents help their children meet academic standards. parents do not receive practical guidance to maintain regular and supportive verbal interaction with their children including the importance of daily conversations with their children about their school experiences and progress, guidance on establishing a quiet place for children studying at home, discipline for studying at home, reading habits at home, respectful and responsible behavior. The school does not have professional development programs for teachers include assistance in working effectively with parents.

- **Communication with parents is not effective or frequent**. Parents do not receive their child's progress and the parents' role in their children's success often enough. The faculty and staff do not regularly discuss the schools Compact that outlines key expectations of students, parents and teachers. The student report card does not indicate a student's progress in meeting learning standards.

- **CYA needs to assess the current homework practices and communication with parents**. Not all teachers regularly assign homework (4 or more days a week) and not all teachers check, mark, and return homework with comments on checked homework. School-wide, counting homework toward the student's report card grade and systematically reporting to parents the student's mastery of specific standards-based objectives is not a common practice.

Curriculum, Assessment and Instructional Planning

CURRICULUM

- **CYA does not offer a rigorous curriculum**. Data from current curriculum revealed standards are not vertically aligned to other grades. Curriculum is not aligned to national standards and lessons do not look toward the depth of knowledge, skills and abilities needed for students to thrive.

- **CYA curriculum and lesson plans are not organized around student instructional needs** nor are they aligned with instruction in other content areas to support thematic and project based instruction.

- **Units of instruction do not include standards based objectives and criteria for mastery**. Objectives are not leveled to target learning to each student's demonstrated prior mastery based on multiple points of data. CYA needs assistance engaging teachers in assessing and monitoring student mastery including, units of instruction need to include pre-/post-tests to assess student mastery of standards-based objectives administered to all students in the grade level and subject covered by the unit of instruction.

- **Workplace literacy skills and career pathways are not readily available** to all students or across all content areas.

ASSESSMENT

- **CYA does not have a school-wide plan for unit assessment or plans for unit pre-test and post-test results need to be reviewed by the instructional teams.** Teachers need to individualize instruction based on pre-test assessment results to provide support for some students and enhanced learning opportunities for others. teachers need to re-teach based on post-test results.

- **CYA needs assistance engaging teachers in differentiating and aligning learning activities based on student assessment results.** Professional development on instructional decisions that are "data driven" is needed. Units of instruction should include specific learning activities aligned to objectives. Instructional teams need to develop materials for their standards-aligned learning activities and share the materials among themselves. Materials for standards-aligned learning activities are not currently available.

- **CYA needs to assess student learning more frequently with standards-based assessments**. A school test provided to every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked should be implemented. The school standards based assessments that are administered to determine progress toward standards-based objectives and teachers needs realignment.

INSTRUCTIONAL PLANNING

- **CYA does not maintain a central database that includes each student's test scores useful to teachers** where teams and teachers could receive timely reports from the central database to assist in making decisions about each student's placement and instruction.

- **Yearly learning goals are set for the school by the administration but the goals are general "school-wide" <u>not individualized</u>** utilizing student learning data. student-learning data is sparingly used to assess strengths and weaknesses of the curriculum and instructional strategies. All teachers develop weekly lesson plans based on aligned units of instruction however; <u>validation of authentic alignment needs to occur</u>. Expert inspection of lesson planed activities aligned to standards and curriculum is needed. All teachers do not use objectives-based pre-tests and objectives-based post-tests.
- **Instructional teams currently do not exist thus the use of student-learning data to plan instruction, identify students in need of instructional support or enhancement is unavailable.** A process is not in place to enable teachers to work together to identify problems and find solutions based on data.

<u>Classroom Instruction</u>

- **Classroom instruction is a primary weakness at Crittenton Youth Academy**. Multiple, research-based instructional strategies are not observed in all classrooms and differentiated assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment are not a common practice in all classrooms. Classroom instruction weakness can be grouped into two categories:

  1. Creating and Maintaining a Learning Climate
  2. Implementing and Managing Instruction and Assessment

  Reviewing data collected from two years of observations, CYA teachers have struggled to <u>Create and Maintain a Learning Climate</u> in the classroom. More specifically, areas of weakness include:

  - Communicating enthusiasm for student learning
  - Demonstrating warmth and friendliness
  - Showing sensitivity to the needs and feelings of students
  - Providing students with feedback about their behavior
  - Maintaining positive classroom behavior
  - Managing disruptive behavior

Reviewing data collected from two years of observations, CYA teachers have struggled to Implement and Manage Instruction and Assessments. More specifically, areas of weakness include:

- Beginning lessons effectively
- Presenting information clearly
- Providing clear directions and explanations
- Using student responses and questions in teaching
- Maximizing opportunities for all students to participate
- Providing feedback to students throughout the lesson
- Promoting student retention
- Providing effective closure
- Promoting individual student learning
- Managing conditions for teaching and learning

School Community

- **CYA does not have the following school community effective practices in place that makes a connection with members of the school community to support student learning is an effective practice**:
    - The school provides "intergenerational associations" in which students of different ages are brought together to learn.
    - The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom.
    - The school provides opportunities for parents to get to know each other and discuss the curriculum of the home.
    - The school's policies encourage parents to visit classrooms.
    - The school has a parent-friendly document that outlines the rules for parent visits to classrooms.
    - The school sponsors all-school events that include parents, students, and teachers and focus on aspects of student learning.
    - All-school events include parent-child interactive activities.
    - Office and support staff members are trained to make the school a "welcoming place" for parents.

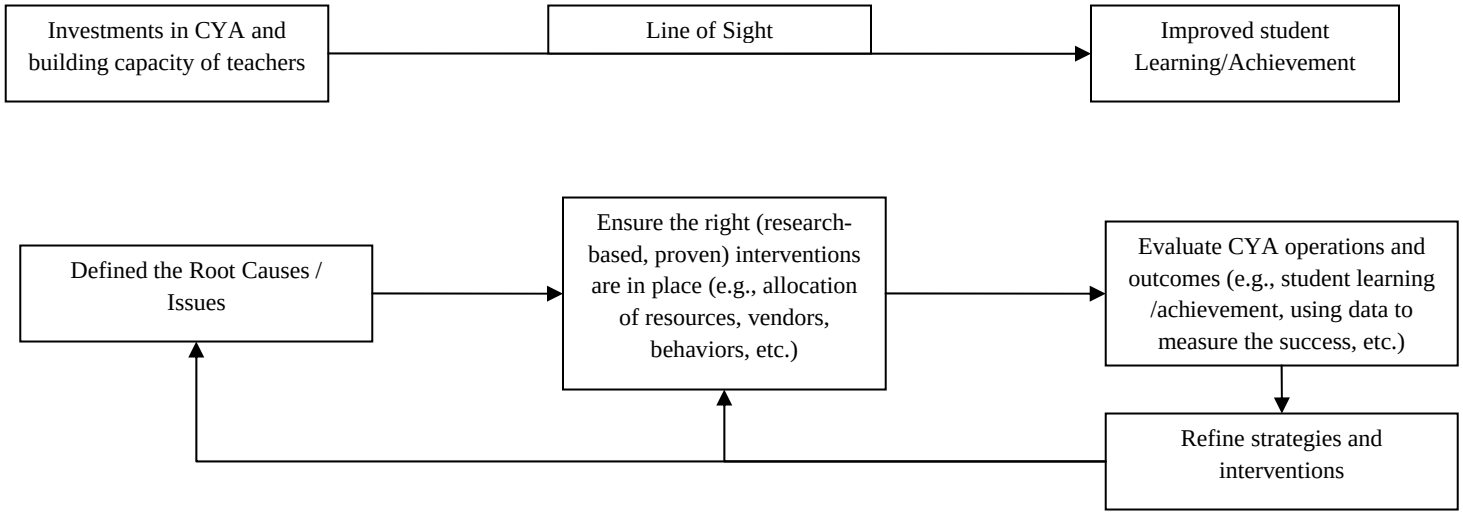
C.2 Identify the strengths, needs and barriers of the LEA and schools.

Student Strengths	***System Strengths***	***Student Needs***	***System Needs***	***School Barriers***	***District Barriers***
Willing to accept help and often open to new ideas with few reservations	Socially and Emotionally Enhancing the Development of students (SEEDS) Program	High school readiness of students	Collection and utilization of data in student learning and instruction	Current facility space limits a capacity to 230 students	There are competing priorities for the LEA and its support areas (e.g., Human Resources, Finance, Development, etc.)
Self-aware and curious	Have established the foundation of Professional Learning Communities (PLC)	Assessing a student's base reference and personalized interests (career and/or college)	Use of formative assessments (BASI, Naviance, etc.) in the student learning process	Location of CYA is considered economically disadvantaged	Transition of Residents through the program
Because they are survivors, they are adaptable	There is a belief in student-centered/ focused learning	Opportunities for dual enrollment with local colleges and technical training schools	Implementing research-based curriculum and instructional strategies for 21st Century needs	Overcoming the previous academic shortcomings takes time	Quarterly school board meetings
Determined (non-quitters)	There is a belief in using data to make decisions	Homework Club – opportunity to do homework at school after classes	Lack of resources limits the use of data being shared with all stakeholders	Lack of resources limits the visibility of the principal in the classroom	
See attached data charts for academic strengths	Significant improvement in maintaining records and data	Increased student engagement opportunities through activities, materials and technology	Implementing a comprehensive recruitment and retention plan for teachers	Staff are overextended with non-teaching assignments	
	CYA is a single school so policies and practices can more readily be changed	Lack of resources to focus on career and/or college readiness	Implementing a comprehensive job-embedded professional development plan	Essentially operating both a Middle School and High School with both Community and Residential Program students with various needs	
	School improvement is a top priority for the board of directors, LEA and turnaround principal			Lack of full departments in science and social science	

	Foundation of mentor program – assigning teachers a group of students to monitor achievement and early intervention if needed			Lack of job-embedded professional development for teachers	
	Foundation of RTI process				
	Foundation of a parent liaison (American Dream Academy)				

C.3 Provide an outline of the steps the district will take to address the needs and barriers of the school, as well as, the district's needs and barriers in supporting this school.

The LEA has begun the process of school improvement and will continue to do so through addressing the needs and barriers of the school as well as the LEA's needs and barriers in supporting CYA. Below provides a picture overview of the steps:



In order to substantially improve student achievement and outcomes and increase high school graduation rates, the following actions will be undertaken as it relates to indicator #1 under the Turnaround Model:

1.1 The Crittenton Youth Academy selected a change agent principal who began to initiate a bold and substantial change in the fall semester of 2008/09. During the first year, the principal assessed the curriculum, climate and culture, processes and daily operations and the capacity of each faculty member to achieve student results and 67% of the teachers were replaced during that time. The principal was given operational flexibility and authority to develop a performance plan which has been initiated. (Completed)

1.2 A comprehensive turnaround plan involving stakeholders, resources including new curriculum, job-embedded professional development for teachers along with the assessment tools and training to increase student achievement has been developed and will be implemented as a result of the SIG application. CYA will retain a Turnaround Reform Consulting Firm and a turnaround facilitator who along with the principal, will lead stakeholders (teachers, students, board members, administration, community groups and parents) in a collaborative approach to improve student achievement and improved graduation rate of 80% to be achieved in three years from this initiative. (Timeline: Year 1, 2, 3 and ongoing)

1.3 A Turnaround Office will be established to direct, monitor, evaluate and make necessary changes. (Appendix 20) These positions include:

- Turnaround Principal (Certified): Visionary leader for the Turnaround Model – qualified, experienced principal hired using rigorous standards (for recruitment) with demonstrated knowledge of how to influence and lead, manage change and use best practice principles to achieve results.

- Turnaround Facilitator: Facilitates & oversees implementation of plan and continuous school improvement process.

- Data Coach: Collection, interpretation & presentation of data. Facilitates Professional Learning Communities (PLC) with teachers.

- Turnaround Curriculum / Instructional Coach (2 positions): Coaching/ mentoring teachers to support school leadership in ensuring lessons and classroom activities provide a variety of instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the state academic standards. Develop curricula, select textbooks and other materials, train teachers, and assess educational programs for quality and adherence to regulations and standards.
- Behavior Coach: Manage the Responsible Thinking Intervention (RTI) including providing classroom management professional development to teachers.

- Academic Advisor: Manages the career and college needs of students; parent engagement; and assisting in providing the mentors with strategies in working with his/her assigned students. Responsible for the American Dream Academy (parent Liaison) program.

- School Social Worker: Provides services that strengthen home/school/community partnerships and alleviates barriers to learning. This position will be responsible for the SEEDS (Socially and Emotionally Enhancing the Development of students) program.

The TO (charged with directing turnaround efforts) will advise the LEA on all aspects of turnaround components and assist with implementing and monitor all aspects of the LEA's comprehensive school reform effort.

The Turnaround Office will oversee and evaluate all aspects of the process to improve student achievement and graduation rates. The first priority of the Turnaround Office is to give teachers the training, tools, support and resources they need to succeed in the classroom by developing a Project Plan for the Turnaround Model Plan. The development and monitoring will be led by a turnaround facilitator who coordinates the Turnaround Office and its stakeholders. (Timeline: Year 1, 2, 3 – some positions will be ongoing)

1.4 Additional resources will be provided to include core materials, expository and narrative classroom and library books and research-based instructional programs and materials. Best practice, job-embedded professional development will be supported by a strong and evidence based curriculum. Teachers will receive frequent one-on-one feedback as well as collaborative team work opportunities. Role modeling from class-room-based instructional coaches and during Professional Learning Committee (PLC) meetings ensure fidelity to curriculum and student engagement. (Timeline: Year 1, 2, 3 and ongoing)

1.5 The above Turnaround Office positions will be required to provide coaching, support and resources. Teachers will need to meet and exceed student goals. (Timeline: Year 1, 2, 3 – some positions will be ongoing)

1.6 A mentor accountability process, led by the school social worker, will be implemented. This means assign teachers and staff to a group of students who will advocate for each student on their case load. This "whole child approach" is a process in which the mentor is responsible for all educational aspects of their mentee. Interventions can be identified quicker through this process. It provides an opportunity to hold all teachers responsible not only core content teachers.

This component will become part of the performance evaluation matrix for teachers and staff. Holding mentors accountable for their mentees will include:

- AIMS take-rate;
- Mentees dropout rate;
- Mentees attendance rate;
- Mentees grades;
- Contacts made to their mentee's parent/guardians, their mentees progress towards graduation;
- and other indicators as identified.

Expressed academic centered goals will be measured and teachers who accomplish the written goals stated for their students would be eligible for a stipend. (Timeline: Year 1, 2, 3 and ongoing – Stipends are paid annually at year-end, based upon results)

1.7 As a result of school improvement, the principal and teachers will be required to fulfill obligations (such as increased learning time, active participation in job-embedded professional development, increased use of data collection and analysis in the student learning process, etc.). The additional work requires providing additional compensation in the form of stipends added to the base salary for the school year for teachers. (Timeline: Year 1, 2, 3 – review annually)

1.8 In summary, as part of its comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rate with the intent to have students prepared for careers and/or college, CYA will implement a STEM (science, technology, engineering and mathematics) program as part of its Turnaround Model. The Turnaround Reform Consulting Firm along with the turnaround principal and the turnaround curriculum/instructional coaches will be responsible for the implementation, professional development and training of the STEM Program selected. (Timeline: Year 1, 2, 3 and ongoing)

In order to measure the effectiveness of staff who work within the turnaround environment to meet the needs of the students, the following actions will be undertaken as it relates to indicator #2 under the Turnaround Model:

2.1 The LEA and Turnaround Office will establish a committee consisting of teachers, administrators, human resources, and the Turnaround Reform Consulting Firm to create a comprehensive, academically measurable and binding teacher evaluation and appraisal process. (Timeline: Year 1)

2.2 As part of a comprehensive teacher assessment strategy, that includes timelines and persons responsible, the following tools will be used to assess student engagement and quality of instruction. TO members will be assigned responsibility for one or more of the following strategies. The strategies will include:

- Quick visit observation – The 5-minute observation is a quick unannounced visit to drop-in and check on EAR (Engagement – Alignment – Rigor).
- Teacher4Success Tool – A research-proven mechanism for conducting formal classroom observations of teachers.
- SEEDS Evaluation – CARE (Creating an Asset Rich Environment) is daily social-emotional class. Observations will be conducted on teachers during this time as well.
- Mastery Learning – During the observations, reviewing teachers use of Master Learning strategies and techniques for student assessment.
- Mentor Accountability Process Outcomes – A rubric that collects data associated with student mentor outcomes including student attendance rate, student grades, and academic scores. It's also associated with parent contact.
- SIOP (Shelter Immersion Observation Protocol) – During observations, observers will be looking for SIOP strategies and techniques in all classes by all teachers.
- Evidence of Professional Development specific scheduled observations - Observers will coach teachers in implementing newly learned professionally learned strategies in their classes.
- Commitment to the Turnaround School Improvement Process - Active engagement of all teachers in all activities.

(Timeline: Year 1, 2, 3 – strategies may be changed or modified from time to time as necessary to meet student learning goals)

2.3 Since the majority of teachers have been replaced and are now considered competent, it is a matter of training and coaching on the comprehensive evaluation process implemented and ensuring their buy-in. (Timeline: Year 1, 2, 3 and ongoing)

2.4 The evaluation and appraisal process created will be communicated to all staff prior to its implementation and teachers will receive training and coaching during its initial inception. In order to avoid erroneous or faulty perceptions, there will be multiple measures used. Ineffective teachers identified through the evaluation and appraisal process will receive remediation and/or be removed, when necessary. The process will be outlined and provided to teachers. Teachers will have input into the process. (Timeline: year 1, 2, 3 and ongoing)

2.5 The Turnaround Office will create and implement a process of monitoring and evaluating the effectiveness of the plan. The turnaround facilitator will be charged with the responsibility of ensuring that tasks including timelines are being met. (Timeline: Year 1, 2, 3 – Plan is considered a living document and will be updated on a regular basis)

Recruiting and retaining staff with the skills necessary to meet the needs of the students in the turnaround model, the following actions will be undertaken as it relates to indicator #3 (recruit, place and retain with skills to meet student needs) under the Turnaround Model:

3.1 Providing additional compensation to attract staff with skills necessary to meet the needs in a Turnaround Model. (Year 1, 2, 3 – reviewed on annual basis)

Examples include:

- Stipends have been built into the school improvement plan for teachers including:

- Active participation on committees which will be utilized for improving student learning/achievement (e.g., professional development, teacher evaluation, etc.)
- After school tutoring
- Reading club
- Homework club
- Gifted and Talented class

- Bonus for teachers who accomplish written goals within the mentor program. A mentor accountability process, led by the school social worker, will be implemented. This means assign teachers and staff to a group of students who will advocate for each student on their case load. This "whole child approach" is a process in which the mentor is responsible for all educational aspects of their mentee. Interventions can be identified quicker through this process. It provides an opportunity to hold all teachers responsible not only core content teachers.

  This component will become part of the performance evaluation matrix for teachers and staff. Holding mentors accountable for their mentees will include:

  - AIMS take-rate;
  - Mentees dropout rate;
  - Mentees attendance rate;
  - Mentees grades;
  - Contacts made to their mentee's parent/guardians, their mentees progress towards graduation;
  - and other indicators as identified.

  Expressed academic centered goals will be measured and teachers who accomplish the written goals stated for their students would be eligible for an incentive. (Timeline: Year 1, 2, 3 and ongoing – Stipends are paid annually at year-end, based upon results)

- Add co-teachers (i.e., middle school, credit recovery, health) to build capacity of teachers in collaboration with the intent to obtain improved student learning/ achievement – one of the teachers would be focusing on content and the other teacher would focus on instructional delivery. (Timeline: Year 1 – reviewed at end of Year 1 to assess and determine necessary changes for Year 2 and 3)

- Add teachers in science and social science (including economics) to accommodate for the increased instructional time and for the state-mandated minimum credit requirement for graduation. (Timeline: Year 1, 2, 3 and ongoing)

- Add a part-time foreign language teacher in conjunction with Phoenix College as a means of preparing students for college entrance applications --- parents of existing students as well as potential students ask if CYA has a foreign language class available for students in order to prepare for college applications. (Timeline: Year 1 – reviewed at end of Year 1 to assess and determine necessary changes for Year 2)

- Add an interventionist (i.e., reading specialist) under the SPED resource which will include having the individual "coach" teachers in teaching SPED students. (Timeline: 2010/11 school year – reviewed at end of Year 1 and determine necessary changes for Year 2)

- Ensure satisfaction and professional development of teachers in learning to be a highly performing teacher (i.e., reason people become teachers is they want to contribute to society). (Timeline: Year 1, 2, 3 and ongoing)

- Opportunity to become a contributing member of a collaborative team. (Timeline: Year 1, 2, 3 and ongoing)

<u>In order to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies, the following actions will be undertaken as it relates to indicator #4 (ongoing high quality, job-embedded professional development) under the Turnaround Model:</u>

4.1 The LEA will retain a Turnaround Reform Consulting Firm to partner with the turnaround principal and other Turnaround Office positions to ensure high-quality; standards-based instruction is taking place in each class-room through focused, substantive, ongoing professional development in research-based instructional practices. Collective professional development needs (e.g., school-wide improvement in teachers' ability to provide differentiated instruction) will initially be identified through a needs assessment, while individual needs will be thoroughly identified through the teacher evaluation process. The Turnaround Office will be trained in practices for observing and discussing instructional practices. Group professional development sessions will be supplemented by regular classroom observations and ongoing mentoring and coaching, to ensure that professional learning is situated in the day-to-day instructional practice, to provide teachers with substantial and targeted support, and to push all teachers to reflect critically in a continuous manner on their practice. (Timeline: Summer/Fall 2010 – intensive during Year 1 evolving to coaching and auditing actions in Year 2 and 3)

4.2 Teachers will receive structured and specific feedback by qualified and skillful observers (e.g., Turnaround Reform Consulting Firm Consultant, turnaround principal, and/or turnaround curriculum/instructional coaches) to reinforce and enhance teaching practices that contribute to improved student learning. The coaching process will be cyclical and systematic reinforcing a teacher's instructional strengths while eliminating counterproductive approaches through observation and the sharing of specific feedback during PLCs. This includes providing classroom resources to compliment their highly skilled craft. Examples include computers, graphic calculators, interactive boards etc. (Timeline: Summer/Fall 2010 – intensive during Year 1 evolving to coaching and auditing actions in Year 2 and 3 for the Turnaround Reform Consulting Firm)

4.3 Hire co-teachers, when appropriate, to facilitate effective teaching and learning. (Also, refer to Indicator #3 above with respect to co-teachers.)

4.4 To increase student academic performance, provide professional development workshops including Mastery Learning and Sheltered Instructional Observation Protocol (SIOP) research-based instructional program. Examples include classroom management, instructional design, student motivation, differentiated instruction, gender specific strategies, interdisciplinary project-based learning, technology integration, cooperative learning, etc. (Timeline: Year 1, 2, 3 and ongoing)

4.5 To increase student academic performance, provide staff with high-quality job-embedded professional development including but not limited to the following:

- Modeling teaching opportunities;
- Conducting internal instructional strategies professional development sessions;
- Providing tuition reimbursement for CEU in instructional courses and content;
- "Coaching" by the appropriate team member from the Turnaround Office;
- Training on the Responsible Thinking Intervention (RTI) approach utilized;
- Attending ADE-approved external trainings;
- Visiting other highly performing schools and classrooms;
- And working with the Department of Education and/or the Arizona Charter School Association, utilizing resources, as appropriate.

The professional development activities will be designed to pre-conditioning for improved proximal variables. Examples may include: LEA Superstar Supervisory training, bootstrapping data, RTI process, curriculum building, AZ/national standards, implementing effective assessments, multi-cultural classrooms and strategic planning, block scheduling, drug and gang awareness, diversity awareness. Professional development hours will be set-aside for teachers. On occasion, attendance may require the scheduling of substitute teachers. (Timeline: Year 1, 2, 3 and ongoing)

4.6 The LEA will attend national and/or ADE school improvement workshops pertinent to the dramatic and rapid improvement of student learning. (Timeline: Year 1, 2, 3 and ongoing)

<u>In order to succeed in school improvement, the following actions will be undertaken as it relates to indicator #5 (adopt a new governance structure) under the Turnaround Model:</u>

5.1 The turnaround principal is defined as the school improvement coordinator reporting to the LEA; however, the turnaround facilitator is the project manager and is responsible for ensuring the school improvement plan stays on track. (Timeline: Year 1, 2, 3)

5.2 Retain a Turnaround Reform Consulting Firm. More-than-likely, WestEd will be selected as the Turnaround Reform Consulting Firm. (Appendix 37) "Performing schools" share the following characteristics:

- They have effective school leadership.

- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.

- They provide a rigorous, standards-based curriculum and use formative assessments to understand student learning and guide instruction.

- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice.

- They have created a safe school environment and a supportive climate of mutual trust.

- They align all of their fiscal and human resources to support student achievement.

In WestEd's work with low-performing school, "these six characteristics serve as key objectives that a school must meet if it is significantly improve its performance. While some school-change efforts focus on just one or two of these areas (e.g., strengthening leadership, improving curriculum and instruction), WestEd recognizes that all are essential to dramatic and rapid improvement and, equally important, all must coalesce into a singular focus on improved student learning." (Bryk, et al., 2010) (Appendix W) (Timeline: Summer/Fall 2010 – intensive during Year 1 evolving to coaching and auditing actions in Year 2 and Year 3)

5.3 By design, the Turnaround Office will lead CYA driving dramatic school improvement efforts. The Turnaround Office through the turnaround principal will report to the LEA. This will include the following positions: (Appendix 20)

- Turnaround Principal (Certified): Visionary leader for the Turnaround Model – qualified, experienced principal hired using rigorous standards (for recruitment) with demonstrated knowledge of how to influence and lead, manage change and use best practice principles to achieve results.

- Turnaround Facilitator: Facilitates & oversees implementation of plan and continuous school improvement process.

- Data Coach: Collection, interpretation & presentation of data. Facilitates Professional Learning Communities (PLC) with teachers.
- Turnaround Curriculum / Instructional Coach (2 positions): Coaching/ mentoring teachers to support school leadership in ensuring lessons and classroom activities provide a variety of instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the state academic standards. Develop curricula, select textbooks and other materials, train teachers, and assess educational programs for quality and adherence to regulations and standards. They also assist in implementing new technology in the classroom.

- Behavior Coach: Manage the Responsible Thinking Intervention (RTI) including providing classroom management professional development to teachers.

- Academic Advisor: Manages the career and college needs of students; parent engagement; and assisting in providing the mentors with strategies in working with his/her assigned students. Responsible for the American Dream Academy (parent Liaison) program.

- School Social Worker: Provides services that strengthen home/school/community partnerships and alleviates barriers to learning. This position will be responsible for the SEEDS (Socially and Emotionally Enhancing the Development of students) program.

The TO (charged with directing turnaround efforts) will advise the LEA on all aspects of turnaround components and assist with implementing all aspects of the LEA's comprehensive school reform effort. (Timeline: Year 1, 2, 3 – some positions will be ongoing)

5.4 Retain the Solutions Team in the Spring to assess the progress being made as part of the school improvement program. (Timeline: Year 1, 2, 3 – annual)

Increased student learning will incorporate using data to identify and implement an instructional program, the following actions will be undertaken as it relates to indicator #6 under the Turnaround Model:

6.1 Select and retain Turnaround Reform Consulting Firm and various providers to assist in identifying and implementing an instructional program that is researched-based and vertically aligned for grades 6-12 with State academic standards.

Steps include:

- Established expected goals for student learning and results.
- Identify a researched-based and vertically-aligned instructional program aligned to State academic standards for grades 6-12.
- Obtain technical expertise necessary to develop, implement and evaluate a researched-based and vertically aligned curriculum and curricula.
- Engage teachers in helping to establish a systematic way to set student benchmarks, timelines for assessment and evaluate results.
- Determine who is responsible for collecting analyzing and reporting data in a useful format to maintain fidelity.
- Train and retrain faculty and staff to use data from comprehensive assessments to screen, diagnose and monitor progress of student skills.
- Establish protocols, timelines and responsible persons necessary to monitor and maintain alignment between standards and classroom instruction.
- Use evaluation data to redesign assessments and inform decision making.

(Timeline: Year 1, 2, 3 and ongoing)

In order to promote the continuous use of student data and assessments to inform and differentiate instruction in order to meet the academic needs of individual students, the following actions will be undertaken as it relates to indicator #7 under the Turnaround Model:

7.1 Implement the PowerSchool data warehouse which will provide the necessary data to track student achievement by subject, teacher and student. The data coach will be responsible for managing the implementation of PowerSchool. (Timeline: Year 1, 2, 3 and ongoing)

7.2 The turnaround facilitator and data coach will be responsible for collecting data, analyzing data, and communicating the information back to the LEA, principal and faculty. (Timeline: Year 1, 2, 3 – will change and evolve annually)

7.3 Implement school-wide assessment systems (e.g., Norm Reference Test – BASI; College & Career Readiness – NAVIANCE; In-class Summative Assessments; RTI Assessments; Formative Galileo Assessments; High Stakes Exam) to inform and differentiate instruction in order to meet the academic needs of individual student. This includes generating an audit protocol and designating staff to confirm assessments are requested, delivered, received and posted. The school calendar will reflect school-wide testing dates. The TO members will participate in the oversight of the implementation and training of faculty on assessments. (Timeline: Year 1 and ongoing)

7.4 Construct the RTI (i.e., 3S = student Success Strategies) process in which classes have an RTI exam administered weekly, disaggregate results and place students into one of three tiers, monitor progress of tier 2 students, re-teach tier 3 students and retest weekly. The turnaround curriculum/instruction coaches and the behavior coach will be responsible for managing the RTI program including coaching/training teachers. (Timeline: Year 1, 2, 3 and ongoing)

7.5 Implement procedures that require teachers to administer a brief assessment based on the unit's learning goals. (Mastery Learning instructional program). (Timeline: Year 1 and ongoing)

7.6 Implement procedures that require teachers to provide daily "proof of purchase" ticket out quizzes (checks for understanding). (Timeline: Year 1 and ongoing)

7.7 The academic advisor will be responsible for the career and college needs of students; parent engagement; and collaborating with the school social worker in providing the mentors (i.e., mentor program) with strategies in working with his/her assigned students. (Timeline: Year 1, 2, 3 and ongoing)

<u>In order to increase learning time, the following actions will be undertaken as it relates to indicator #8 under the Turnaround Model:</u>

8.1 CYA will extend <u>instructional time</u> from 51960 Total Minutes/ 866 Total hours in the 2009/10 school year to 65550 Total Minutes / 1092.5 Total Hours in the 2010/11 school year. (Appendix 40) (Timeline: Year 1 – reviewed annually)

8.2 The regular <u>student schedule</u> for the school year 2009/10 was 1320min/day. The proposed regular schedule for the school year 2010/11 is 1560min/day. This is an increase of 9210 min. in the regular school year. (Timeline: Year 1 – reviewed annually)

Notes:

(a) It is noted that many students are already taking advantage of the extended schedule in the 2010 school year to get their education back on track and/or many students were able to complete their graduation requirements early. The extended schedule was a voluntary program and proved to be extremely successful.

(b) Many other students extended their day in the 2010 school year with afterschool tutoring and the independent credit recovery program.

(c) The resident students also had an extra 30 minutes added on to the regular schedule in the 2010 school year and the opportunity to participate in an evening A+ recovery program.

8.3 The 2010/11 school year will add instructional time for all students. (Timeline: Year 1 – reviewed annually)

8.4 The 2010/11 calendar reflects 6 additional professional development days for the instructional staff in addition to receiving a week long intense training at the beginnings of the year, teachers will receive 8 full days of professional development schedules throughout the school year. With the additional teachers and Co-teachers, all faculty members will be provided with 3 hours of planning time each day as additional duties and obligations will be relieved. Teacher will receive 5 hours each week of professional development. (Appendix 40) (Timeline: Year 1 and ongoing – reviewed annually)

8.5 Continue to build upon the Summer School program for all students focusing on student needs to ensure credit recovery and/or graduation rate. Teachers will receive a stipend if willing to teach Summer School. (Timeline: Year 1, 2, 3 and ongoing)

8.6 Ensure that credit recovery program (i.e., Backbone A+ instruction) is in place to allow for students to stay on track with his/her education and anticipated graduation date. (Timeline: Year 1 and ongoing)

<u>In order to provide appropriate social-emotional and community-oriented services and supports for students, the following actions will be taken as it relates to indicator #9:</u>

9.1 There will be an enthusiastic, energetic kickoff event to engage board of directors, LEA and all stakeholders in communicating the vision and goals for school improvement – the thought is to have a keynote passionate about education and energizing all the stakeholders in turnaround of the school - perhaps even a scholarship for the most improved student during the year. (Timeline: 08/2010 - funded through the LEA)

9.2 In order to support this standard, the behavior coach, academic advisor and school social worker in collaboration with the LEA and turnaround principal will implement strategies meeting the intellectual, emotional, social and physical needs of each student and will coach, model and empower teachers on how to support the whole student. (Timeline: 2009/10 school year – Year 1, 2, and 3 – it is anticipated that these positions will be sustained through increased enrollment and/or other funding opportunities beyond Year 3)

9.3 CYA will provide ongoing professional development addressing adolescent development in all areas and best practices. professional development will address student needs which surfaces from ongoing data collection. In collaboration with the Search Institute, all staff and faculty will participate in initial training "Powerful Teaching: Added Impact without Added Work" and monthly professional development addressing team building, relationship building skills, adolescent development, boundaries, communication and empowerment. (Timeline: 2010/11 school year and ongoing)

9.4 Due to unique family dynamics of our student population, the parent/guardian role may be fulfilled by an unrelated or related adult not biologically classified as "parent". In recognition of the external supports in our student's lives, CYA will analyze family systems and identify and if necessary, reframe, the best classification for "parent" in order to include all advocates in our student's life. (Timeline: 9/2010 to 10/2010, reviewed annually as the student population changes)

9.5 CYA will develop and implement a comprehensive welcome, orientation and conference schedule for students and their advocates to welcome, engage and educate. Quarterly student success nights will reinforce orientation principles and strengthen student, advocate, and family relationships with teachers and the school community. Individuals from the school board committee and administration will participate to reinforce importance and show support. (Timeline: 8/2010 and quarterly)

9.6 CYA will continue its partnership with the National Network Partnerships of Schools and create a School Action Committee to drive alumni, student, faculty ownership and commitment of educational success through their participation on the committee. (Timeline: 9/2009, Year 1, 2, 3 and ongoing)

9.7 CYA will develop and implement a student support program which will include elements of prevention, intervention and follow up regarding emotional and/or social challenges of the CYA the student population. Faculty and staff will be prepared and trained to employ preventative and intervention measures effectively. (Timeline: 1/2011 and ongoing)

9.8 CYA will create and implement a peer mentor program which will match recruited and trained Junior and Senior students with an eighth grade student for support and guidance in preparation for and through their high school transition. Organized and formalized activities will be lead by the mentors' year around. (Timeline: 11/2011 and ongoing)

9.9 CYA will enhance and implement extracurricular program – tutoring, enrichment, readiness, athletic, intramurals, activity and service clubs. (Timeline: 2010/11 school year and ongoing)

9.10 CYA will provide ongoing school-wide celebrations of learning and extracurricular accomplishments of students. Activities that CYA will facilitate and implement would include: Student recognition assemblies, a learning assembly, gallery walk nights showcasing student work, student and staff performances, daily recognition of students by staff when a leadership characteristic or a good deed is observed, school dances, field trips and classroom incentives. (Timeline: 2010/11 school year and ongoing)

9.11 CYA will develop a staff recognition program to recognize staff accomplishments, team work, productivity and positive teaching practices. (Timeline: 2010/11 school year and ongoing)

9.12 CYA will initiate an annual staff retreat to enhance leadership skills, knowledge and practices of student empowerment and reinforce positive practices. (Timeline: 12/2010 and annually)

9.13 CYA will enhance service learning curriculum to approach service as a civic responsibility. Each cohort will participate in succession coursework throughout their high school career.

- 9 – Learning service, personal values, empathy and areas of giving
- 10- National and local community resource and services
- 11 – Junior service project – will consist of community outreach and the establishment of partnerships to meet needs within the community – elementary school, food drives, clothing bank, etc.
- 12 – Senior reflection portfolio

9.14 CYA will recognize students fulfilling their civic responsibility in an outstanding manner through creativity, hours volunteered and/or project impact. Creation of a student led extra-curricular service club to extend CYA's student outreach in the community. (Timeline: 2011/12 school year and ongoing)

9.15 CYA will provide health and wellness clinic for students and families. (Timeline: 3/2011 and annually)

9.16 CYA will collaborate with outside agencies such as Peer Solutions, Girls for A Change, Girl Scouts, Aguila Youth Institute, Anytown Arizona, Phoenix Youth At Risk, Arizona State University to provide social skill development, leadership opportunities, emotional support and life skill enhancement. (Timeline: 2010/11 school year and ongoing)

9.17 CYA will increase partnerships with the local community by coordinating with community business leaders, professional experts and volunteers to create a Speakers Bureau for quarterly information nights for alumni, parents, students and the community on adolescent development, challenges, behavior and success. (Timeline: 3/2011 and quarterly)

9.18 CYA will develop a semester internship program for Junior and Seniors that exposes students to provide career exploration, job readiness, time management skills and opportunities to discover interests and options. (Timeline: 7/2012 and ongoing)

9.19 CYA will implement a career week for students with representation of community professionals representing CYA student population in order to expose students to the wide variety of options in the career field. (Timeline: 3/2011 and annually)

C.4 Identify the intervention model that is chosen for each Tier I and/or Tier II school. Provide a brief justification - including how student achievement will be improved by this model.

The LEA completed a comprehensive evaluation of the four intervention models:

- Turnaround Model
- Restart Model
- School Closure Model
- Transformation Model.

The LEA is not selecting the Restart Model because the school is currently a charter school partnering with the Arizona Charter School Association. The LEA is not selecting the School Closure Model because it is a single school and there are no other schools in the LEA.

The LEA/Superintendent has a strong passion for education and understands that the key to teaching and learning changes is through leadership. The goal is to create a learning environment that leads every student to success in school and in life. Prior to receiving the School Improvement Grant application, the board of directors and LEA began a process of school improvement. They wanted to see dramatic changes in student learning/achievement and teacher recruitment and retention. They began the process by hiring a visionary leader. The LEA is requesting the Turnaround Model with utilizing the components from the Transformation Model.

In the Turnaround Model, CYA will include:

- First, CYA hired a strong principal who is a true instructional leader
- Recruit and retain highly effective teachers through fair evaluation systems to ensure high standards
- Implement a Turnaround Office to provide the necessary support to improve student outcomes and professional development of teachers
- Implement data-driven approaches
    - i. Managing individual student's instruction on the basis of objective measures of their progress by implementing assessments (e.g., frequent, well-aligned formative assessments to properly assess individual student's strengths and needs and to place students into well-designed interventions aimed at helping them catch-up)
    - ii. Using broader data to drive the discussion on how to improve student outcomes
- Promote effective teacher collaboration and professional development through job-embedded professional opportunities
    - i. Coaching by individuals with subject matter expertise
    - ii. Professional Learning Communities
    - iii. Internal and external workshops
- Building a high performance culture in which teachers and students are expected to succeed

CYA will achieve the above goals by employing innovations that increase the academic, social and behavioral expectations and outcomes of students and staff through Disciplined Though, Disciplined People and Disciplined Action.

Briefly, this means…

Disciplined Thought

- Establishing a clear bottom line
- Ensuring that each student learns and is successful
- Setting conditions conducive to learning
- Shifting to teaching the "whole" child
- Providing an ongoing assessment

Disciplined People

- Participative decision-making
- Expectation of teachers to take ownership
- "How will this help us change the culture and climate of our school?"
- Professional development
- Collaborative solutions
- Action/Research teams
- School-wide committees
- Creating schedules / conditions conducive to collaboration
- Increased parent/guardian engagement

Disciplined Action

- Follow-through
- Relentless pursuit of the focus
- Frequent messaging to all stakeholders
- Celebrating success
- Commitment to not panic if something needs to change in the process
- Customized instruction
- mentor program
- Individualized remediation plans
- Monitoring lesson plans/benchmark assessments
- Curriculum aligned to state/national standards
- RTI program

The principal provided a presentation (Appendix 41) to all teachers initiating the change of school improvement and implementing a disciplined process.

Measure of Success

- Faculty level use of data
- Academic achievement per classroom, per teacher, per student
- Surveys
- Improved attendance
- Improved student and faculty retention
- Graduation rate
- Data warehouse
- Stakeholder surveys
- Benchmark assessments data
- Comprehensive teacher
- student infraction data

We believe we have begun the slow process of becoming a high-performing school and are embracing the opportunity to demonstrate more rapid improvement through resources that had not been available. We look forward to partnering with the Arizona Department of Education in turning around CYA. We plan to demonstrate not only to the State and the Federal government the LEA's passion for education professional development of teachers, and student learning/achievement but actually achieve and sustain the results as we continue to grow our School.

D. SCHOOLS TO BE SERVED

D.1 Identify each Tier I and Tier II school the LEA *commits to serve* and identify the model that the LEA will use in each Tier I and Tier II school. (The model is identified after the team analyzes the data, identifies the schools' needs and examines LEA capacity to serve the school.)

SCHOOL NAME	NCES ID #	TIER I	TIER II	INTERVENTION MODEL CHOSEN			
				turnaround	restart	closure	transformation
Crittenton Youth Academy	0400144	X		X			

D.2 Prioritize, by need, the district's TIER III schools:

SCHOOL NAME	NCES ID#	AYP Designation	Area of Need(s) Based on 2009 AIMS Assessment
N/A			

D.3 If the LEA is not applying to serve each Tier I and/or Tier II school, the LEA must explain why it lacks capacity to serve each school:

N/A

E. LEA'S ACCOUNTABILITY

E.1 Describe the annual goals for student achievement on the State's assessments in both reading, math and or graduation rate that have been established in order to monitor the Tier I and Tier II schools. Using the Analysis of Data completed in A.3., complete the following for each Tier I and/or Tier II school being served:

Goal Area	Goals	Baseline
▪ Reading	▪ Increase the 10th grade Full Academic Year cohort students' AIMS meets/exceeds rate to 61.4% for 2010/11 school year to meet the State AMO (Annual Measurable Objectives) plateau and to continue to increase the 10th grade Full Academic Year cohort students' AIMS meets/exceeds rate to 100% by the 2013-2014 school year.	▪ 45.5% is the average percentage that passed in 2008/09 school year of FAY cohort 10th grade students
▪ Math	▪ Increase the 10th grade Full Academic Year cohort students' AIMS meets/exceeds rate to 67% for 2009/10 school year to meet CYA's Math Confidence Interval AMO (Annual Measurable Objectives) and to continue to increase the 10th grade Full Academic Year cohort students' AIMS meets/exceeds rate to 100% by 2013-2014 school year.	▪ 11.8% is the average percentage that passed in 2008/09 school year of FAY cohort 10th grade students
▪ Graduation Rate (for High Schools only)	▪ CYA's initial benchmark is to reach 60% graduation rate for 2009/10 school year ▪ CYA's goal is to reach a 76 % (i.e., the 2009 State of Arizona graduation rate) or greater graduation rate for 2010/11 school year	▪ In 2009, the graduation rate for CYA was 34%

▪ For each Goal in:	▪ Progress Monitoring Plan		▪ Person(s) Responsible
	▪ Process	▪ Timeline	
▪ Reading	▪ Students' data related to reading will be monitored by the persons responsible. Data that will be monitored includes; course progress reports, course grades, summative assessments and formative assessments.	▪ Quarterly	▪ Teachers, Data Coach & Principal
	▪ Students enter into academic contracts as a probation measure when identified as At-Risk by the responsible parties. students identified as At-Risk by academic contract are automatically placed in the Tier III of the RTI list. Differentiated instruction is provided to all Tier III students and monitored by the PLC teams.	▪ As needed	▪ Principal, Behavior Coach & Turnaround Curriculum / Instructional Coach
	▪ Mentors meet with their students weekly and enter their reports in the "PowerSchool "database. CYA's Social Worker validates the report and reports her finding to the principal in a weekly meeting.	▪ Weekly	▪ Mentor, Academic Advisor, Social Worker & Principal
	▪ CYA's "Response to Intervention" (RTI) program begins with an assessment performed every Wednesday school-wide - students are put into categories: Tier I-III, based on their assessments - students who are struggling are placed in Tier III and are re-taught the week's coursework on Thursday and Friday and assessed again	▪ Weekly	▪ Teachers, Behavior Coach & Principal
	▪ Galileo assessments are conducted quarterly	▪ Quarterly	▪ School-wide
	▪ Upon enrollment as a new student or re-turning students, assessments will be conducted to obtain a norm reference test (BASI) measure with respect to reading.	▪ Upon enrollment	▪ School-wide
	▪ State standardized testing	▪ Annually	▪ School-wide

▪ Math	▪ Students' data related to math will be monitored by the persons responsible. Data that will be monitored includes; course progress reports, course grades, summative assessments and formative assessments. ▪ Students enter into academic contracts as a probation measure when identified as At-Risk by the responsible parties. students identified as At-Risk by academic contract are automatically placed in the Tier III of the RTI list. Differentiated instruction is provided to all Tier III students and monitored by the PLC teams. ▪ Mentors meet with their students weekly and enter their reports in the "PowerSchool "database. CYA's Social Worker validates the report and reports her finding to the principal in a weekly meeting ▪ CYA's "Response to Intervention" (RTI) program begins with an assessment performed every Wednesday school-wide - students are put into categories: Tier I-III, based on their assessments - students who are struggling are placed in Tier III and are re-taught the week's coursework on Thursday and Friday and assessed again ▪ Galileo assessments are conducted quarterly ▪ Upon enrollment as a new student or re-turning students, assessments will be conducted to obtain a norm reference test (BASI) measure with respect to math. ▪ State standardized testing	▪ Quarterly ▪ Upon enrollment ▪ Weekly ▪ Weekly ▪ Quarterly ▪ Ongoing ▪ Annually	▪ Teachers, Data Coach & Principal ▪ Principal, Behavior Coach & Turnaround Curriculum / Instructional Coach ▪ Mentor, Academic Advisor, Social Worker & Principal ▪ Teachers, Turnaround Curriculum/ Instructional Coach, Behavior Coach & Principal ▪ School-wide ▪ School-wide ▪ School-wide

▪ Graduation Rate (for High Schools only)	▪ Principal monitors the Graduation Rate Cohort Report (4 year graduation report) ▪ Enrollment of Senior Cohorts is monitored ▪ All students wishing to enter CYA must go through an interview process ▪ Students' data related to reading will be monitored by the persons responsible. Data that will be monitored includes; course progress reports, course grades, summative assessments and formative assessments ▪ Mentors meet with their students weekly and enter their reports in the "PowerSchool "data warehouse - CYA's Social Worker validates the report and reports her finding to the principal in a weekly meeting ▪ CYA's "Response to Intervention" (RTI) program begins with an assessment performed every Wednesday school-wide - students are put into categories: Tier I-III, based on their assessments - students who are struggling are placed in Tier III and are re-taught the week's coursework on Thursday and Friday and assessed again ▪ Naviance application utilized to determine student's interest with respect to college and career readiness and involving the parents/ guardians in his/her child's progress ▪ Upon enrollment as a new student or re-turning students,	▪ Ongoing ▪ Ongoing ▪ Upon enrollment ▪ Quarterly ▪ Weekly ▪ Weekly ▪ Ongoing	▪ Principal & Turnaround Office ▪ Mentor, Academic Advisor & Principal ▪ Academic Advisor & Principal ▪ Teachers, Turnaround Office & Principal ▪ Mentor, Academic Advisor, Social Worker & Principal ▪ Teachers, Turnaround Curriculum/ Instructional Coach, Behavior Coach & Principal ▪ Academic Advisor, Mentor & Principal

	assessments will be conducted to obtain a norm reference test (BASI) measure with respect to core subjects ▪ Galileo assessments are conducted quarterly ▪ Students who are "on the bubble" may have the opportunity to use their course work to augment their AIMS test scores through the AIMS Augmentation, thus allowing these students to meet the AIMS graduation requirement	▪ Annually ▪ Quarterly ▪ Ongoing	▪ School-wide ▪ School-wide ▪ Academic Advisor, Data Coach, Mentor, Teacher & Principal

E.2 Using the prioritized list developed in D.2, provide a detailed description of the support that the LEA will provide for each Tier III school. Include the interventions provided by level of need.

School	Level of Need			Describe LEA Support (Internal and/or External) Funded and non-Funded support	Timeline
	Highest	Medium	Lowest		
N/A					

E.3 Describe the annual goals the LEA has established in order to hold accountable your Tier III schools that receive school improvement funds.

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	N/A				
Math	N/A				
Graduation Rate	N/A				

E.4 Describe the LEA's technical assistance plan for schools that do not achieve the progress that is expected.

The LEA will be implementing a plan to monitor on a monthly basis and make necessary adjustments to ensure that increased student achievement, improved professional development of teachers, and building capacity of the LEA for rapid school improvement.

F. BUDGET

F. Using the Budget Excel spreadsheet, provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement all components of the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

An LEA's budget must cover the period of availability (3 years), including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.
An LEA's budget for each year may not exceed the number of Tier I, Tier II and Tier III schools it commits to serve multiplied by $2,000,000.

****Attach LEA budget as an appendix.**

G. SUSTAINABILITY

G. Describe your plan for sustaining these efforts after the funding period ends? Address in your plan: funding sources, hiring practices, professional development, changes in policies and practices.

The LEA believes it will be able to sustain its plan for future years based upon the following items:

1. Improvement in academic outcomes will increase number of students enrolled at CYA. The school has the capacity for 45 new students (a vacancy of 45 students). The 45 student difference represents approximately $315,000 per year in new revenue (excluding formula grants affiliated with these additional students). Recent market polling data has revealed that greater than 45 new students can be recruited if the school was producing high student academic outcomes. (Appendix 38) Additional students will balance the current uneven economies of scale.

2. Grow great teachers who love the mission of the school and have the capacity to provide collaboration, leadership and support to new teachers as they are hired.

3. The LEA has a fundraising department that can acquire grants through multiple donor sources which will lead to development of a comprehensive sustainability plan if the school can produce high student academic outcomes.

4. The LEA has plans to increase enrollment by the 2012/13 school year by building a middle school. This establishes a way for earlier education strategies and starting academic interventions as early as possible. Projections are increasing overall enrollment from 230 to 400 students on any given day (excluding residential students).

5. The LEA will continue to invest in its marketing, branding and communications of the school.

6. The school has been approved to transform CYA to a Girls Leadership Academy which is gender-specific. This will provide parents and female students a unique alternative learning environment. The key factors will be that the school is a performing school with strong student learning/achievement with the "best" teachers.

The LEA will be able to sustain the Turnaround Model components beyond three years by increasing student enrollment. The LEA believes that the quality of instruction will improve by building capacities of teachers through professional growth and development and this will lead to greater student enrollment. Also, the LEAs financial commitments can be supported by the fundraising department.

By implementing the Turnaround Plan, the LEA and turnaround principal will achieve the academic outcomes of increased student learning, increased graduation rate, and developing the "best" teachers. (Appendix 42)

H. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

By indicating with a mark on the below items, the **Florence Crittenton Services of Arizona / Crittenton Youth Academy** fully and completely assures that it will:

x Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

x Establish annual goals for student achievement on the State's assessments in both reading and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

x If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

x Report to the SEA the school-level data required under section III of the final requirements

I. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Arizona Department of Education has applied, through its SEA level application, for all of the Waivers offered for the School Improvement Grant. If Arizona receives approval for these waivers, all waivers automatically apply to any LEA in the state.

The LEA must indicate each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Florence Crittenton Services of Arizona / Crittenton Youth Academy will implement the below marked waivers:

N/A Extending the period of availability of school improvement funds. School(s): _____

N/A "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. School(s): _____

N/A Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. School(s): _____

J. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement intervention models in its Tier I and Tier II schools.

J. Before submitting its application for School Improvement Grant, the LEA must consult with all relevant stakeholders.

The LEA has consulted with the following stakeholders:

board of directors	**principal**	**Executive Management team members including Finance, Human Resources, Development, Programs (Residential, Community Based Services, etc.)**
parents	**teachers**	**students**
Potential Service Providers – (e.g., Turnaround Reform Consulting Firm, American Dream Academy/parent Liaison, STEPS/Special Education, etc.)	**Potential Curriculum/Instructional Vendors - programs including training (e.g., STEM, Renaissance Learning, Credit Recovery/A+ Instruction,**	**Data Providers – applications including training (e.g., BASI, Naviance, PowerSchool, Galileo)**
Arizona Charter School Association - Professional Learning Communities	**Arizona Department of Education**	**Departments (e.g., Facilities, Food Services, Information Technology, Clinical, etc.)**

STEP 2: COMPLETE PLANNING TEMPLATE ON ALEAT

K. The LEA must include a timeline delineating the steps it will take during the 2010/11 school year to implement the selected intervention in each Tier I and Tier II schools identified in the LEA's application.

To be completed in ALEAT Plan

STEP 3: COMPLETE BUDGET ON GRANTS MANAGEMENT

L. The LEA must complete the budget information on ADE's Grant Management System.

CRITERIA FU DING MATRIX
SCHOOL INTERVENTION GRANT 3-YEAR BUDGET REQUEST

LEA / CHARTER NAME: Florence Crittenton Services of Arizona

TOTAL 3-YEAR BUDGET: $ 5,249,288

TURNAROUND / TRANSFORMATION MODELS:

Criteria – Required	Explanation	*Allowable Budget Items*	LEA & All Participating Schools			
			Year 1	Year 2	Year 3	Total
(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting)	• Implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	Turnaround Principal stipend. Approved Intervention and Supplemental core materials, expository and narrative classroom and library books, and research-based instructional software.	$ 545,262	$ 302,975	$ 298,577	$ 1,146,814
(ii) Using locally adopted competencies to measure the effectiveness of staff	• Screen all existing staff and rehire no more than 50 percent; • Select new staff;	Instructional Interventionist /Academic Coach	$ 186,006	$ 187,480	$ 191,251	$ 564,737
(iii) Implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students.	• May include financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions	Teacher stipends for willingness to work in high-need school. Performance-based stipends for teachers and administrators.	$ 21,317	$ -	$ -	$ 21,317
(iv) Provide staff with ongoing, high quality, job-embedded professional development	• Must be aligned with school's comprehensive instructional program and designed with school staff to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Targeted professional development for teachers, administrators and Leadership Team to attend ADE-approved trainings, including registration fees and related travel. Substitute teachers to enable local professional development days.	$ 45,085	$ 24,970	$ 24,841	$ 94,896
(v) Adopt a new governance structure	• May include, but is not limited to: o Require school to report to a new "turnaround office" in the LEA or SEA. o Hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer. o Enter into a multi-year contract with the LEA or SEA for added flexibility in exchange for greater accountability.	LEA School Improvement Coordinator to facilitate and oversee implementation of LEA's school improvement plan and site-based support/activities at Tier I, II & III schools.	$ 348,145	$ 271,111	$ 272,268	$ 891,524
(vi) Use data to identify and implement an instructional program	• Comprehensive assessments for screening, diagnosis, monitoring progress that inform instructional decisions. • Must be research-based and "vertically aligned" from one grade to the next and aligned with State academic standards.	Approved Assessments and Supplemental Assessments of comprehension-related student skills. Annual fee for processing student data.	$ 24,917	$ 76,520	$ 12,791	$ 114,228
(vii) Continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students	• Sources of student data include formative, interim, and summative assessments.	Assessment Coordinator / Data Entry Specialist	$ 111,444	$ 111,868	$ 109,131	$ 332,443
(viii) Establish schedules and implement strategies that provide increased learning time.	• Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: o Instruction in core academic subjects. o Instruction in other subjects and enrichment activities that contribute to a well-rounded education. o Teacher collaboration, planning, and professional development within and across grades and subjects.	Teacher salary stipends for before- and after-school tutoring, intersession and summer school instructional programs. Substitute Teachers to enable teacher collaborative time days. Stipends for teachers for team planning, lesson design, data analysis, preparation of common assessments, review of instructional strategies. Full-day kindergarten or prekindergarten programs.	$ 453,515	$ 403,961	$ 409,680	$ 1,267,156
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.	• Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Behavior Interventionist / Parent Engagement Specialist to work with family involvement action teams (FIAT). Summer transition programs or freshman academies. IGA/Contract/Partnership to provide identified need-based support services to students.	$ 262,596	$ 281,933	$ 271,644	$ 816,173
		TOTAL	$ 1,998,287	$ 1,660,818	$ 1,590,183	**$ 5,249,288**

CRITERIA FU DING MATRIX
SCHOOL INTERVENTION GRANT 3-YEAR BUDGET REQUEST

LEA / CHARTER NAME: **Florence Crittenton Services of Arizona**

RESTART MODEL:

Criteria – Required	Explanation	*Allowable Budget Items*	LEA & All Participating Schools			
			Year 1	Year 2	Year 3	Total
Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organizaion (EMO) that has been selected through a rigorous review process.	A restart school must enroll, within the grades it serves, all former students who wish to attend the school.	May include same Allowable Budget Items as the Turnaround/Transformation Models and any other costs that are reasonable and necessary to implement the model; Each budget item requested will be reviewed based on the merit of the LEA's comprehensive SIG implementation plan.				$ -

CLOSURE MODEL:

Criteria – Required	Explanation	*Allowable Budget Items*	LEA & All Participating Schools			
			Year 1	Year 2	Year 3	Total
LEA Closes a school and enrolls the sudents who attended that school in other schools in the LEA that are higher achieving. Schools must be within reasonable proximity to the closed school and may include but not limited to, charter schools or new schools for which achievement data are not yet available.	LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school	Parent and community outreach and or meetings, transition services to parents and students, student and parent orientation activities. Other reasonable and necessary costs to implement model; Each budget item requested will be reviewed based on the merit of the LEA's comprehensive SIG implementation plan.		NA	NA	$ -

Florence Crittenton Services of Arizona

School Improvement Grant (SIG) Budget Summary

		LEA SIG 1003(g) Budget Totals	School Budgets: School #1 Crittenton Youth	School #2 Name	School #3 Name	LEA Budget
Instruction 1000						
Salaries	6100	$ 487,700	$ 487,700	$ -	$ -	$ -
Employee Benefits	6200	82,909	82,909	-	-	-
Purchased Professional Services	6300	-	-	-	-	-
Purchased Property Services	6400	-	-	-	-	-
Other Purchased Services	6500	-	-	-	-	-
Supplies	6600	360,650	358,700	-	-	1,950
Other Expenses	6800	10,000	10,000	-	-	-
Sub-total		$ 941,259	$ 939,309	$ -	$ -	$ 1,950
Support Services 2100, 2200, 2600 - 2900						
Salaries	6100	$ 382,500	$ 382,500	$ -	$ -	$ -
Employee Benefits	6200	65,025	65,025	-	-	-
Purchased Professional Services	6300	290,000	41,000	-	-	249,000
Purchased Property Services	6400	-	-	-	-	-
Other Purchased Services	6500	-	-	-	-	-
Supplies	6600	3,000	3,000	-	-	-
Other Expenses	6800	-	-	-	-	-
Sub-total		$ 740,525	$ 491,525	$ -	$ -	$ 249,000
Support Services - Admin 2300, 2400, 2500						
Salaries	6100	$ 85,000	$ 10,000	$ -	$ -	$ 75,000
Employee Benefits	6200	14,450	1,700	-	-	12,750
Purchased Professional Services	6300	-	-	-	-	-
Purchased Property Services	6400	-	-	-	-	-
Other Purchased Services	6500	15,000	-	-	-	15,000
Supplies	6600	1,000	-	-	-	1,000
Other Expenses	6800	-	-	-	-	-
Sub-total		$ 115,450	$ 11,700	$ -	$ -	$ 103,750
Indirect Cost						
Restricted Indirect Cost Rate	6910	$ 179,553	$ 144,083.00	$ -	$ -	$ 35,470
Capital Outlay						
Property	6700	$ 21,500	$ 21,500	$ -	$ -	$ -
Total		$ 1,998,287	$ 1,608,117	$ -	$ -	$ 390,170

1/ Footnotes:

School #1 Crittenton Youth Academy
School SIG 1003(g) Budget a. . Line Item Detail Descriptions

Line Item		School SIG 1003(g) Budget	Line Item Detail Descriptions / Explanations
Instruction 1000			
Salaries	6100	487700	1 FTE Credit Recovery Co-Teacher, 1 FTE CTE Co-Teacher 1 FTE Middle School Co-Teacher 1 FTE Middle School Co-Teacher 1 FTE Soc
Employee Benefits	6200	82,909	17% ERE of object code 6100 (not on Temp Employee)
Purchased Professional Services	6300		
Purchased Property Services	6400		
Other Purchased Services	6500		
Supplies	6600	358700	Renaissance Learning (research-based assessment and indicator of student academic gaps) software for middle school formative and sum
Other Expenses	6800	10000	SEEDS - Social and Emotional Curriculum/Parent Engagement supplies, material and activities
Sub-total		$ 939,309	
Support Services 2100, 2200, 2600 - 2900			
Salaries	6100	$ 382,500	1 FTE Behavior Coach Year-round employment (reg. and summer/ AM Community and PM Residential) 1 FTE Social Worker1 FTE Acaden
Employee Benefits	6200	65,025	17% ERE of 6100
Purchased Professional Services	6300	41,000	Contracted Reading Interventionist and Services Contracted ELL Interventionist and Services Tuition for Foreign Language Dual Enrollment
Purchased Property Services	6400		
Other Purchased Services	6500		
Supplies	6600	3,000	Cognitive Aptitude Assessment Material for Gifted and Talented identification USB drives for all students 400 for $102 Document Projectors
Other Expenses	6800		
Sub-total		$ 491,525	
Support Services - Admin 2300, 2400, 2500			
Salaries	6100	$ 10,000	Turnaround Principal Stipend for the increased scope of duties as outlined in the Turnaround Model
Employee Benefits	6200	1,700	17% ERE of 6100
Purchased Professional Services	6300		
Purchased Property Services	6400		
Other Purchased Services	6500		
Supplies	6600		
Other Expenses	6800		
Sub-total		$ 11,700	
Indirect Cost			
Restricted Indirect Cost Rate	6910	$ 144,083	School Indirect at 10% (everything but capital outlay)
Capital Outlay			
Property	6700	$ 21,500	2 student computers needed for BASI assessments prior to new student enrollment Employee Computers 13 computers (and related periph
Total		$ 1,608,117	

1/ Footnotes:

Site 1 Tab

Florence Crittenton Services of Arizona
LEA SIG 1003(g) Budget and Line Item Detail Descriptions

Line Item		LEA SIG 1003(g) Budget	Line Item Detail Descriptions / Explanations
Instruction 1000			
Salaries	6100	$ -	
Employee Benefits	6200		
Purchased Professional Services	6300		
Purchased Property Services	6400		
Other Purchased Services	6500		
Supplies	6600	1,950	Annual Software Licenses 13 new SIG FT employees @ 150 each
Other Expenses	6800		
Sub-total		$ 1,950	
Support Services 2100, 2200, 2600 - 2900			
Salaries	6100	$ -	
Employee Benefits	6200		
Purchased Professional Services	6300	249,000	WestEd Turnaround Reform Consulting, Solutions Team ADE 3days, $500 per day, per person = 4500, $1000 for supplies, Contracted HR Personnel for Recruitment of SIG positions, Create New Position Job Descriptions, Consultation on Performance Appraisals (aligned with Employment Labor Laws)
Purchased Property Services	6400		
Other Purchased Services	6500		
Supplies	6600		
Other Expenses	6800		
Sub-total		$ 249,000	
Support Services - Admin 2300, 2400, 2500			
Salaries	6100	$ 75,000	1 FTE Turnaround Facilitator
Employee Benefits	6200	12,750	17% ERE
Purchased Professional Services	6300		
Purchased Property Services	6400		
Other Purchased Services	6500	15,000	Increase bandwidth needed to accommodate new SIG employee positions $12500 per month for services
Supplies	6600	1,000	2 cubicles for 2 student computers needed for BASI assessments prior to new student enrollment
Other Expenses	6800		
Sub-total		$ 103,750	
Indirect Cost			
Restricted Indirect Cost Rate	6910	$ 35,470	LEA Indirect at 10% (everything but capital outlay)
Capital Outlay			
Property	6700	$ -	
Total		$ 390,170	

1/ Footnotes:

William Bressler

Subject: FW: Info on your questions
Attachments: Co-Teaching.pdf

From: Balough, Belinda [mailto:Belinda.Balough@azed.gov]
Sent: Wednesday, April 07, 2010 1:19 PM
To: William Bressler
Cc: Arno, Mary; Volhein, Linda; gallman@flocrit.org; Regan, Teri; debrakrutz@cox.net; gjackson@flocrit.org
Subject: Info on your questions

Bill –
It was great to meet with you and your team yesterday and hear your school improvement ideas.
I was able to met with Teri Regan and get her input on many of the questions you and the team posed yesterday.

Related to utilizing SIG funds to support:

- Needed IT infrastructure upgrades (bandwidth, etc)

This could be in your year 1 plan depending on the needs of the end product in the classroom. Do you need the upgrades to provide course content that cannot be supplied without it (ie; on-line biology or chemistry labs), or would the upgrades be providing supplemental instructional materials (smart boards, etc) ?

- Administrative costs / Indirect costs

10% would be allowable. We would not want to see school improvement efforts of the LEA (planning meetings, etc) to included as stipends or indirect costs as these activities should be part of the LEA's role. If the principal needs more time to attend to classroom walkthroughs and teacher data chats, we are suggesting that LEA's consider an assistant principal or other support personnel that can take on the managerial components allowing the principal more time to focus on the instruction components.

- Retirement funding & matching investment

This could be done through hiring incentives, but would not necessarily be included in any stipends for planning and additional work.

- An academic advisor position

For your school, this is a great idea to assist with grad rate as well as in helping students map out course selections and future options. As with other positions, we are asking LEA's to pls include a job description and evaluation process with their application.

- Classroom aides

We are encouraging LEA's to focus on capacity building. If the aides will be HQ trained parapro's working as interventionists that that is an option. Otherwise, if the purpose is to assist teachers in effectively managing and instructing a diverse student population, consider a different model to help build the teacher's capacity with differentiated instruction and small group instruction. Yesterday we had discussed co-teaching. Attached is a brief section on co-teaching from the "Realization" book by Lyn Sharratt & Michael Fullan. Also consider that the coaches will help build this capacity, as will targeted PD. Smaller class size is another option for helping teachers target instruction to the diverse student populations within their classrooms.

- Federal Audit for expending more than $500,000 / year

Teri indicated that you could apply indirect funds to this cost. Angie will seek further information on options related to this additional expense.

- Sustainability plans and possible Title I supplanting issues

.ngie and Teri are already having conversations with Nancy Konitzer to work through some potential pitfalls that may occur during the transition from this grant to the sustainability of programs. At this time, we cannot guarantee anything 3 years in the future. We are suggesting that schools focus on their improvement efforts now, and as this grant evolves we will be addressing and resolving a wide variety of challenges that we will be encountering.

- Hiring more teachers so the schedule could accommodate needed planning / collaborative time

Again, the question is in capacity building and sustainability. Will additional teachers help efficiency so that the teachers will be better at the end of 3-years in planning, etc and not need as much time?
Some LEA's are accomplishing this through extending the teacher day and providing stipends.

We had already discussed the turnaround office in a previous e-mail.

Thank you for your great questions, as getting the answers helps to build my learning!

Please let me know if I missed any questions that needed further addressing or if you need further clarification on any of this info.

Belinda Balough

Belinda Balough
hool Effectiveness Division
AZ LEARNS, Intervention
Arizona Department of Education
1535 W. Jefferson Ave Phx, 85007

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602-364-2166

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